

**UNIT 2: LIFE IN THE COUNTRYSIDE**  
**Lesson 1: Getting started – Last summer holiday**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about the topic *Life in the countryside*
- Gain vocabulary to talk about *Life in the countryside*

**2. Competences**

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

**3. Personal qualities**

- Love talking about activities in the countryside.

**II. MATERIALS**

- Grade 8 textbook, Unit 2, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

**III. PROCEDURES**

**1. Warm-up (5 mins)**

**a. Objectives:**

- To set the context for the introductory dialogue;
- To introduce the topic of the unit.

**b. Content:**

- Students play a game: listening activities in the picture.

**c. Expected outcomes:**

- Students know to topic of the unit and be ready for the conversation.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Asking questions:</b> <ul style="list-style-type: none"><li>- T asks Ss “What did you do last summer?”.</li><li>- Ss answer the question individually.</li><li>- Teacher shows students a video of summer in the countryside and asks students to guess what the video is about.</li><li>- T sets the context for the listening and</li></ul>	<b>Questions:</b> <i>What did you do last summer?</i> <i>What is the video about?</i>  <b>Suggested answers:</b> <i>Life in the countryside</i>

reading text: Write the title on the board *Life in the countryside – Last summer holiday*.  
- Teacher calls 3-5 students to answer.

## 2. ACTIVITY 1: PRESENTATION (7 mins)

### a. Objectives:

- To prepare vocabulary for students to understand the conversation.

### b. Content:

- Pre-teach vocabulary related to the content of the dialogue.

### c. Expected outcomes:

- Students know how to use the target vocabulary.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> - Teacher explains the meaning of the new vocabulary by pictures. - Teacher reveals that the words corresponding to the pictures will appear in the reading text and asks students to open their textbook to find these words. - Teacher introduces the vocabulary. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher checks students' pronunciation and gives feedback. - Rub and check the vocabulary.	<b>New words:</b> 1. harvest (v) 2. combine harvester (n) 3. herd (v) 4. paddy fields (n)

## 3. ACTIVITY 2: PRACTICE (20 mins)

### a. Objectives:

- To help Ss use words and phrases related to farm work in the countryside.

- To help Ss further understand the text.

- To introduce some vocabulary items related to activities that rural people often do.

### b. Content:

- Task 1: Listen and read.

- Task 2: Read the conversation and choose the correct answer to each question.

- Task 3: Complete the sentences with the words and phrases from the box.

- Task 4: Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).

### c. Expected outcomes:

- Students understand the conversation and know the vocabulary related to the topic.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and read. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher plays the recording and asks students to circle the words learnt in the <i>Presentation</i> stage.</li> <li>- Teacher can play the recording more than once.</li> <li>- Students listen and read.</li> </ul>	The dialogue on page 16
<b>Task 2: Read the conversation again and choose the correct answer to each question. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the dialogue in detail to answer the questions.</li> <li>- Ask them how to do this kind of exercise. Explain the strategies, if necessary (<i>e.g. reading the questions and the options (A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading that part and answering the questions</i>).</li> <li>- Tell them to underline parts of the dialogue that help them to answer. Set a strict time limit to ensure Ss read the text quickly for information.</li> <li>- Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers.</li> </ul>	<b>Answer key:</b> 1. A 2. B 3. C 4. A
<b>Task 3: Complete the sentences with the words and phrases from the box. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to read the conversation again, work independently to do the task, and then ask them to share their answers with one or more partners. T can ask for translation of some of the words and phrases in the box to check their understanding.</li> <li>- T asks 2 students to write their answers on the board.</li> <li>- Check the answers as a class.</li> </ul>	<b>Answer key:</b> 1. load 2. combine harvester 3. herd 4. paddy field 5. harvest time
<b>Task 4: Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f). (6 mins)</b>	

<ul style="list-style-type: none"> <li>- T has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with their partners. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers.</li> <li>- T has Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> <li>- Teacher corrects for students as a whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. d</li> <li>2. a</li> <li>3. f</li> <li>4. e</li> <li>5. b</li> <li>6. c</li> </ol>
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#### 4. ACTIVITY 3: PRODUCTION (10 mins)

##### a. Objectives:

- To get students to ask and answer about activities that rural people often do.

##### b. Content:

- Task 5: Work in pairs. Ask and answer about the picture in 4.

##### c. Expected outcomes:

- Students' conversations

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 5: Work in pairs. Ask and answer about the pictures in 4.</b>	
<ul style="list-style-type: none"> <li>- Model this activity with a student. Remind Ss that they should only use the phrases and the pictures in 4 to ask and answer about activities that rural people often do.</li> <li>- Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class. Comment on their performance.</li> <li>- Teacher corrects and gives feedback to students' conversations.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>- <i>What are they doing in picture a?</i></li> <li>- <i>They're ploughing a field.</i></li> </ul>

#### 5. CONSOLIDATION (3 mins)

##### a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson.

**b. Homework**

- Students' workbook.
- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a village in Viet Nam that they would like to visit. They have to find suitable photos to create a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)