

## **UNIT 2: LIFE IN THE COUNTRYSIDE**

### **Lesson 2: A closer look 1**

#### **I. OBJECTIVES**

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

##### **1. Knowledge**

- Vocabulary: The lexical items related to *Life in the countryside*
- Pronunciation: Correctly pronounce words that contain the sounds: /ə/ and /ɪ/

##### **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, A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### **III. PROCEDURES**

##### **1. WARM-UP (5 mins)**

###### **a. Objectives:**

- To create an active atmosphere in the class before the lesson.
- To lead into the new lesson.

###### **b. Content:**

- Game: Matching words with pictures

###### **c. Expected outcomes:**

- Students get some vocabulary from the lesson and be ready for the lesson.

###### **d. Organisation:**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Matching game:</b> <ul style="list-style-type: none"><li>- T gives out the handouts and divides the class into 5 groups and explains the rules.</li><li>- Ss match the given words to the pictures and they have to send one to stick the handout onto the board as quickly as possible.</li><li>- Teacher shows students the answer on the screen and announces the winning group.</li><li>- T sets the context for the lesson.</li></ul>	<b>Questions:</b> Match the words with the correct pictures. <b>Suggested answers:</b> <ul style="list-style-type: none"><li>1. cattle (n)</li><li>2. vast (adj)</li><li>3. crop (n)</li><li>4. hospitable (adj)</li><li>5. poultry (n)</li><li>6. picturesque (adj)</li></ul>

##### **2. ACTIVITY 1: PRESENTATION (18 mins)**

###### **a. Objectives:**

- To present some nouns that go with action verbs to describe activities which rural people often do.

- To help Ss identify how to pronounce the sounds /ə/ and /ɪ/.

**b. Content:**

- Vocabulary pre-teaching.
- Task 1: Circle the correct words to complete the sentences.
- Task 2: Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.

**c. Expected outcomes:**

- Students understand how to use the vocabulary related to the topic.
- Ss identify how to pronounce the sounds /ə/ and /ɪ/.

**d. Organisation:**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS												
<b>Vocabulary pre-teaching (6 mins)</b>													
<ul style="list-style-type: none"> <li>- Teacher asks students to guess the meaning of the words that they have matched in the Warm-up activity.</li> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher checks students' understanding by the follow-up tasks in the student's book.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. cattle (n) : gia súc</li> <li>2. poultry (n) : gia cầm</li> <li>3. crop (n) : hoa màu, mùa thu hoạch</li> <li>4. vast (adj) : rộng lớn, mênh mông</li> <li>5. hospitable (adj): mến khách, hiếu khách</li> <li>6. picturesque (adj): đẹp như tranh vẽ</li> </ol>												
<b>Task 1(Ex1): Circle the correct words to complete the sentences. (4 mins)</b>													
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read each sentence and choose the suitable noun that goes with the action verb before it.</li> <li>- Let Ss work in pairs to compare their answers before sharing their answers.</li> <li>- Check and confirm the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. cattle</li> <li>2. fruit</li> <li>3. crops</li> <li>4. unloaded</li> <li>5. catching</li> </ol>												
<b>Task 2(Ex4): Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/. (8 mins)</b>													
<ul style="list-style-type: none"> <li>-Teacher presents the sounds /ə/ and /ɪ/ by showing 2 pictures on TV (<b>Quả m<span style="color:red">ơ</span>, t<span style="color:red">i</span> vi</b>)</li> <li>- Tells Ss that they are going to learn the sounds /ə/ and /ɪ/</li> <li>- Teacher introduces 2 sounds /ə/ and /ɪ/ to students and lets them watch a video about how to pronounce these two sounds.  <a href="https://www.youtube.com/watch?v=1F47WdIjn5U">https://www.youtube.com/watch?v=1F47WdIjn5U</a>  <a href="https://www.youtube.com/watch?v=zUpF0pYoTZ8">https://www.youtube.com/watch?v=zUpF0pYoTZ8</a>  <a href="https://hoclieu.vn">hoclieu.vn</a> </li> <li>- Teacher asks some Ss to read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.</li> <li>- Explain to Ss the difference between the two sounds if needed:            + /ɪ/ is a “front vowel”, meaning the front part of the tongue is raised while articulating this vowel. It’s also a “close vowel”. A close vowel is one where the jaws come close to each other.            + /ə/ on the other hand is a “mid vowel”; it means that the jaws         </li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1068 1497 1352 1566">/ə/</th><th data-bbox="1352 1497 1552 1566">/ɪ/</th></tr> </thead> <tbody> <tr> <td data-bbox="1068 1566 1352 1623">activity</td><td data-bbox="1352 1566 1552 1623">pick</td></tr> <tr> <td data-bbox="1068 1623 1352 1680">hospitable</td><td data-bbox="1352 1623 1552 1680">village</td></tr> <tr> <td data-bbox="1068 1680 1352 1736">garden</td><td data-bbox="1352 1680 1552 1736">harvest</td></tr> <tr> <td data-bbox="1068 1736 1352 1793">picturesque</td><td data-bbox="1352 1736 1552 1793">busy</td></tr> <tr> <td data-bbox="1068 1793 1352 1850">collect</td><td data-bbox="1352 1793 1552 1850">cottage</td></tr> </tbody> </table>	/ə/	/ɪ/	activity	pick	hospitable	village	garden	harvest	picturesque	busy	collect	cottage
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aren't closer to each other. It's also a "central vowel". A central vowel means the central part of the tongue is raised while articulating this vowel. It's often unrounded. - Invite some Ss to say some words they know that include the two sounds	<b>Suggested outcome:</b> Students repeats the words correctly
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### 3. ACTIVITY 2: PRACTICE (15')

#### a. Objectives:

- To teach Ss new adjectives for describing people and scenes in the countryside.
- To help Ss practise pronouncing these sounds /ə/ and /ɪ/ in words and sentences.

#### b. Content:

- Task 3: Match the following adjectives with their definitions.
- Task 4: Complete the sentences with the words from 2.
- Task 5: Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/.

#### c. Expected outcomes:

- Students repeat the words correctly in words and sentences.

#### d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 3(Ex2): Match the following adjectives with their definitions. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss quickly match the adjectives in the left column with their meanings in the right column individually.</li> <li>- Then ask Ss to check their answers with their partners. Ask for translation of some of the adjectives on the list to check their understanding.</li> <li>- Confirm the correct answers.</li> </ul>	<b>- Answer key:</b> 1. c 2. d 3. e 4. b 5. a
<b>Task 4 (Ex3): Complete the sentences with the words from 2. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher ask Ss to do the exercise individually and then check with the whole class.</li> <li>- When checking, ask Ss to refer to 2 to make the meanings of the adjectives clearer to them.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> <li>- Teacher checks students' pronunciation and gives feedback.</li> <li>- Teacher corrects the answers for students as a whole class.</li> </ul>	<b>Answer key:</b> 1. hospitable 2. well-trained 3. picturesque 4. vast 5. surrounded
<b>Task 5 (Ex5): Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and underline and circle the appropriate sounds.</li> <li>- Invite some Ss to share their answers. Confirm the correct ones.</li> <li>- Play the recording again for Ss to repeat the sentences.</li> <li>- Have Ss practise the sentences in pairs. Invite some</li> </ul>	<b>Suggested outcome:</b> 1. There is a lot of <u>water</u> in the bottle. 2. The <u>farmers</u> here are <b>hard-working</b> . 3. They are <b>picking</b> fruits in the <u>orchard</u> . 4. People in my <b>village</b> usually <u>gather</u>

pairs to read the sentences aloud. Comment on their pronunciation of the sounds. - Teacher gives corrections and feedback to students' pronunciation.	at weekends. 5. Please buy some <b>milk</b> and <b>pasta</b> at the supermarket.
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#### 4. ACTIVITY 3: PRODUCTION (5 mins)

##### a. Objectives:

- To help Ss memorize the vocabularies that they've learnt in the lesson.

##### b. Content: Ss play the game by matching the definition of the words.

##### c. Expected outcomes:

- Students read the words correctly and remember the definition of the words.
- Teacher may have Ss make the sentences by using the words they have learnt (**for good Ss**)

##### d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																
<b>Playing game</b>																	
-T gives out 16 cards and divides the class into 2 teams and explains the rules. - Ss match the given words to their definition and they have to send one to stick the handout onto the board as quickly as possible. - Teacher shows students the answer on the screen and announces the winning team - Teacher checks students' understanding by the follow-up tasks in the student's book.	<table border="1"> <tr> <td>1.Cattle</td><td>F. refers to cows and water buffaloes</td></tr> <tr> <td>2.Poultry</td><td>C. refers to birds we raise, like chicken and ducks</td></tr> <tr> <td>3.Fruits</td><td>G. are parts of some plants. Fruits have seeds in them</td></tr> <tr> <td>4.plants</td><td>H. have leaves , stems, and roots. Some plants produce fruits and some other vegetables.</td></tr> <tr> <td>5.Crops</td><td>E. are plants grown by farmers and used as food.</td></tr> <tr> <td>6.To load</td><td>D. means to put a large quantity of something in a vehicle or container</td></tr> <tr> <td>7.To catch</td><td>A. means to grab something that is moving in the air or water.</td></tr> <tr> <td>8.To hold</td><td>B. means to keep something in your hand for a certain period of time.</td></tr> </table>	1.Cattle	F. refers to cows and water buffaloes	2.Poultry	C. refers to birds we raise, like chicken and ducks	3.Fruits	G. are parts of some plants. Fruits have seeds in them	4.plants	H. have leaves , stems, and roots. Some plants produce fruits and some other vegetables.	5.Crops	E. are plants grown by farmers and used as food.	6.To load	D. means to put a large quantity of something in a vehicle or container	7.To catch	A. means to grab something that is moving in the air or water.	8.To hold	B. means to keep something in your hand for a certain period of time.
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#### 5. CONSOLIDATION (2 mins)

##### a. Wrap-up:

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

##### b. Homework:

Learn by heart all the new words.

Do Ex A1, 2, B1, 2 (workbook)

Prepare: **Unit 1: Closer Look 2**