

GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

Week 3 - Period 9

Date of teaching: / /

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 1: Getting started

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to understand about the country life through the dialogue between Nick and Nguyen.

- Vocabulary: related to life in the countryside: harvest time, buffalo - drawn cart, herd, envious, paddy field.

- Grammar: Present simple tense, comparative forms.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students are hard-working and attentive. They can interact with each other to compare life in the countryside and life in the city.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: Asks Ss to present their project (5')

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm- up (3') <i>a, Aim:</i> To warm up and help Ss pay attention in the lesson. <i>b, Contents:</i> Ss work individually to answer the questions. <i>c, Outcome:</i> Ss can know answer the questions well. They can have some ideas about new lesson. <i>d, Organization:</i>	
- T introduces Nguyen and Nick. - T asks some questions and ask Ss to guess where they are and what they are doing. Ss answer the questions. - T introduces the new lesson.	<i>Questions:</i> 1. What can you see in the picture? 2. What do the farmers do? 3. What do the children do?
2. Presentation (10') <i>a, Aim:</i> Help Ss study some vocabularies, listen and read the conversation the topic "Life in the countryside". <i>b, Contents:</i> + Ss work individually to study the vocabulary. + Ss work in pairs to listen and read. + Ss work individually to decide the True or False sentences.	

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c, Outcome: Ss can know some vocabularies and listen and read the conversation well. d, Organization:	
- T presents some new words. - Ss copy and read. - T asks Ss to look at Activity 1a before listening and reading the dialogue and predict T/ F statements. - T asks ss to run through the statements then let ss work individually to predict. Ss do it. - T collects Ss' ideas. The T asks ss to listen, read and check their predictions. - T plays the recording twice for Ss to check. Ss listen and check. - T gets Ss' answers and check as a class; asks ss where in the dialogue they can find their answers.	*New words: buffalo-drawn cart: xe trâu kéo riden a cart: lái xe (trâu) herd: chăn dắt envious: ghen tị charades: đố chữ whisper: nói nhỏ * T/ F predictions: * Listen and Read 1a. True or false. Key : 1-T, 2- F, 3-F, 4-T, 5-T
3. Practice (20')	
a, Aim: Help Ss understand the conversation by doing exercises and know more activities that children do in the countryside. b, Contents: + Ss work in pairs to answer the questions. + Ss work individually to complete the sentences with the words in the box. + Ss work in groups to discuss and tick the box. + Ss work individually to match the activities with the pictures. c, Outcome: Ss can do exercises well and know more activities that children do in the countryside. d, Organization:	
- T asks the Ss to read again and answer the questions in pairs. Ss practice. - T asks some pairs practice in front of the class. Ss give the answers. - T checks and corrects. (extra- board)	1b. Answer the following questions Key: 1. <i>He is in the countryside.</i> 2. <i>Right on his first day there.</i> 3. <i>It's big and colorful.</i>

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- T asks Ss to complete the sentences with the words in the box. - Ss do exercise individually and give the answers. - T checks and corrects. - Runs through the sentences. - Has ss work in small groups to discuss and tick the correct the box and look for expression(s) to support their answer. - T asks the Ss to do exercise individually. Ss do it. - T asks Ss to compare the answers with the others. Ss do it. - T checks and corrects.	4. <i>His grandfather.</i> 5. <i>Yes, he does.</i> 1c. Complete the sentences with the words in the box. Key: 1. <i>Colorful</i> 2. <i>move slowly</i> 3. <i>harvest time.</i> 4. <i>paddy field</i> 5. <i>herring</i> 6. <i>buffalo- drawn card</i> 1d. Discuss and tick the box => Suggested answers: + <i>He likes it.</i> <i>‘...it’s more exciting than I expected.’</i> <i>“It (the kite) looks great up there in the sky”.</i> <i>‘It live more happily here, and there’s still a lot more to explore’.</i> 2. Match the activities with the pictures Key: 1.e, 2.f, 3.a, 4.c, 5.d, 6.b
4. Application (5’) a, Aim: Help Ss make a list of activities that children often do in the countryside. b, Contents: Ss work in pairs to make a list of activities that children often do in the countryside c, Outcome: Ss can make a list of activities that children often do in the countryside well. d, Organization:	
- T has Ss work in pairs to brainstorm some more countryside activities. T gives Ss a time limit, for example, two minutes to make their lists. - Ss work in pairs to do the task. - T calls on each pair to share their list with the class. Ss share their lists. - T writes the combined list of activities on the board and leaves it there to be used in the next activity.	3. Think of some more things that children do in the countryside. Make a list. Example: They climb trees. They go swimming in the river.

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- Before moving on, T makes sure everybody understands all the vocabulary on the board.	
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3. Consolidation and guides for homework (2')

* **Consolidation:** Consolidates ss more about the lesson.

***Homework:** Asks Ss to:

- Do exercise 1,2 in workbook. Write some activities that children do in the countryside
- Prepare **Unit 2 - A closer look 1**.

Week 4 - Period 10

Date of teaching: / /

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 2: A closer look 1

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to Pronounce words containing the clusters /bl/ and /cl/ correctly in isolation and in context and talk about life in the countryside.

- Vocabulary: related to life on the countryside: brave, nomadic, vast, blackberry,
- Grammar: Simple present, simple progressive
- Pronunciation: Clusters (/bl/ and /cl/)

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have loving attitude towards the life of the countryside. They can use the comparison of Adjectives and Adverbs to talk about the life in the city and in the countryside.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking (3'): T asks Ss to talk some activities that children do in the countryside.

2. New lesson:

Teacher's and students' activities	The main contents
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1. Warm- up (5')	
a, Aim: Help Ss pay attention to the lesson. b, Contents: Ss work individually to listen and repeat the words. c, Outcome: Ss can listen and write as many words as they can. d, Organization:	
- T calls two students go to the board and then plays the tape (three times) - Each student listens and write words - The student which writes right words is the winner - T introduces the lesson.	1. Listen and repeat the words. <i>slow, colourful, friendly, hard, brave, boring, inconvenient, vast, peaceful, nomadic.</i>
2. Presentation (5')	
a, Aim: Help Ss know more vocabularies about the topic: “Life in the countryside” b, Contents: Ss work individually to study new words. c, Outcome: Ss can know more vocabularies related to the topic: “Life in the countryside” d, Organization:	
- Teacher uses different techniques to teach vocabulary (situation, realia....), follows the seven steps of teaching vocabulary. - Ss listen carefully the T’s modeling twice, repeat in chorus and individually, then copy all the words in their notebooks. => Checking: Slap the board.	I. Vocabulary: + <i>brave (adj): rung cảm</i> + <i>nomadic (adj): có tính du mục</i> → <i>nomad (n) : dân du mục</i> + <i>vast (adj): rộng lớn</i> + <i>blackberry (n): quả mâm xôi</i> + <i>hay (n): cỏ khô</i> + <i>bloom (v, n): nở hoa, sự nở hoa</i>
3. Practice (25')	
a, Aim: + Help Ss use vocabularies about the topic: “Life in the countryside” to do exercises. + Help Ss pronounce correctly words containing the clusters / bl/ and /cl/. b, Contents: + Ss work in groups to put the words in 1 into the appropriate category. + Ss work in pairs to match the nouns and noun phrases with each verb. + Ss work in groups to complete the sentences. + Ss work individually to listen and repeat the words. + Ss work individually to listen to the sentences and repeat.	

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c, Outcome: Ss can use vocabularies about the topic: “Life in the countryside” to do exercises well. They can also pronounce words containing the clusters / bl/ and /cl/ correctly. d, Organization:	
- T asks the Ss to work in groups to put the words in 1 into the appropriate category. - Ss do it in groups of 8. (studying- cards) - T asks some Ss to give the answers. Ss give the answers. - T checks and corrects. (extra- board) - T asks the Ss to do exercise in pairs. Ss do it. - T asks Ss to compare the answers with the others. Ss do it. - Ss give the answers. T checks and corrects. (extra- board) - T asks the Ss to complete the sentences. (work in groups of 4). - Ss do it in groups of 4. (studying- cards) - T asks some Ss to give the answers. Ss give the answers. - T checks and corrects. (extra- board) - T plays the recording and asks Ss to listen and repeat. Ss do it. - T pauses the recording to drill difficulty items. - T has Ss say the words individually. Ss do it.	2. Put the words in 1 into the appropriate category. Key: People: <i>friendly, nomadic, brave, boring, colorful.</i> Life: <i>slow, colorful, hard, boring, inconvenient, peaceful, nomadic</i> Scenery: <i>vast, colorful, peaceful.</i> 3. Match the nouns and noun phrases with each verb. * Keys <i>Ride: a horse, a camel.</i> <i>Put up: a pole, a tent</i> <i>Collect: water, hay</i> <i>Herd: the buffaloes, the cattle</i> <i>Pick: wind flowers, apples</i> 4. Complete the sentences. * Keys 1. <i>picking</i> 2. <i>inconvenient/ collect</i> 3. <i>herd</i> 4. <i>ridden/ brave</i> 5. <i>peaceful</i> 6. <i>nomadic</i> 7. <i>vast</i> 8. <i>put up, hard.</i> II. Pronunciation 5. Listen and repeat the words 7. Listen to the sentences and repeat

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- T has Ss look at the sentences and underline the words with clusters /bl/ and /cl/ first. Then T plays the recording. - Has Ss then listen and repeat individually. Ss do it.	
4. Application (5') a, Aim: Ss can listen and identify the correct words containing the clusters / bl/ and /cl/. b, Contents: Ss work in pairs to listen and circle the word they hear. c, Outcome: Ss can listen and identify the correct words containing the clusters / bl/ and /cl/ correctly. d, Organization:	
- T has Ss listen and circle the words. T asks Ss to do the activity in pairs and challenge each other to choose the correct words. Ss do it. - Ss give the answers. - T checks and corrects as a class.	6. Listen and circle the word you hear Key : 1. Blame 2. Blasts 3. Blue 4. clock 5. close

3. Consolidation and guides for homework (2')

*** Consolidation:**

- Asks ss to recall what they have learnt in this lesson
- Consolidates more about the contents of the lesson

*** Homework:** Asks Ss to:

- + Learn by heart all the new words.
- + Prepare: **Unit 2 - A closer look 2.**

Week 4 - Period 11

Date of teaching: / /

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 3: A closer look 2

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to review comparative forms of adjectives and know how to use comparative forms of adverbs of manner.

- Vocabulary: Life in the countryside lexical items
- Grammar: Comparative forms of adjectives and adverbs of manner

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have loving attitude towards the life of the countryside. They can make comparisons well.

B. Teaching aids:

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1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking (3’): T asks Ss to write the vocabularies they have learnt in Unit 2 so far.

2. New lesson:

Teacher's and students' activities	The main contents				
1. Warm- up (5’)					
a, Aim: Help Ss review comparative form of adjectives. b, Contents: Ss work individually to write comparative form of the adjectives. c, Outcome: Ss can review comparative form of adjectives and do exercise correctly. d, Organization:					
- T asks the Ss to do exercise individually. (Extra- board). Ss do it. - T asks some Ss to write their answers on the board. Some Ss write, the others give comment. - T checks and corrects. - T asks them to retell about comparative form of adjectives. Ss do it. - T introduces the lesson.	Write comparative form of the adjectives below. Tall- Big- Good- Expensive- Key: Tall- taller- tallest Big- bigger- biggest Expensive- more expensive- most expensive				
2. Presentation (10’)					
a, Aim: Help Ss do exercises of comparative form of adjectives and know how to use comparative form of manner. b, Contents: + Ss work in pairs to complete the passive using comparative form of adjectives. + Ss work individually to study the comparative forms of adverbs. c, Outcome: Ss can do exercise of comparative form of adjectives correctly and know how to use comparative form of manner well. d, Organization:					
- T asks Ss to work in pairs to do the exercise. Ss do it. - T checks as a class and write the answers on the board with the full forms of comparisons.	1. Complete the passage below with a suitable comparative form of adjectives provided. Keys: <table style="width: 100%;"> <tr> <td>1. higher</td><td>2. easier</td></tr> <tr> <td>3. better</td><td>4. more exciting</td></tr> </table>	1. higher	2. easier	3. better	4. more exciting
1. higher	2. easier				
3. better	4. more exciting				

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- Keeps them for later reference when the comparative of adverbs is taught. -T first revises different uses of an adjective and an adverbs. For example, T write “<i>Life in the city is slow/slowly</i>” and the comparative forms of adverbs by changing the second sentence to “He is moving more slowly than before. Ss listen and take notes. - T elicits the form of comparative forms before letting them read number 1 in the yellow table. Ss listen and take notes. - T then introduces comparatives of irregular adverbs like “<i>fast -, hard, late, early, good and badly.</i>” Ss listen and take notes. - Lets Ss read number 2 and 3 in the table. Ss do it.	5. <i>more convenient</i> 6. <i>happier</i> 7. <i>more friendly</i> 8. <i>fast</i> 9. <i>safer</i> 10. <i>Best</i> <u>Comparative forms of adverbs</u> 1. <i>Adverb ending in ly</i>: more/ less+ adverb + than 2. <i>Adverb + er</i>: is the form of comparative for adverbs of manner with the same form as adjectives Fast- faster Early- earlier Late – later Hard -harder 3. <i>Some irregular forms</i> well- better badly- worse
3. Practice (20’) a, Aim: Help Ss do exercises related to the comparative form of adverbs. b, Contents: + Ss work individually to complete the sentences with suitable comparative forms of adverbs. + Ss work in pairs to finish the sentences below with a suitable comparative form of <i>hard, early, hate, fast, well and badly</i>. + Ss work in groups to underline the correct comparative forms to complete the sentences. c, Outcome: Ss can understand the use comparative form of adverbs and do related exercises correctly. d, Organization:	
- T asks Ss to complete the sentences with suitable comparative forms of adverbs. - Ss work in dividually and share their answers. Then Ss give the answers. - T corrects.	2. Complete the sentences with suitable comparative forms of adverbs *Key: 1. <i>more slowly</i> 2. <i>more soundly</i> 3. <i>less traditionally</i>

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- T asks the Ss to do exercise in pairs. Ss do it. - T asks Ss to compare the answers with the others. Ss do it. - Ss give the answers. - T checks and corrects. (extra- board) - T asks the Ss to work in groups of 4 to complete the sentences. - Ss do it in groups of 4. (studying- cards) - T asks some Ss to give the answers. Ss give the answers. - T checks and corrects. (extra- board)	4. <i>more generously</i> 5. <i>more healthily</i> 3. Finish the sentences below with a suitable comparative form of <i>hard, early, hate, fast, well and badly.</i> * Keys 1. <i>better.</i> 2. <i>faster</i> 3. <i>later</i> 4. <i>harder</i> 5. <i>worse</i> 6. <i>earlier</i> 4. Underline the correct comparative forms to complete the sentences * Key: 1. <i>more optimistically</i> 2. <i>popularly</i> 3. <i>less densely populated</i> 4. <i>more quickly</i> 5. <i>more easily</i> 6. <i>better</i>
4. Application (5') a, Aim: Help Ss use the comparative form of adjectives and adverbs to write the answer for the questions. b, Contents: Ss work individually to write the answer for the questions. c, Outcome: Ss can write the answer for the questions by using the comparative form of adjectives and adverbs well. d, Organization:	
- T asks the Ss to write the answer for the questions below. - Ss do it. - T asks some Ss to compare the answers with their friends. - Ss do it. - Ss give the answers. - T checks and corrects.	5. Write the answer for the questions below. Key: 1. <i>The countryside is more peaceful. / The countryside is more peaceful than the city.</i> 2. <i>A computer works faster at calculus. / A computer works faster at calculus than a human being.</i> 3. <i>Life in a remote area is harder. / Life in a remote area is harder than that in a modern town.</i>

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	4. <i>Ho Chi Minh City is more expensive. / Ho Chi Minh City is more expensive than Hue.</i> 5. <i>Animals can smell better than human beings.</i>
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3. Consolidation and guides for homework (2')

* Consolidation:

- Asks Ss to answer: “What is the forms of comparative of adverbs?”

* Homework: Asks Ss to:

+ Learn by heart all the new words and structures

+ Make your own sentences with comparative form of adverbs.

+ Prepare: **Unit 2 – Communication.**

Week 4 - Period 12

Date of teaching: / /

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 4: Communication + Test 15'

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to: Read some posts on “Holidays in the countryside” and reply to the posts.

- Vocabulary: lexical items related to the topic “*Life in the countryside*”

- Grammar: Comparative forms of adj/adv.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have loving attitude towards the life of the countryside. They can develop their abilities of reading and replying to the posts.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Test 15'

Written test 15' (No 1)

I. Complete the sentences, using the *comparative form* of the adjectives given: (5pts)

1. An elephant is (big)than a mouse.

2. The weather today is (hot)than it was yesterday.

3. A diamond costs a lot of money. A diamond is (expensive)than ruby.

4. A lake is (small)than an ocean.

5. Good health is (important)than money.

II. Choose the best answer (5pts)

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1. Nga likes with her close friend on Saturday evenings.
A. window shop B. window to shop C. window shopping
2. She often hangs with her friends in the park.
A. in B. out C. of
3. My father enjoys tennis in his freetime.
A. playing B. to play C. play
4. He doesn't mind homework.
A. do B. to do C. doing
5. My sister dances than me.
A. better B. gooder C. weller
6. My house is hers.
A. cheaper than B. cheaper C. than
7. Last week was the harvest time. I was staying with my uncle and I helped him load the rice onto the
A. buffalo – drawn cart B. cart buffalo – drawn C. cart – drawn buffalo
8. The life in the countryside is than the life in the city.
A. slowly B. more slowly C. most slowly
9. She loves DIY.
A. make B. making C. doing
10. Living in the countryside is than living in the city.
A. peaceful B. more peaceful C. most peaceful

Written test 15' (No 2)

I. Complete the sentences, using the *comparison form* of the adjectives given.

1. A village is (small) than a city in size.
2. This house is (beautiful) than that house.
3. A horse is (big) than a cat.
4. Health is (important) than money.
5. A car is (expensive) than a bike.

II. Choose the best answer (5pts)

1. My parents love very much.
A. do gardening B. do garden C. doing gardening
2. His father fancy football after work.
A. playing B. to play C. play
3. Do you like origami?
A. make B. makes C. to make
4. My sister doesn't mind housework.
A. do B. to do C. doing
5. She can sing than her sister.

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- A. better B. gooder C. weller
6. This book is than that book.
A. expensive B. more expensive C. most expensive
7. He enjoys to the melody in his free time.
A. listening B. hearing C. speaking
8. He sometimes goes the buffaloes with the boys.
A. herd B. to herd C. herding
9. The countryside is than the city.
A. peaceful B. more peaceful C. peacefuller
10. I to do housework everyday.
A. hate B. enjoy C. detest

Answer key

Written test No 1

I. Complete the sentences, using the *comparative form* of the adjectives given:
(1pt for each correct answer)

1. bigger 2. hotter 3. more expensive
4. smaller 5. more important

II. Choose the best answer (0.5 pt for each correct answer)

1. C 2. B 3. A 4. C 5. A 6. A 7. A 8. B 9. C 10. B

Written test No 2

I. Complete the sentences, using the *comparative form* of the adjectives given:
(1pt for each correct answer)

1. smaller 2. more beautiful 3. bigger
4. more important 5. more expensive

II. Choose the best answer (0.5 pt for each correct answer)

1. C 2. A 3. C 4. C 5. A 6. B 7. A 8. C 9. B 10. A

2. New lesson:

Teacher's and students' activities	The main contents
1. Presentation (5')	
a, Aim: Help Ss know more about vocabularies related to the topic. b, Contents: Ss work individually to study extra vocabulary. c, Outcome: Ss can know more about vocabularies related to the topic "Life in the countryside". d, Organization:	
- T uses different techniques to teach vocabulary (situation, realia.....),	Extra vocabulary: + disturb (v) làm phiền + beehive (n) tổ ong

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follows the seven steps of teaching vocabulary. - Ss listen carefully the T’s modeling twice, repeat in chorus and individually. Then copy all the words. => Checking: Rub out and remember.	+ experience (n) trải nghiệm + urbanization (n) sự đô thị hóa + positive (adj) tích cực + negative (adj) tiêu cực + neutral (adj) trung lập	
2. Practice (15’) a, Aim: Help Ss understand the posts on “Holiday in the countryside”. b, Contents: + Ss work individually to read the posts on “Holiday in the Countryside”. + Ss work individually to tick (v) the appropriate box. c, Outcome: Ss can understand the posts and do related exercises well. d, Organization: - T introduces the new lesson: <i>We are going to read some posts and reply to them.</i> Posts are common features of social media sites. They allow people to review things or give their opinions about things. They also allow others to respond to the posts with their own opinions, such as an online dialogue occurs. The writing style of online posts is usually short, informal and honest or direct. * Pre questions <i>? Where do these people live?</i> <i>? Do they have the same opinion of staying in the countryside?</i> - T asks Ss to read the posts individually to answer the questions. Ss do it. - T asks ss to look through the table and make sure that ss understand the requirement. - T has ss work individually to do the exercise then Ss can compare their answers with partner and discuss any differences. Ss do it. - T checks the answers as a class.		1. Read the posts on “Holiday in the Countryside”.

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	Bob			✓
4. Application (8') a, Aim: Help the Ss talk their opinion about the benefits of the countryside. b, Contents: Ss work in groups to write their replies to the posts in 1. c, Outcome: Ss can talk their opinion about the benefits of the countryside well. d, Organization:				
- T explains that now they have a change to reply each post with their own opinions - T puts Ss into groups of 4 ss. Hand out a piece of blank paper for each post. Have the groups write the name of each post at the top, <i>e.g. Bob from London</i>. Have each student write a short reply to a post and then passes the paper to the person on their left. They take the next paper from the person on their right. They read the reply and then add their own. - Continues passing the papers around until everyone has replied to every post. Ss refer to the examples as models for their answers. - T asks each group to read out one of their reply chains to a post and discuss it as a class.		3. Reply to the posts in 1. Write down the replies. Example: <i>It is very peaceful and quiet as there are no traffic jams. The country is less polluted. you don't need to worry about your health condition, so the air is fresh, and water is clean.</i>		

3. Consolidation and guides for homework (2')

* Consolidation:

- Asks ss to sum up the main content of the lesson

* Homework: Asks Ss to:

+ Learn by heart all the new words and structures

+ Do exercises (*Work book*)

+ Prepare: **Unit 2 - Skills 1.**

Week 5 - Period 13

Date of teaching://.....

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 5: Skills 1

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A. Objectives

1. Knowledge: By the end of the lesson, students will be able to understand the content of the reading text about an unusual life in Mongolia by answering the questions.

- Vocabulary: Life in the countryside lexical items: *dairy product, pasture, ...*

- Grammar: Comparative forms of adjectives and adverbs.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have loving attitude towards the life of the countryside. They can express what they like/dislike about something.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking (3'): Asks Ss to express their opinion about the benefits of the countryside.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm- up (3') a, Aim: To warm up the class and lead in the new lesson. b, Contents: Ss work individually to answer the questions. c, Outcome: Ss can have some information about the text they are going to study in Skills 1. d, Organization:	
- T shows Ss some pictures of Mongolia. - T writes the word <i>Mongolia</i> on the board. Then T has Ss brainstorm what they know about this country and its people (<i>They can express some words in Vietnamese if they can't express in English</i>) - Keeps it to the end of the period. - Introduces the new lesson.	Brainstorming Mongolia: <i>move a lot, don't live in houses...</i>
2. Presentation (7') a, Aim: Help Ss know some vocabularies related to the text and know the topic of the reading text b, Contents: Ss work individually to study vocabularies related to the topic.	

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c, Outcome: Ss know some vocabularies related to the text and know the topic of the reading text well. d, Organization:	
- T uses different techniques to teach vocabulary (situation, realia....). Follow the seven steps of teaching vocabulary. - Ss listen carefully the T's modeling twice. Repeat in chorus and individually. Then copy all the words. => Checking: Rub out and Remember. - T asks ss to look at the picture and sets the scene: + <i>What can you see in the picture?</i> + <i>Where do you think it is?</i> + <i>Why do you think so?</i> - T leads ss in the reading text about Mongolia. - Ss listen to the teacher and answer while watching the picture.	Vocabulary: + dairy product (n): <i>sản phẩm sản xuất từ sữa</i> + pasture (n) <i>đồng cỏ</i> = grassland (n): + circular (adj): <i>có hình tròn</i> + permanent (adj) <i>lâu dài</i> + (to) drop: <i>giảm mạnh</i> + cattle (pl): <i>gia súc</i> + highland (n): <i>cao nguyên</i> * Present the reading text:
3. Practice (22')	
a, Aim: + Help Ss understand the nomadic life by doing reading exercises. + Help Ss talk about what they like or dislike about nomadic life and the countryside. b, Contents: + Ss work individually to read and choose the most suitable heading for each paragraph. + Ss work individually to match the descriptions with the words/ phrases from the passage. + Ss work individually to read again and choose the best answer. + Ss work in pairs to interview their partner about what he/she likes/ doesn't like about the life of the nomads. c, Outcome: Ss can understand the nomadic life by doing reading exercises correctly and Ss can talk about what they like or dislike about nomadic life and the countryside. d, Organization:	
I. Reading	

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- T asks Ss to read the headings first and make sure they understand their meanings. They then read each part of the passage and choose the correct heading for it. - T checks the answers as a class. - T asks Ss to read the passage again and underline the words (1-5) in the passage. They then try to guess the meanings of these words, based on the context. Ss complete the exercise independently. (Extra- board) - T asks them to read and choose the best answer in pairs. Ss do it. - T guides Ss to look for keywords which can help them find the part of the passage where the information for the answers is given. - T encourages Ss to follow up and talk about as many different details as possible. Ss work in pairs. - To follow up, T can ask some pairs to report on their likes and dislikes. - T can make two lists of their likes and dislikes on the board and see which ideas are the most common.	1. Read and choose the most suitable heading for each paragraph. Key: 1. B. The importance of cattle to the nomads 2. C. The nomads' home 3. A. Nomadic children's lives 2. Match the descriptions with the words/ phrases from the passage. Key: 1. b 2. d 3. e 4. a 5. c 3. Read again and choose the best answer A, B, C or D. Key: 1. A 2. C 3. A 4. B 5. B 6. D II. Speaking 4. Interview your partner to find out what he/she likes/ doesn't like about the life of the nomad. Example: A: What do you like about their nomadic life? B: Well, the children learn to ride a horse. A: And what don't you like about it? B: They can't live permanently in one place.
4. Application (8') a, Aim: Help Ss talk about what they like or don't like about life in the countryside. b, Contents: Ss work in pairs to talk about what they like or don't like about life in the countryside. c, Outcome: Ss talk about what they like or don't like about life in the countryside well. d, Organization:	

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- T lets Ss move from talking about nomadic life to the countryside in Viet Nam. - For more advanced Ss, and if time allows, lets the whole class listen to each list and discuss what they think about these likes/dislikes.	5. Discussion Example: <i>A: What do you like about the life in the countryside?</i> <i>B: The air is fresh....</i>
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3. Consolidation and guides for homework (2')

* Consolidation:

- Asks ss to recall what they have learnt in this lesson.
- Consolidates more about the contents of the lesson.

* Homework: Asks Ss to:

- Learn by heart all the new words. Guide ss how to do exercises (*workbook*)
- Prepare: **Unit 2 - Skills 2**

Week 5 - Period 14

Date of teaching: / /

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 6: Skills 2

A. Objectives

1. Knowledge: By the end of the lesson, Ss will be able to use lexical items related to the topic “*Life in the countryside*”.

- Vocabulary: Vocabulary relating to “*Life in the countryside*”
- Grammar: Comparative forms of adjectives and adverbs.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have good attitude towards countryside life and love with nature. They can give the opinions about the changes in rural area.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking (3’): Asks Ss to talk about what they like or dislike about nomadic life and the countryside.

2. New lesson:

Teacher’s and students’ activities	The main contents
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1. Warm- up (5')

a, Aim: Help Ss pay attention to the lesson.

b, Contents: Ss work in groups to put the phrases into the correct column.

c, Outcome: Ss can know some information about the life in the past and now.

d, Organization:

- T divides the class into two groups.
- T asks Ss to put the phrases into the correct column. Ss do it.
- T calls each group go to the board and write.
- The group with more right sentences is the winner.
- T leads in new lesson: In the past, means of transports is animal such as: horse, buffaloes... Now they travel by motorbikes and cars. Now, we don't use oil lamps any more. We have electric lights.

Key:

In the past	Now
- use oil lamp	- Use electric light
- ride a horse	- travel by motorbikes
- walk to work	- live in a brick house
- live in earthen house.	- live in a brick house
- live far from school	- Use electric fan, air-conditioner.
- play with the nature	- live near school
	- play video games
	- have TV

2. Presentation (5')

a, Aim: Help Ss know some vocabularies related to the topic.

b, Contents: Ss work individually to study new words.

c, Outcome: Ss can know some vocabularies related to the topic well.

d, Organization:

- Teacher uses different techniques to teach vocabulary (situation, realia...). Follow the seven steps of teaching vocabulary.
 - Ss listen carefully to the T's modeling twice, repeat in chorus and individually. Then copy all the words.
- => **Checking:** Rub out and remember.

Vocabulary:

- + equip (v): trang bị
- equipment (n): trang thiết bị
- + oil lamp (n): đèn dầu
- + stream (n): dòng suối
- + change (v, n): thay đổi
- + rural area (n): vùng nông thôn

3. Practice (20')

a, Aim: Help Ss listen to the information about changes in the countryside and and write about the changes in their village.

b, Contents:

- + Ss work individually to listen and tick the changes the boy mentions.
- + Ss work individually to listen and decide True or False.
- + Ss work individually to listen and answer the questions with no more than 4 words.

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+ Ss work in pairs to write their opinions about the positive changes and negative changes in the listening text. + Ss work in groups to discuss and find some changes in the rural area. c, Outcome: Ss can do listening exercises well and know how to write about the changes in their village well. d, Organization:	
- T has ss go through the changes from A to F and guess the changes the boy mentions. Ss do it. - T collects some ss' ideas. Then T has ss listen to the recording and check the predictions. Ss do it individually. Then Ss compare the answers with their partners. - Ss give the answers. T plays the recording once to check. - T confirms the correct sentences. - T asks Ss to read the sentences first. The T has Ss listen to the recording again (<i>as many times as needed of if time allows</i>) and complete the exercise. Ss do it individually. - T checks the answers as a class. - T asks Ss to read the questions first to see what kind of information they need to find. Ss do it. - T plays the recording for Ss to listen and decide what word/phrase to write down for the answers individually. Ss can compare their answers with a partner. - T calls on some Ss to write the answers on the board. Ss do it. - T asks other Ss to give comments. Then T confirms the right answers. Notes: Some Ss may not be familiar with short answers. T may allow them to answer the questions in full first and see what they can do to shorten their answers to within four words. Ask them to focus on the key words.	I. Listening 1. Listen to a boy talking about the changes in his village and tick (v) the changes he mentions. Key: A.the roads in the village B. ...✓.....electrical appliances in the homes C. ...✓.....means of transport D.entertainment E. ...✓...school F. ...✓...visitors 2. Listen again and say if the sentences are true (T) or false (F). Key: 1 – F ; 2 – T ; 3 – F ; 4 – T ; 5 – T 3. Listen again and answer the questions no more than Four words. Key: 1. His parents. 2. Life outside their village. 3. Nearby the village / Near the village. 4. A nomadic life.

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- T reminds Ss of the changes in the village from the listening passage. T can help by writing the changes in brief on the board as a guide for the writing exercise. => For example: <i>earthen houses -> brick houses</i> - Ss can use this information and the example given in 4 to write their opinions about the changes. Ss do this activity in pairs. - Places Ss into small groups of three or four. - Asks ss to work together to discuss about the changes in a rural area. - Ss in each group work together to decide which rural area they will talk about. They then discuss and note down some changes they can find in this area.	II. Writing 4. What do you think? Which change(s) in the listening do you see as positive? Which do you see as negative? Support your opinion with a reason. Write it out. => Example: <i>It's good for the village to have TVs. they can now have more fun and learn more about different people and different places.</i> 5. Discuss and find some changes in rural area. Make notes of the changes.
4. Application (10') a, Aim: Help Ss know how to write a short paragraph about the changes in the countryside. b, Contents: Ss work individually to write a short paragraph about the changes in the countryside. c, Outcome: Ss can write a short paragraph about the changes in the countryside well. d, Organization:	
-T can guide their writing by providing them with some key words/phrases like '<i>The first change is...</i>' or '<i>The change we are most interested in is...</i>' - Ss use their notes about the changes in a rural area to write a paragraph describing the changes. Ss work individually. - If there is not enough time to write the paragraph in class, T can assign it as homework.	6. Write a short paragraph about the changes

3. Consolidation and guides for homework (2')

*** Consolidation:**

- Asks ss to recall what they have learnt in this lesson.

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- Consolidates more about the contents of the lesson.

* **Homework:** Asks Ss to:

- Learn by heart vocabulary and structures. Complete the writing at home.

- Prepare: **Unit 2 - Looking back and Project.**

Week 5 - Period 15

Date of teaching: / /

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 7: Looking back and Project

A. Objectives

1. Knowledge: By the end of the lesson, Ss will be able to recycle the language contents and practice more with what they have learnt in Unit 2 by doing various activities and exercises.

- Vocabulary: Lexical items related to life in the countryside.

- Grammar: Comparative forms of adverbs of manner.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have good attitude towards countryside life and love with nature. They can use the languages related to the topic “*Life in the countryside*” to discuss together.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher’s and students’ activities	The main contents
1. Warm- up (3’)	
a, Aim: Help Ss attend to the lesson.	
b, Contents: Ss work individually to answer the questions.	
c, Outcome: Ss can answer the question well.	
d, Organization:	
- T asks Ss to answer the questions: ? <i>What do you like about the life in your countryside? Why?</i> ? <i>What do you dislike about the life in your countryside? Why?</i> - Ss answer the questions.	
2. Practice (35’)	

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a, Aim: Ss can review vocabularies to describe life in the countryside, review the use of comparative forms of adverbs of manner and practice making plan to the countryside.

b, Contents:

+ Ss work individually to use the words and phrases in the box to describe the pictures.

+ Ss work individually to look at each picture and write a sentence describing what each person is doing.

+ Ss work individually to complete the sentences, using suitable comparative forms of the adverbs in brackets.

+ Ss work individually to read the situations and complete the sentences with suitable forms of the adverbs in bracket.

+ Ss work in groups to make plan to the countryside.

c, Outcome: Ss can review vocabulary and grammar in Unit 2 by doing related exercises correctly. They can also make plans to the countryside well.

d, Organization:

- T asks Ss to complete this exercise independently.

- Ss complete this exercise independently.

- T checks the answers.

- T asks Ss to look at each picture, then at the verb that goes with it. Ss write the sentences in their full forms individually.

- Ss look at each picture, and write the sentences in their full forms.

- T goes round while Ss are writing and helps them with any difficulties. When Ss have finished, T can choose some sentences and asks Ss to write them on the board.

- T gives feedback. If a sentence is incorrect, ask Ss to correct it.

I. Vocabulary

1. Use the words and phrases in the box to describe the pictures.

Key:

Picture a: peaceful, vast, quiet, pasture, paddy field

Picture b: quiet, colourful, paddy field, harvest time, rice

Picture c: peaceful, vast, quiet, nomadic life, inconvenient, ger, pasture, cattle, horses

2. Look at each picture and write a sentence describing what each person is doing.

Suggested answers:

1. A boy is riding a horse.

2. A man is herding his cattle/sheep.

3. A girl is picking apples (from an apple tree)

4. A boy is flying a kite.

5. The children are running around in the fields/ countryside.

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- T asks Ss to complete the sentences, using suitable comparative forms of the adverbs in brackets. - Ss complete this task independently. They can then exchange their answers with a partner. - T checks as a class. - T asks Ss to read the situations carefully and decide which two things are being compared. Ss may refer to the completed sentences in 3 as a guide for this sentence completion. - Ss complete the exercise independently and then compare their answers with a partner. - T corrects. - T Has Ss work in groups. They take turns to ask the questions and note down the answers. - The group then assigns a group representative to report their findings to the class. * Finished ! - Asks Ss to complete the self-assessment. - Identifies any difficulties and weak areas and provide further practice.	6. <i>A woman is collecting water from the river.</i> II. Grammar 3. Look at the pictures and complete the sentences, using suitable comparative forms of the adverbs in brackets. Key: 1. <i>faster than</i> 2. <i>earlier than</i> 3. <i>better – than</i> 4. <i>more skillfully than</i> 5. <i>more beautifully – than</i> 4. Read the situations and complete the sentences with suitable forms of the adverbs in bracket. Key: 1. <i>... faster than a camel.</i> 2. <i>... more happily than those in the city.</i> 3. <i>... more heavily on the weather than people in many other jobs.</i> 4. <i>... worse than I do.</i> III. Communication 5. You are planning a trip to the countryside. <i>What will you do during the trip to the countryside?</i> Write the answers in the table below. Example: - <i>What will you do during the trip to the countryside?</i> + <i>We will go swimming.</i> + <i>We will go fishing.</i>
3. Application (5') PROJECT: I LOVE THE COUNTRYSIDE a, Aim: Help Ss know how to do the project about countryside. b, Contents: Ss work in groups to do the project. c, Outcome: Ss can know how to do the project well. d, Organization:	

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- T has Ss imagine the things they could do in such a place. T then divides Ss into groups and instructs them on what they have to do. - T hands out two pieces of paper – one for brainstorming ideas and a large piece of paper for drawing the picture. T encourages Ss to think creatively and daringly. If Ss have any difficulty with vocabulary, T moves around the groups and helps. The pictures will probably have to be finished out of class hours as homework. - T has Ss present their countryside pictures in the next lesson. - Ss listen carefully to the teacher's guides, take notes in their notebooks and finish their project at home.	Project: I love the countryside. This project aims to revise the vocabulary and recall the images of the countryside Ss have looked at so far. It also encourages Ss to create a rural place they dream of or would like to live in.
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3. Consolidation and guides for homework (2')

* **Consolidation:** Asks ss to recall what they have learnt in this lesson.

* **Homework:** Asks Ss to:

- Learn by heart vocabulary and structures. Finish the Project of Unit 2.
 - Prepare: **Unit 3. Getting started.**
-