

Week:...

Date of planning:.....

Period.....

Date of teaching:.....

UNIT 2: LIFE IN THE COUNTRYSIDE**Lesson 3: A closer look 2****I. OBJECTIVES:**

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

1. Knowledge

- The *comparative forms of adverbs*

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 2
- Computer connected to the Internet
- Projector / TV/
- *hoclieu.vn*

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To review comparative forms of adjectives before the lesson.
- To introduce the term of comparative form of adverbs.

b. Content:

- Making comparison between two pictures.

c. Expected outcomes:

- Students' answers.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Making comparison <ul style="list-style-type: none"> - Teacher shows the pictures on the screen. - Teacher asks students to make comparative sentences to describe the difference between the 2 pictures. - Teacher gives some follow-up questions to lead in the introduction of the target grammar point. - Teacher sets the context for the lesson. - Teacher corrects students (if needed). 	Questions: <ol style="list-style-type: none"> 1. Who lives faster than the other: people in the countryside or people in the city? 2. Who lives more peacefully than the other: people in the countryside or people in the city? Suggested answers: <ol style="list-style-type: none"> 1. People in the countryside live more slowly than people in the city. 2. People in the countryside live more peacefully than people in the

	city.
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2. ACTIVITY 1: PRESENTATION (8 mins)**a. Objectives:**

- To teach Ss the comparative forms of some adverbs that Ss normally use in everyday conversations.

b. Content:

- The comparative adverbs

c. Expected outcomes:

- Students know how to use the target grammar.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Grammar teaching: Comparative adverbs 1. For most adverbs (often with two or more syllables), we make comparative forms by adding <i>more</i> . 2. For adverbs that have the same forms as adjectives like fast, hard, soon, etc., we make comparative forms by adding <i>-er</i> . 3. Some irregular adverbs - Teacher checks students' understanding by asking some questions.	Examples: 1. adding <i>more</i> : slowly → more slowly carefully → more carefully 2. adding <i>-er</i> : fast → faster hard → harder 3. irregular adverbs: well → better badly → worse

3. ACTIVITY 2: PRACTICE (20 mins)**a. Objectives:**

- To help Ss practise the correct comparative forms of adverbs in sentences.

b. Content:

- Task 1: Write the comparative forms of the adverbs in the table below.
- Task 2: Complete the sentences with the comparative forms of the adverbs in brackets.
- Task 3: Complete the sentences with suitable comparative forms of the adverbs from the box.
- Task 4: Read the situations and complete the sentences using the comparative forms of the adverbs in brackets.

c. Expected outcomes:

- Students understand how to use the target grammar.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Write the comparative forms of the adverbs in the table below. (4 mins)	
- Teacher asks Ss to do the exercise	Answer key:

individually and then check their answers in pairs. - Teacher invites some Ss to share their answers. Confirm the correct answers.	Adverbs	Comparative forms
	long	longer
	high	higher
	late	later
	quickly	more quickly
	frequently	more frequently
	early	earlier
	much	more
	little	less
Task 2: Complete the sentences with the comparative forms of the adverbs in brackets. (5 mins)		
- Have Ss do the exercise individually and then compare their answers with their partners. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. Ask Ss to explain how to make the comparative form of the adverb given in each sentence. Confirm the correct answers.	Answer key: 1. more beautifully 2. more clearly 3. faster 4. harder 5. more heavily	
Task 3: Complete the sentences with suitable comparative forms of the adverbs from the box. (5 mins)		
- Have Ss do the exercise individually and then compare their answers with their partners. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. Ask Ss to explain how to make the comparative form of the adverb given in each sentence. Confirm the correct answers.	Answer key: 1. more carefully 2. faster 3. more quietly 4. more soundly 5. earlier	
Task 4: Read the situations and complete the sentences using the comparative forms of the adverbs in brackets. (6 mins)		
- Teacher ask Ss to read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to complete the sentences individually and then compare their answers with their partners. - Ask some Ss to write their answers on	Answer key: 1. The red car can run faster than the black car. 2. Nick can jump higher than Tom. 3. Mai did better on the exam than Hoa. 4. The workers arrived earlier than	

the board. - Check the answers with the whole class. Confirm the correct answers. - Teacher corrects students as a whole class.	my dad expected. 5. The buses run more frequently than the trains.
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4. ACTIVITY 3: PRODUCTION (10 mins)**a. Objectives:**

- To help Ss practise using comparative adverbs to make comparisons

b. Content:

- Task 5. Work in pairs. Ask and answer to find out who...

c. Expected outcomes:

- Students' conversations

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Ask and answer to find out who:	
<ul style="list-style-type: none"> - 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. - 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. - Teacher gives corrections and feedback. 	<p>Who:</p> <ul style="list-style-type: none"> - can run faster - can jump higher - stay up late at night - gets up earlier in the morning <p>Suggested outcome:</p> <p><i>A: How fast can you run?</i> <i>B: I can run 15 kilometres an hour.</i> <i>A: Ok, so you can run faster than me.</i> <i>* I can run fast but B can run faster than I do.</i></p>

5. CONSOLIDATION: (2 mins)**a. Wrap-up:**

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using comparative adverbs.

b. Homework:

- Complete the exercises in the Workbook.
- Prepare for the next lesson: Communication.
