**WEEK 5**

Date of preparation: 10/9/ 2017

Date of teaching: 12 / 9/ 2017

**Period 13**

**UNIT2. LIFE IN THE COUNTRYSIDE**

 **LESSON 5. SKILLS 1**

**I. Objectives:** By the end of the lesson, Ss will be able to:

- Read for general and specific information about unusual lifestyle in the countryside- nomadic life.

- Write a paragraph about changes in the countryside.

- **Attitude**: Ss will be able to know the differences between life in the countryside and the one in the city.

**II. Teaching aid:** Textbook, computer and projector, softbook.....

**III. Procedures.**

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| **Teacher’s activities** | **Students’ Activities** | **Content** |
| **Warm-up (**5’)**New lesson (**35’)Pre- (10’)Ask Ss some questions*What do you know about nomadic life?**What kinds of nomadic life do you know?**Do you know about GOBI HIGHLANDS**Where is it?**Do you know any thing about It?*Ask Ss to read the headings and underline the works that help them make their decisionwhile- (10’)Aks Ss to read the the passage again and do the task 3post- …(15’)Let Ss work in pairs to interview then discuss and findT can make two lists of their likes and dislikes on the board and see which ideas are the most common.**Consolidation (2’)****Homework (**3’) -T guide sts to prepare the lesson at home.Learn new words/ workbook: B1, 2, 3Prepare : Skills 2 | -Chatting about nomadic life.Ss answer the teacher’s questions;Listen to the teacher says something about Mongolia.Ss read the heading first to understand the meanings.Sts read each part of the passage and choose the correct heading for it.Sts can underline the words wich hepls them make their decision.Sts exchange their answers.Discuss to confirm the answers as a class.Ss 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.Sts read the questions and do the exercise independently. T may guide Ss to look for key words which can help them find the part of the passage where the information for the answers is given.-Sts discuss as a class to confirm the answers.-Ss should individually refer to the passage and underline at least one thing they like about Monolian nomadic life and one thing they don’t like about it. They can then start the interview; one asks and one answers, based on the facts they have underlined. Encourage them to follow up and talk about as many different details as possible.-To follow up, some pairs to report on their likes and dislikes. -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. They can make a list in order to report to the class later.- whole class listen to each list and discuss what they think about these likes/dislikes. | * *People have to move a lot.*
* *It is hard.*
* *Nomadic life on the sea and on*

*the pastures.**In Mongolia.**1.****Quickly read the passage and choose the most suitable heading A, B or C for each paragraph.***1. The importance of cattle to the nomads2. The nomads’home3. 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 the passage again and choose the best answer A, B or C.******Key:*** 1.A 2.C 3.A 4.B 5.C-Like: live in a ger play with animals.-Don’t like: see few people from the outside world ***4. Work in pairs. Interview…******5a. Work in pairs . Discuss and find.******b.Report your finding to the class.*** |

Feedback:……………………………………………………………………………

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**WEEK 5**

Date of preparation: 10/9/ 2017

Date of teaching: 15 / 9/ 2017

**Period 14**

 **UNIT2. LIFE IN THE COUNTRYSIDE**

 **LESSON 6. SKILLS 2**

**I. Objectives:** By the end of the lesson, Ss will be able to:

- Listen for specific information about changes in the countryside.

-Talk about what they like or dislike about life in the countryside.

- **Attitude**: Ss will be able to know the differences between life in the countryside and the one in the city.

**II.Language focus.**

* Vocab: earthen house, electrical appliances…
* Structures: the first change is…./ The change we are most interested in is…

 **III. Teaching aid:** Textbook, computer and projector, softbook.....

**IV. Procedures.**

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| **Teacher’s activities** | **Students’ Activities** | **Content** |
| **Warm-up (**5’)-Chatting:What do you like about life in the countryside?What don’t you like about life in the countryside?**New lesson (**35’)Pre- (10’)Leads in the new lessonGive Ss time to look at the changes (A-F). Ask questions to make sure that Ss understand the meanings of the words/phrasesT plays the recordingwhile- (10)T checks their answers as a class.T plays the recording. T checks as a class and give the correct answerspost- …(15’)Remind 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:-earthen houses -> brick housesT can guide their writing by providing them with some key words/phrases like ‘The first change is…’ or ‘The assign it as homework.**Homework (**3’) T guide sts to prepare the lesson at home.Learn new words/ workbook: B1, 2, 3Prepare : Skills 2 |  Listen and answer the teacher’ squestionsListen to the teacher to lead in the lesson. Ss guess the changes he mentions. Ss tick the changes which are mentioned.Sts compare with their friends.Sts listen again and check their answers.Discuss as a class to confirn the correct answers.- Ss reads the sentences. Check if they know the word ‘earthen’. Ss listen to the recording again ( as many times as needed of if time allows) and complete the exercise. -Sts read the questions first to see what kind of information they need to find. Some Ss might be able to answer some questions to the recording again.  Ss listen and decide what word/phrase to write down for the answer. They can compare their answers with a partner..Ss can use this information and the example given in 4 to write their opinions about the changes.- Place Ss into small groups of three or four. 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.Ss use their notes about the changes in a rural area to write a paragraph describing the changes. 2 Sts read the passage.- | **Listening.****1.Listen to a boy talking about changes in his village and tick the changes he mentions.****Key**:A…..…The roads in the villageB…✓…Electrical applicances in the homesC…✓…Means of transportD….......EntertainmentE…✓…SchoolF…✓…Visitors**2.Listen and say if the sentences are true or false.**Key: 1.F 2.T  3.F 4.T  5.T**3. Listen again and answer the questions in no more than FOUR words.****Key:** 1.His parents . 2. Life outside their village.3. Nearby/Near the village . 4. The way of life.**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.****5.Work in groups.Discuss and find some changes in a rural area.****6. Write a short paragraph about the changes.** |

Feedback:……………………………………………………………………………

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**WEEK 5**

Date of preparation: 12/9/ 2017

Date of teaching: 16 / 9/ 2017

**Period 15**

**UNIT 2. LIFE IN THE COUNTRYSIDE**

**LESSON 7. LOOKING BACK**

**I. Objectives:** By the end of the lesson, Ss will be able to:

- Recycle the language from the previuos sections and links it with unit topics through doing various activities and exercises.

- Attitude: Ss will be able to know the differences between life in the countryside and the one in the city.

**II. Language focus.**

* **Vocab: vast, pasture, ger,nomadic life….**
* **Grammar: adj/ adv,**

**III. Teaching aid:** Textbook, computer and projector, softbook.....

**IV. Procedures.**

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| **Teacher’s activities** | **Students’ Activities** | **Content**  |
| **Warm-up (5’)**- Chatting.What are some changes in your village?**New lesson. (30’)****Introduction (5’)**Introduce some newwords and ask Ss to do Ex 1T checks the answers.**Practice (25’)**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 sentences is incorrect, ask Ss to correct it.T checks as a class.Ask Ss to read the situations carefully and decide which two things are being comparedT checks as a class.**Production(5’)****Homework****5’** Guide sts to prepare the lesson at home- Unit 3-Getting started. | Answer the teacher’s questionsSs complete this exercise independently. -Ss look at each picture, then at the verb that goes with it. Ss write the sentences in their full forms. Ss complete this task independently. They can then exchange their answers with a partner. Ss may prefer 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. 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. | **VOCABULARY.****1.Use the words and phrases…****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 the pictures and write.****Suggested answers** : 1. A boy is riding a horse2.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 thefields/countryside.6. A woman is collecting water from the river.**GRAMMAR.****3. Look at the pictures and complete the sentences…**Key: 1.faster than2.earlier than 3.better-than4.more skillfully than  5.more beautifully-than**4. read the situations and complete….****Key:** 1…faster than a camel.2…more happily than those in the city.3…more heavily on the weather than people in many other jobs.4…worse than I do**5. Work in groups.** |

Feedback:……………………………………………………………………………

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