

Period: 8/ Week: 4

Date of planning: 28.09.2022

UNIT 2:LIFE IN THE COUNTRYSIDE**Lesson 1: Getting Started****I. OBJECTIVES:****Knowledge**

- Use the lexical items related to the topic of life in the countryside.
- Listen and read for specific information about a conversation about life in the countryside .
- Talk about the things that children do in the countryside.

Vocabulary: buffalo- drawn cart, heard envious, explore, harvest time**-Grammar:** Use comparative forms of adverbs of manner.**Skills:** Listening, reading**Attitude:** Let Ss understand about life in the countryside**Competences:** Sts answer some**II. TECHNIQUES:**

- Group work, individually, pairwork, ask and answer the questions, T or F, matching.

III. TEACHING AIDS:

- Text book, CD, cassette,

IV. TIME: 45 minutes**V. PROCEDURES:**

T	Teacher's activities	Students' activities	Contents
2'	-Call Ss to check old lesson	-Go to the board then - Talk about an activity you think is fun/boring/exciting... and explain why you think so.	I. Check up: -Talk about an activity you think is fun/boring/exciting...and explain why you think so.
4'	-Have Ss look at the picture and guess what the children is doing *Introduction: +Where are the children? +Who are these people in the picture and what are they talking about? - In order to know about the "How the life in the countryside is ". Let's come to section "Getting started"	- Look at the picture and guess. - Groupwork	II. Warm up: Hidden picture
5'	-Elicit vocabulary +Visual	-Listen and answer (Individually)	III. New lesson: 1. Listen and read:



<p>5'</p> <p>4'</p> <p>5'</p> <p>9'</p>	<p>+Visual +Situation +Example +Visual -Lead Ss read</p> <p>*Check vocabulary: “What and Where”</p> <p>-Play the recording and have Ss follow along - Ask ss to practice the dialogue in pairs. - Call some pairs to perform before the class</p> <p>- Ask Ss to read the sentences and decide if they are true or false. -Call Ss</p> <p>- Ask Ss to read the conversation again then ask and answer the questions in pairs. -Correct answers if necessary.</p> <p>- Ask Ss to look at the words in the box and do the exercise. When they finish, ask them to check their answers with their partner.</p> <p>- Ask Ss to match the activities with the pictures, then compare their answers with a partner. T writes the</p>	<p>-Guessing and getting meaning</p> <p>-Listen and repeat (chorally/individually)</p> <p>- Listen and read</p> <p>- Role play</p> <p>- Openpairs</p> <p>-Listen and follow the book</p> <p>- Work individually to do the exercises. -Give answer</p> <p>- Work in pairs then ask and answer</p> <p>- Work in pairs to do the task.</p>	<p>*Vocabulary:</p> <p>- buffalo-drawn cart (n): xe trâu kéo - heard(v) : dặt, chặn - envious(adj) : ghen tị - explore(v) : khám phá - harvest time (n) : mùa gặt</p> <p>*Check vocabulary: “What and Where”</p> <p>a. Are these sentences T or F? Key: 1.T 2.F 3.F 4.T 5.T</p> <p>b. Answer the following questions. Key: 1. He’s in the countryside. 2. Right on his first day there . 3. It’s a big and colourful . 4. His grandfather. 5. Yes, he does.</p> <p>c. Complete the sentences with the words in the box: Key: 1. colourful 2. move slowly 3. harvest time 4. paddy field 5. herding 6. buffalo-drawn cart</p> <p>2. Match the activities with the pictures: Key: 1. e 2. f 3. a 4. c 5. d 6. b</p>
---	--	---	---

<p>3'</p>	<p>correct answers on the board. - Have Ss work in pairs to brainstorm some more countryside activities. Call on each pair to share their list with the class. T writes the combined list of activities on the board.</p>	<p>-Match the activities with the pictures, then compare their answers with a partner</p>	<p>3. Can you think of some more things that children do in the countryside? <u>Make a list.</u> -They collect the fruits. -They climb trees.</p>
<p>6'</p>	<p>- Divide the class into two teams for this game. They can give themselves a relevant team name such as the 'horses' and the 'buffaloes'.</p>	<p>-Work in pairs to brainstorm some more countryside activities.</p>	<p>*Production. 4. Game :Countryside charades Play charades with the countryside activity vocabulary from Activity 2 and the Ss's list on the board. To increase the fun element, give the teams a time limit of 10 seconds to guess the activity before it moves to the other team. T keeps score on the board and announces the winning team at the end.</p>
<p>2'</p>	<p>-Give homework</p>	<p>- Play a game -Copydown</p>	<p>III.Homework : - Learn vocabulary by heart. -Practice the conversation fluently. - Do part 1d P. 17 in the textbook. - Prepare for (A closer look 1)</p>

***EVALUATION**

.....

Period: 9/ Week: 4

Date of planning: 28.09.2022

UNIT 2: LIFE IN THE COUNTRYSIDE**Lesson 2: A Closer Look 1****I. OBJECTIVES:****Knowledge**

- Use the lexical items related to the topic of life in the countryside
- Pronounce correctly words containing the clusters /bl/ and /cl/ correctly in isolation and in context.

-Practice listening, reading, writing and speaking.

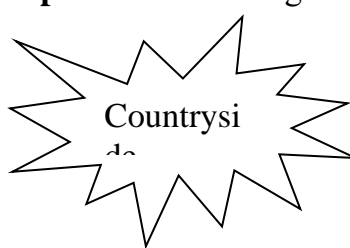
-**Vocabulary:** brave, blackberry, hay, put up, nomadic , vast, pick-**Pronunciation:** Cluster: /bl/ and /cl/**Skills:** Listening, writing**Attitude:****Competences:** Sts use some adjectives to do some exercises**II. TECHNIQUES:**

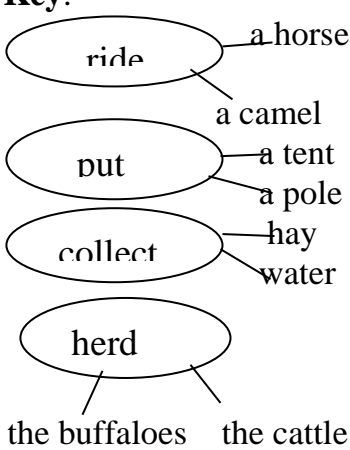
- Group work, individually, pairwork, ask and answer the questions, matching.

III. TEACHING AIDS:

-Text book, CD, cassette,

IV. TIME: 45 minutes**V. PROCEDURES:**

T	Teacher's activities	Students' activities	Contents
3'	-Call Ss	-Give activities that children often do in the countryside and write some words	I. Check up: -Talk activities that children often do in the countryside.
2'	-Remark and give mark -Lead Ss to play a game -Have Ss - Have Ss play a game -Write many "countryside activities" as possible. - Give comment	- Play game "Brainstorming" -Write the names of countryside activities as as much as possible (groupwork)	II. Warm up : "Brainstorming" fly kites 
6'	-Elicit vocabulary +Situation +Visual +Visual + Visual +Explanation +Mime -Lead Ss read *Check vocabulary: "Matching"	-Guesing and getting meaning -Listen and repeat (chorally/individually)	III. New lesson: *Presentation: *Vocabulary: - brave(a) : can đảm - blackberry(n): quả mâm xôi - hay (n): cỏ khô - put up(v) : dựng - nomadic (a): thuộc du mục - vast(a): rộng lớn, bát ngát - pick(v) : hái *Check vocabulary: "Matching"
5'			1. Listen and repeat the words:

<p>5'</p>	<p>- Have Ss listen to the recording and repeat the words. Then check understanding of these words.</p>	<p>- Listen to the recording and repeat the words in chorus. - Share the answers</p>	<p>*Key: 1. slow 2. colourful 3. friendly 4. hard 5. brave 6. boring 7. inconvenient 8. vast 9. peaceful 10. nomadic</p> <p>*Practice: 2. <i>Put the words in 1 into the appropriate category. Some words can be used in more than one category:</i></p>
<p>5'</p>	<p>- Have Ss work individually put the words in 1 into the appropriate category then compare their answers with a partner -Call Ss -Correct if necessary -Have Ss match the nouns/ noun phrases in the box with each verb -Call Ss</p>	<p>- Work individually then put the words in 1 into the appropriate category then compare their answers with a partner -Write the answers on the board.</p> <p>- Work in pairs to match the nouns/ noun phrases in the box with each verb -Give answers</p>	<p>*Key: -<i>People:</i> friendly, brave, boring, nomadic, colourful -<i>Life:</i> slow, hard, boring, peaceful, inconvenient, nomadic, colourful <i>Scenery:</i> Colourful, vast, peaceful</p> <p>3. <i>Match the nouns/ noun phrases in the box with each verb.</i></p> <p>Key:</p> 
<p>5'</p>	<p>Have Ss use the vocabulary they have learnt in activities 1 and 3 to do this exercise.</p>	<p>- Work individually to complete the sentences</p>	<p>wild flowers apples</p> <p>4. <i>Use the words in 1 and 3 to complete the sentences. Remember to use the correct form of the verbs.</i></p> <p>Key:</p> <p>1. picking 2. inconvenient, collect 3. herd 4. ridden, brave 5. peaceful 6. nomadic 7. vast 8. put up, hard</p>
<p>4'</p>	<p>- Play the recording and let Ss listen and repeat</p>	<p>- Listen and repeat.</p>	<p>*PRONUNCIATION -Clusters: /bl/ and /cl/</p>

4'	as many times as required. - Play the recording again and let Ss listen carefully and circle the words. -Call Ss	-Listen carefully and circle the words then share your answer with a partners. -Give answers	5. Listen and repeat the words. Pay attention to the initial clusters. 6. Listen and circle the words you hear. Key: 1. blame 2. blast 3. blue 4. clock 5. close
4'	- Play the recording and let Ss listen and repeat as many times as required.	-Listen to the sentences and repeat in chorus	*Production. 7. Listen to the sentences and repeat.
2'	-Give homework	-Copydown	III. Homework : - Learn vocabulary by heart. - Practice saying about "People, Life in the countryside". -Do exercise page 9,10 in workbook. - Prepare for A Closer Look 2.

***EVALUATION:**

.....

Period: 10/ Week: 5

Date of planning: 2.10. 2022

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 3: A Closer Look 2

I. OBJECTIVES:

Knowledge

- Use the lexical items related to the topic of life in the countryside
- Use comparative forms of adverbs of manner

Vocabulary: generous, fair, calculus, obtain, densely, optimistical.

Grammar: Use comparative forms of adverbs of manner.

Skills : Writing, speaking

Attitude: educate Sts to love their hometown

Competences: Sts understand comparative forms of adjectives and adverbs to do some exercises

II. TECHNIQUES:

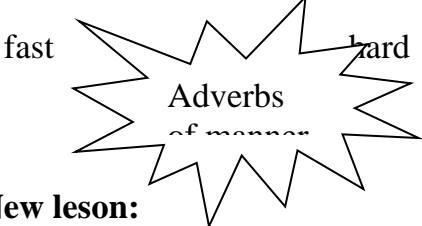
- Group work, individually, pairwork, ask and answer the questions, gap-fill.

III. TEACHING AIDS:

-Text book, pictures, posters.

IV. TIME: 45 minutes

V. PROCEDURES:

T	Teacher's activities	Students' activities	Contents										
3'	-Have Ss play a game	-Play a game (groupwork)	I. Warm up : "Network"										
7'	-Lead Ss play a game -Elicit vocabulary +Situation +Visual +Visual +Explanation +Synonym +Example -Lead Ss read	-Guesing and getting meaning -Listen and repeat (chorally/individually)	 <p>II. New lesson: *Presentation: *Vocabulary: -generous(a) → generously(adv): hào phóng -fair(n): hội chợ -calculus(n): tính toán -abtain(v): có được -densely(adv) :đông đúc -optimistical(a) → optimistically(adv): lạc quan</p>										
8'	- Remind Ss of comparative forms of adjectives learnt in previous lessons by asking question: +Which river is longer: the Mekong or the Red River? +Who is the tallest boy in our class?	-Listen and answer - Do the task individually - Answer	<p>*Check vocabulary: "Rub out and Remember"</p> <p>*Grammar: Review comparative forms of Adjs.</p> <p>1. Complete the passage below with a suitable comparative form of the adjectives provided:</p> <p>*Key:</p> <table> <tr> <td>1. higher</td> <td>2. easier</td> </tr> <tr> <td>3. better</td> <td>4. more exciting</td> </tr> <tr> <td>5. more convenient</td> <td>6. happier</td> </tr> <tr> <td>7. more friendly</td> <td>8. fast</td> </tr> <tr> <td>9. safer</td> <td>10. best</td> </tr> </table>	1. higher	2. easier	3. better	4. more exciting	5. more convenient	6. happier	7. more friendly	8. fast	9. safer	10. best
1. higher	2. easier												
3. better	4. more exciting												
5. more convenient	6. happier												
7. more friendly	8. fast												
9. safer	10. best												
7'	-Have Ss do the task individually - Call some to answer	-Work individually then in pairs to do the task. -Listen and take note. Then do the	<p>*<u>Comparative forms of adverbs</u> (page 19 textbook)</p> <p>*Practice:</p> <p>2. Complete the sentences with suitable comparative forms of adverbs in the box.</p>										

6'	<p>-Introduce comparatives of irregular adverbs page 19 in textbook</p> <p>-Ask Ss to complete the sentences with suitable comparative forms of adverbs in the box</p> <p>-Call Ss to answer</p>	<p>tasks as requested.</p> <p>- Work individually then complete the sentences with suitable comparative forms of adverbs in the box</p> <p>-Give answer before the class</p>	<p>*Key:</p> <p>1. more slowly 2. more soundly 3. less traditionally 4. more generously 5. more healthily</p> <p>3. Finish the sentences below with suitable comparative forms of hard, early,late,fast,well and badly.</p> <p>*Key:</p> <p>1. better 2. faster 3. later 4. harder 5. worse 6. earlier</p>
7'	<p>-Have Ss complete the sentences with suitable comparative forms of adverbs in the box</p> <p>-Call Ss to answer</p>	<p>-Work individually then in pairs to do this exercise.</p> <p>-Give answer before the class</p> <p>-Underline the correct comparative forms to complete the sentences (individually)</p> <p>-Give answers</p>	<p>4. Underline the correct comparative forms to complete the sentences.</p> <p>Key</p> <p>1.more optimistically 2. more popularly 3. less densely populated 4. more quickly 5. more easily 6 .better</p>
5'	<p>-Have Ss underline the correct comparative forms to complete the sentences</p> <p>-Call Ss</p> <p>- Have Ss do this exercise independently then share their answers with a partner</p> <p>-Call Ss</p>	<p>-Write the answers to the questions</p> <p>-Give answer</p>	<p>*Production:</p> <p>5. Write the answers to the questions below.</p> <p>Key:</p> <p>1.The countryside is more peaceful(than the city). 2. A computer works faster at calculus(than a human being). 3. Life in a remote area is harder(than that in a modern town). 4. Ho Cho Minh City is more expensive (than Hue). 5. A buffalo can plough better(than a horse).</p>
2'	<p>-Give homework</p>	<p>-Copydown</p>	<p>III.Homework :</p> <p>- Learn vocabulary and structures by heart. - Practice saying about "People,Life in the countryside".</p>

			- Do exercise 3,4,5,6p10,11 in workbook. - Prepare for Communication.
--	--	--	--

EVALUATION*Period: 11/ Week: 5****Date of planning: 6. 10. 2022****UNIT 2: LIFE IN THE COUNTRYSIDE****Lesson 4: Communication****I. OBJECTIVES:****Knowledge**

- Read and get some information then talk about the topic of life in the countryside
- Practice listening, reading, writing and speaking.

Vocabulary: disturb, beehive, electricity, local**Skills:** Reading**Attitude:** know some experiences about holidays in the countryside**II. TECHNIQUES:**

- Group work, individually, pairwork, ask and answer the questions, gap-fill.

III. TEACHING AIDS:

- Text book, pictures, posters.

IV. TIME: 45 minutes**V. PROCEDURES:**

T	Teacher's activities	Students' activities	Contents
1'	-Lead Ss play a game	-Play a game (groupwork)	<u>I. Warm up:</u> Greetings <u>II. New lesson:</u>

<p>3'</p>	<p>-Ask ss some questions: -Where did you go on your holidays? -How did you feel the trip ? -Elicit vocabulary +Situation +Visual +Visual +Example -Lead Ss read</p>	<p>-Guessing and getting meaning -Listen and repeat (chorally/individually)</p>	<p>*Presentation: *Vocabulary: - disturb (v): làm phiền - beehive (n) : tổ ong - electricity (n) : điện -local (n) : địa phương *Check vocabulary: “Rub out and Remember”</p>																																
<p>10'</p>	<p>- Have Ss look at online posts from people all over the world -Ask Ss to tell the place where these people live and experiences of staying in the countryside</p>	<p>- Look at online posts from people all over the world -Tell the place where these people live and experiences of staying in the countryside</p>	<p>*Practice: 1. <u>Read the posts on “Holiday in the Countryside”</u></p>																																
<p>8'</p>	<p>-Ask Ss to look for expressions then decide their answers -Share their answers with a partner -Call Ss to answer</p>	<p>-Look for expressions then decide their answers individually -Share their answers with a partner -Give answer</p>	<p>2. <u>What are the attitudes of these people towards their experiences? Tick(✓)the appropriate box.</u> Key:</p> <table border="1" data-bbox="911 1220 1540 1601"> <thead> <tr> <th></th> <th>Pos</th> <th>Neu</th> <th>Ne</th> </tr> </thead> <tbody> <tr> <td>Dennis from London</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Julie from Paris</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Phirun from Phnom Penh</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Yumi from Ha Noi</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Emi from Tokyo</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Lan from Ha Noi</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Bob from Hong Kong</td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>		Pos	Neu	Ne	Dennis from London	✓			Julie from Paris	✓			Phirun from Phnom Penh			✓	Yumi from Ha Noi	✓			Emi from Tokyo		✓		Lan from Ha Noi	✓			Bob from Hong Kong			✓
	Pos	Neu	Ne																																
Dennis from London	✓																																		
Julie from Paris	✓																																		
Phirun from Phnom Penh			✓																																
Yumi from Ha Noi	✓																																		
Emi from Tokyo		✓																																	
Lan from Ha Noi	✓																																		
Bob from Hong Kong			✓																																
<p>6'</p>	<p>- Ask Ss work into groups of between five and seven. Explain that now they have a change to reply each post with their own opinions. Hand out a piece of blank paper for each post. Have the groups</p>	<p>- Listen to the explanation and take notes. - Work in pairs or groups to do the task. - Individual work then compare and discuss. - Each student writes a short reply to a post and then passes the paper to the person on their left.</p>	<p>*Production: 3. <u>Work in groups. Reply to the posts in. Write down your replies.</u> Ex: Bob: In my opinion, the countryside has benefits that a boring person would never discover. <p style="text-align: right;"><i>Helen from Devonshire</i></p>Bob: I think this is one of the reasons for urbanisation. <p style="text-align: right;"><i>Vu from Da Nang</i></p></p>																																

2'	write the name of each post at the top, e.g. Bob from London. -Ask Ss to writes a short reply -Give homework	They take the next paper from the person on their right. They read the reply and then add their own. Continue passing the papers around until everyone has replied to every post. -Copydown III.Homework : - Learn vocabulary by heart. - Practice writing and talking about “Your opinion on lifestyle in the countryside”. - Prepare for Skills1.
----	--	--	--

***EVALUATION:**.....

....

Period:12/ Week: 5

Date of planning: 6.10.2022

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 5: Skills 1

I.OBJECTIVES:

Knowledge

- Read and get some information then talk about the topic of life in the countryside.
- Develop listening and speaking.

Vocabulary:

- nomadic,nomad, pasture ,grassland, ger, dairy product .

Skills: Reading, Speaking

Attitude: Know about the nomadic life in the highlands

Competences: Sts read and speak some information about the life nomadic life on the highlands

II.TECHNIQUES:

- Group work, individually, pairwork, ask and answer the questions, matching, multiple choice.


III. TEACHING AIDS:

- Text book, pictures, posters.

IV.TIME: 45 minutes

V. PROCEDURES:

T	Teacher's activities	Students' activities	Contents
3'	-Call Ss to go to the board -Remark and give mark	-Talk about the the benefits of living in the countryside	I.Check up: -Talk about the the benefits of living in the countryside II.Warm up: Guessing picture
3'	-Lead Ss play a game	-Play a game “Guessing picture” (groupwork)	

<p>6'</p>	<p>-Use the picture to introduce the phrase 'Gobi Highlands' and asks Ss if they know what and where it is. - Have Ss give information about this country and its people</p> <p>-Elicit vocabulary +Visual +Visual +Visual +Example -Lead Ss read *Checkvocabulary: "Slap the board"</p>	<p>- Talk about the picture</p> <p>- Give information about this country and its people they know</p> <p>-Guesing and getting meaning</p> <p>-Listen and repeat (chorally/individually)</p>	 <p>*What is a picture about?</p> <p>III.New lesson: *Vocabulary: - nomadic (a) :thuộc du mục→nomad (n): người du mục - pasture = grassland (n): đồng cỏ - ger (n) : lều của người du mục - dairy product (n) : sản phẩm sữa *Check vocabulary: "Slap the board"</p>
<p>6'</p>	<p>- Ask 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.</p>	<p>- Read each part of the passage and choose the correct heading for it</p>	<p>1. Quickly read the passage and choose the most suitable heading A,B,C for each paragraph. Key: 1. The importance of cattle to the nomads 2. The nomads'home 3. Nomadic children's lives</p>
<p>7'</p>	<p>- Ask Ss to read the passage again and underline the words (a-e). They then try to guess the meanings of these words, based on the context. Ss complete the task independently.</p>	<p>-Work individually to do the task and then compare their answers with a partner.</p>	<p>2. Match the descriptions with the words/phrases from the passage. Key: 1.b 2.d 3.e 4.a 5.c</p>
<p>6'</p>	<p>- Ask Ss to read the questions and do the exercise individually. Then help them find the part of the passage</p>	<p>-Work individually to do the task and then explain.</p>	<p>3. Read the passage again and choose the best answer A,B,C or D. Key:</p>

7'	<p>where the information for the answers is given.</p>		<p>1.A 2.C 3.A 4.B 5.C</p>
	<p>- 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.</p> <p>- Have Ss move from talking about nomadic life to the countryside in Viet Nam. Ss work in pairs, discussing which two things they both like and which two things they both dislike.</p>	<p>- Work in pairs to do the task.</p> <p>- Work in pairs to talk about nomadic life to the countryside in Viet Nam.</p>	<p>*Speaking: 4. Work in pairs. Interview your partner to find out what he/she likes/doesn't like about the life of the nomads. Ex: A:What do you like about 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.</p>
5'	<p>-Ask Ss to dicuss and list two things you like and dislike about life in the countryside and explain their choice.</p> <p>-Call Ss</p>	<p>-Dicuss and list two things you like and dislike about life in the countryside and explain their choice</p> <p>-Report before the class</p>	<p>* Production. 5a. Work in pairs. Discuss and find. Ex: A:What do you like about life in the countryside? B:People can live in the fresh atmosphere in the countryside.They go fishing in the river for food.</p>
2'	<p>-Give homework</p>	<p>-Copydown</p>	<p>.....</p> <p>IV.Homework : - Learn vocabulary by heart. - Practice talking about nomadic life in Viet Nam. -Do part 5b P. 23 in the textbook. - Prepare for Skills 2.</p>

***EVALUATION:**

.....

