Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: LIFE IN THE COUNTRYSIDE**

## Lesson 1: GETTING STARTED

**I. Objectives:** By the end of the lesson, Ss will be able to know more about the things that children do in the countryside.

1. Knowledge:

a. Vocabulary: The lexical items related to the topic of life in the countryside.

b. Grammar: Comparative forms of adjectives: review, Comparative forms of adverbs.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in the life in the countryside.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**To motivate Ss and lead to the topic of the new lesson.**Presentation**To provide Ss with vocabulary to facilitate Ss’ practice.**Practice**To guess the content of the dialogue.To check the information of the dialogue.To know more new words about life in the countryside.**Production**To produce and achieve vocabulary about life in the countryside. | **A. Warm up** - T reviews the previous unit by calling on some Ss to act out some leisure activities. The class makes a guess. Then T asks Ss to decide which leisure activities are more common in the countryside and why. - T writes the word ‘countryside ‘on the board. T brainstorms words and phrases describing activities which take place in the countryside. For more advanced classes, some comparisons of the countryside and the city can be encouraged here.**B. Presentation****\* Vocabulary**- T uses different techniques to teach vocabulary (situation, realia).- T follows the seven steps of teaching vocabulary.\* Check vocabulary: **Rub out and remember**.**C. Practice****\* The dialogue.**- T asks Ss to look at the title of the conversation and the picture and ask them some prediction questions about what they are going to read:+What is the conversation about?+Which season is harvest time in?+What do you think the countryside is like at harvest time?+What do farmers do?+What do the children do?- T plays the recording, Ss listen and read.- T asks Ss if their predictions are correct.**\* Are these sentences true (T) or false (F)?**- T asks Ss work independently. - T asks Ss to read the sentences and decide if they are true or false. - Ss compare answers with a partner - Ss correct the false sentences, T writes the correct answers on the board. **\* Answer the following questions.**- T asks Ss to try to answer the questions without referring to the conversation first.- Then T asks Ss refer to the conversation again for the correct answers. - T corrects the answers as a class. **\* Complete the sentences with the words in the box.**- T asks Ss to look at the words and make sure they understand their meaning. If they do not ask them to refer to the conversation and have a guess. - Then T asks them to do the exercise. When they finish, T asks them to check their answers with their partner. **\* In group, discuss and find how Nguyen feels about his stay in the countryside. Tick (√) the appropriate box. Look for expressions from the conversation to support your ideas:**- Ss work in small groups to discuss and tick the correct box and look for expressions to support their answer. **\* Match the activities with the pictures.** - Ss work independently to label the pictures.- T asks Ss to compare their answers with a partner.- T writes the correct answers on the board.\* **Can you think of some more things that children do in the countryside? Make a list.**- Ss work in pairs to brainstorm some more countryside activities. T gives them a time limit. For examples, two minutes to make their lists.- T calls on each pair to share their list with the class.- T writes the combined list of activities on the board and leaves it there to be based in the next activity. Before moving on, T makes sure everybody understands all the vocabulary on the board.**D. Production****\* Game. Countryside charades.**- T divides the class into two teams for this game. They can give themselves a relevant team name such as the “horses” and the “buffalloes’. They charades with the countryside activity vocabulary from Activity 2 and the Ss list on the board. To increase the fun element, T gives the teams a time 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. | **Brainstorming****Lead - in the new lesson.****I. New words:**1. expect (v): trông đợi.
2. buffallo-drawn carts (n): xe trâu kéo.
3. herd (v): cỏ.
4. envious (adj): ghen tỵ.
5. It’s right up my street
6. harvest time (n): vụ mùa.

**II. 1. Listen and read.****a. Are these sentences true (T) or false (F)?*****Key:***1. T2. F Nguyen joins the boys in herding the buffaloes.3. F Rice is transported home on buffalo-drawn carts. 4. T5. T**b. Answer the following questions.** ***Key:*** 1. He’s in the countryside. 2. Right on his first day there. 3. It’s big and colorful.4. His grandfather.5. He means that he wishes he were in the countryside too. **c. Complete the sentences with the words in the box.*****Key:***1. colourful2. move slowly 3. harvest time 4. paddy field 5. herding 6. buffallo-drawn cart**d. In group, discuss and find how Nguyen feels about his stay in the countryside. Tick (√) the appropriate box. Look for expressions from the conversation to support your ideas:****Key:**He likes it :+It’s more exciting than I expected +It looks great up there in the sky +I live more happily and there ‘s still a lot more to explore **2. Match the activities with the pictures.** ***Key:***1-e 4-c2-f 5-d3-a 6-b**3. Can you think of some more things that children do in the countryside? Make a list.**-They go swimming in the river / lake / pond.-They climb trees.- They ride on the buffalo.- They help their parents on the farm.- They fly kites.……..**4. Game.** **Countryside charades** |

**3. Homework (2 minutes)**

- Revise all the new words related to life in the countryside in “Getting started”.

- Do B1, 2, 3 - Workbook.

- Prepare the next lesson: A closer look 1.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to the topic of life in the countryside.

b. Phonetics: How to pronounce correctly the clusters/bl/ and /cl/ in isolation and in context.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in the differences between life in the countryside and the one in the city.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**To check the new words in “Getting started”**Presentation**To provide Ss with vocabulary to facilitate Ss’ practice.To know how to pronouncethe clusters /bl/ and /cl/.**Practice**To know more words related to “life in the countryside”..To distinguishthe clusters /bl/ and /cl/. | **A. Warm - up**- T reminds Ss of the vocabulary they learnt in GETTING STARTED before moving on to this lesson which focuses on words describing the countryside.**B. Presentation****\* Vocabulary****- Listen and repeat the words.**- T uses different techniques to teach vocabulary (situation, realia).- T follows the seven steps of teaching vocabulary.\* Check vocabulary: **Rub out and remember**.**\* Pronunciation**- Ss listen and pay attention to the T’s lip position for the clusters /bl/ and /cl/.-T plays the recording, lets Ss listen and repeat- T calls some Ss to practice the words to check their pronunciation. **C. Practice****\* Put the words in 1 into the appropriate category. Some words can be used in more than one category.**-T asks Ss work individually.-T lets Ss compare their answers with a partner and then discuss as a class. There may be some variations in the answers. For a more able class, T encourages Ss to explain why they choose that word for the category.**\* Match the nouns/ noun phrases in the box with each verb.**- T makes sure Ss understand the meaning of the verbs first. There may be some confusion about the difference between /pick/ and /pick up/ is the specific verbs used for collecting fruit, vegetables or flowers through the action is the same as the more general term /pickup/.- T asks Ss then work independently or in pairs. When they have finished, T lets them exchange their answers with a partner/another pair. Then T elicits the correct answers.\* **Use the words from 1 and 3 to complete the sentences. Remember to use the correct form of the verbs.**- T asks Ss use the vocabulary they have learnt in activities 1 and 3 to do this exercise.- T asks Ss to look at the sentences and decide if an adjective or a verb is missing. This narrows down the area of words they need to refer to.- T asks Ss then complete the sentence by themselves.- T lets Ss check their answers as a class.**\* Listen and repeat the words. Pay attention to the initial clusters** - T asks Ss listen and repeat. T pauses the recording to drill difficult.- Ss say the words individually or in small groups.**\* Listen and circle the word you hear.**- Ss listen and circle the words.- Ss do the activity in pairs and challenge each other to choose the correct words.**\* Listen to the sentences and repeat.**- Ss look at the sentences and underline the words with clusters /bl/ and /cl/ first.- T asks Ss listen and repeat. | **I. 1. Vocabulary**1. hay (n): cỏ khô.
2. vast (adj): rộng lớn.
3. brave (adj): dũng cảm.
4. nomadic (adj): nay đây mai đó.
5. running water (n): nước chảy xiết.
6. blocked (v): tắc nghẽn.

**2. Pronunciation**- The clusters /bl/ and /cl/. **II. Practice****1. Put the words in 1 into the appropriate category. Some words can be used in more than one category.**

|  |  |
| --- | --- |
| To describe | Words |
| People | Friendly, brave, boring, nomadic, colourful, hospitable, honest, hard-working |
| Life | Hard, slow, boring, inconvenient, peaceful, nomadic, colourful, miserable = unhappy |
| Scenery | Vast, colourful, peaceful, natural, imposing ( hùng vĩ) |

**3. Match the nouns / noun phrases in the box with each verb.**- Pick fruits / vegetables/ flowers >< pick up (v):

|  |  |
| --- | --- |
| ride | A horse, a camel |
| Put up | A tent, a pole |
| Collect | Hay, water, fire wood |
| Herb | Cattle, the buffalo |
| pick | Wild flowers, apples. |

**4. Use the words from 1 and 3 to complete the sentences. Remember to use the correct form of the verbs.*****Key:***1.picking 2.inconvenient /collect 3.herd 4.ridden/ brave 5. peaceful6. nomadic 7. vast8.put up/ hard**5. Listen and repeat the words. Pay attention to the initial clusters.****Key:**-/bl/ : blackberry, blind, bloom, blossom-/cl/ : clothing, climb, click, clay, clock, clear**6. Listen and circle the word you hear.*****Key:***1.blame2.blast 3.blue4.clock5.close **7. Listen to the sentences and repeat.*****Key:***1....blowing ....2...climbed......3....bloom....4. .clear, blue...5....blind .... |

|  |  |
| --- | --- |
| **Consolidation**To summarize the whole lesson. | - T asks someone to summarize the whole lesson.- T summarize again. |

**3. Homework (2 minutes)**

- Learn vocabulary by heart.

- Do Ex A &B1, 2, 3 (WB).

- Prepare the next lesson: A closer look 2.

**V. Feedback**

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Week: Date of preparation:

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**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to the topic of life in the countryside.

b. Grammar: Comparative forms of adjectives: review, Comparative forms of adverbs.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students must have good attitude towards the co-operation.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**To motivate Ss and lead to the new lesson.**Presentation**To know how to use comparative form of adj. (Review) and comparative form of adverbs.(Adverbs of manner).**Practice**To revise comparative form of adjectives.To useComparative form of adverbs.(Adverbs of manner)**Production**To discuss life in the countryside by using comparative form of adverbs.(Adverbs of manner). | **A. Warm - up**- T reminds Ss of comparative forms of adjectives learnt in previous lesson by asking questions.**B. Presentation****1. Comparative form of adj. (Review)****\* Comparative form of adverbs.** **(Adverbs of manner)** - T introduces the comparative form of adverbs by changing the second sentence to “He is moving more slowly than” before.- T elicits the form of comparative from Ss before letting them read number 1 in the table.-Then T introduces comparatives of irregular adverbs like /fast/, /hard/, late/, /early/ well/.- T lets Ss read number 2 and 3 in the table.**C. Practice****\* Complete the passage below with a suitable comparative form of the adjectives provided.**- T asks Ss do exercise 1. T goes round and helps Ss if necessary - T lets Ss exchange their answers. T checks as a class and writes the answers on the board with the full forms of comparisons. T keeps them for later reference when the comparative of adverbs is taught.**\* Complete the sentences with suitable comparative forms of the adverbs in the box.**- T asks Ss to do individually.- T asks Ss give the keys.- Ss write their keys on the board.**\* Finish the sentences below with suitable comparative forms of hard, late, fast, well and badly.**-T asks Ss to do individually.-Ss practice before the class.**\* Underline the correct comparative forms to complete the sentences.**-Ss do this exercise independently.- T checks the answers as a class.**D. Production.****\* Write the answers to the questions below.**- Ss do independently.- T walks around and helps Ss who have difficulty writing the answers.- T lets Ss check their answers with a partner.- T checks as a class and write the correct answers on the board underlining the comparatives. | **Brainstorm:**+Which river is longer, the Mekong or the Red river?+Who is the tallest boy in our class?+Who is the tallest girl in our class?**I. Grammar****1. Comparative form of adj. (Review)****Form:**

|  |
| --- |
| **S1 + be +short Adj + er// more + long adj/ + than + S2.** |

E.g.: English is more difficult than History.**2. Comparative form of adverbs.** **(Adverbs of manner)**E.g.: Nhung writes more carefully than Lam. -> Tung writes less carefully than Nhung.(How does Nhung write? How does Tung write?)**-> Form:**

|  |
| --- |
| **S1 + V + short adv +er // more + long adv than + S2.** |

- Almost adverbs of manner ending in ly. Adj + ly -> advE.g:- easy -> easily  - happy -> happily - bad -> badly - clear -> clearly- Special cases: - well -> better, - badly-> worse**II. Practice****1. Complete the passage below with a suitable comparative form of the adjectives provided.** ***Key:***1.higher 2.easier 3.better 4.more exciting5.more convenient6.happier 7.more friendly8.fast9.safer10. best**2. Complete the sentences with suitable comparative forms of the adverbs in the box*.******Key:***1.more slowly2.more soundly3.less traditionally4.more generously5.more healthy**3. Finish the sentences below with suitable comparative forms of hard, late, fast, well and badly.*****Key:*** 1.better 4.harder2.faster 5.worse3.later 6.earlier**4. Underline the correct comparative forms to complete the sentences.*****Key :***1.more optimistically2.more popularly3.less densely populated4.more quickly5.more easily6.better **5. Write the answers to the questions below.****Key:**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 areas is harder that that in a modern town.4. HoChiMinh City is more expensive than Hue.5.A buffalo can plough better than a horse. |

**3. Homework (2 minutes)**

- Learn by heart all the new words and structures.

- Prepare: Communication.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: LIFE IN THE COUNTRYSIDE**

# Lesson 4: COMMUNICATION

**I. Objectives:** By the end of the lesson, student can be able to discuss and share their replies with friends and read the posts on “holidays in the countryside.”

1. Knowledge:

a. Vocabulary: The lexical items related to the topic of life in the countryside.

b. Grammar: Comparative forms of adjectives: review, Comparative forms of adverbs.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in specific information about an unusual lifestyle in the countryside through visitors’ eyes.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**To motive the new lesson.To give some new words related to the topic “life in the countryside”.To know more information about “holidays in the countryside.”To reply tothe posts on “holidays in the countryside.” | **A. Warm up:** - This page looks at online posts which are common features of social media sites. They allow people to review things or give their opinions about things. They also allow others to respond to the posts with their own opinions. As such an online dialogue occurs. The writing style of online posts is usually short, informal and honest or direct.**\* Extra vocabulary:**- T elicits new words from ss by the following techniques:+ (example)+ (translation)+ (realia)- T reads the words as the model(3 times), help Ss to repeat (2 times), then calls 2 Ss to repeat individually (each student-1 time)- T checks Ss’ reading individually & corrects their pronunciation.- T corrects & asks Ss to copy the words/→**Check – vocabulary:** “Slap the board.**B. Practice****\*Read the posts on “Holidays in the countryside”.**- T explains that Ss are going to read some online posts from people all over the world.- T elicits from the Ss where these people live. T establishes that they all live in big cities. They are talking about their experiences of staying in the countryside. They all have very different opinions of the experience -Now T asks Ss to read the posts. T checks that everybody understands the meaning of each post before moving on.**\* What are the attitudes of these people towards their experiences? Tick (√) the appropriate box.**- T elicits from the Ss where these people live. T establishes that they all live in big cities. They are talking about their experiences of staying in the countryside. They all have very different opinions of the experience -Now T asks Ss to read the posts. T checks that everybody understands the meaning of each post before moving on.**\* Work in groups. Reply to the posts in 1.Write down your replies** - T explains that now they have a chance to reply to each post with their own opinions - Ss hand out a piece of blank paper for each post.- The group write the name of each post at the top: E.g.: Bob from London - T asks each Ss write a short reply to a post and then passes the paper to the person on their left. They take the next paper from the person on their right. They read the reply and then add their own.- T asks Ss refer to the examples as models for their answers. T encourages Ss to choose a variety of posts with different attitudes.- T asks Ss write down their replies.-Then T asks each group to read out one of their reply chains to a post and discuss it as a class. | **Introduction****Extra vocabulary:**1. disturb (v): làm phiền
2. beehives (n): tổ ong
3. dig hole (v): đào lỗ
4. unforgettable (adj): không thể quên.

**Activity 1.Read the posts on “Holidays in the countryside”.****Activity 2.What is the attitudes of these people towards their experiences? Tick (√) the appropriate box.****Key:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Positive | Neutral | Negative  |
| Dennis from London |  |  |  |
| Julie from Paris  |  |  |  |
| Phirun from phnom Penh |  |  |  |
| Yumi from Seoul |  |  |  |
| Emi from Tokyo |  |  |  |
| Lan from Ha Noi |  |  |  |
| Bob from Hong Kong  |  |  |  |

**Activity 3.Work in groups. Reply to the posts in 1. Write down your replies.****Sample example**:Discuss and share your replies with the class - Bob: In my opinion, the countryside has benefits that a boring person would never discover.- Bob: I think this is one of the reasons for urbanization. |

**3. Homework (2 minutes)**

* Learn by heart vocabulary and structures.
* Prepare next lesson. Unit 1. Lesson 5 Skills1.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 5: SKILLS 1**

**I. Objectives:** By the end of the lesson, Ss will be able to read for specific information about an unusual lifestyle in the countryside Mongolian nomadic life and talk about what they like or dislike about life in the countryside.

1. Knowledge:

a. Vocabulary: The lexical items related to the topic of life in the countryside.

b. Grammar: Comparative forms of adjectives: review, Comparative forms of adverbs.

2. Skills: Reading and speaking.

3. Formation of behavior: Students will feel interested in discussing what they like or dislike about life in the countryside.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**To motivate Ss and lead to the new lesson.**Reading****Pre - reading**To predict the content of the reading text.**While - reading**To comprehend the content of the reading text.To interview your partner to see if he/ she likes or dislikes mongolian nomadic life.To report what he/ she likes or dislikes mongolian nomadic life. | **A. Warm - up:** - T writes the phrase “Gobi Highlands” on the board and asks Ss if they know what and where it is. - Then T writes the word Mongolia next to it.- T asks Ss brainstorm what they know about this country and its people.- If possible T shows Ss some pictures and ask Ss to pick the ones they think are of Mongolia.**B. Reading****1. Pre - reading**- T teaches Ss vocabulary.- T asks Ss to read chorus.**\* Quickly read the passage and choose the most suitable heading A, B, C for each paragraph.**- T asks 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. If time allows, T asks Ss to underline the words/phrases which help them make their decision.- T lets Ss exchange their answers.- T allows them some time to explain to one another about their choice.- T checks the answers as a class.**2. While - reading****\* Match the descriptions with the words and phrases from the passage.**- T asks Ss to read the passage again and underline the words (a-e).- Ss try to guess the meaning of these words, based on the context.- T lets Ss complete the task independently.**\* Read the passage again and choose the best answer A, B, C or D.**- T lets Ss remember the main information of the passage without having to reread it.- T asks them to read the questions and do the exercise independently.-May T 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. **Speaking****1. Pre - speaking****\* Work in pairs. Interview your partner to see if he/she likes or dislikes mongolian nomadic life.**- T asks Ss individually refer to the passage and underline at least one thing they like about Mongolian nomadic life and one thing they don’t like about it. - T encourages them to follow up and talk about as many different details as possible.- To follow up, T can ask some pairs to report on their likes and dislikes. T can make two list of their likes and dislikes on the board and see which ideas are the most common.\* Likes:\* Dislikes:**2. While - speaking.****\* Work in pairs .Discuss and find** - Two things you both like about the countryside.- Two things you both dislike about the countryside.-T lets Ss move from talking about nomadic life to the countryside in VN.- T asks Ss work in pairs , discussing which two things they both like and which things they both dislike. They can make a list in order to report the class later.-For more advanced Ss and if time allows, T lets the whole class listen to each list and discuss what they think about these likes /dislikes.**\* Report your findings to the class.** | **Brainstorming****Reading** **New words**1. ger (n): form of verb (gerund).
2. circular (adj): có hình tròn

**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.**2. Match the descriptions with the words and phrases from the passage** ***Key:***1-b 4-a2-d 5-c3-e1. **Read the passage again and choose the best answer A,B,C or D.**

***Key:***1-A 4-B2-C 5-B3-A 6-D**Speaking****4. Work in pairs. Interview your partner to see if he/she likes or dislikes mongolian nomadic life.****Example**A: What do you like about their nomadic like?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.**5. a. Work in pairs. Discuss and find.****5. b. Report your findings to the class.****Example:**Both of us love picking fruit in the summer .It can be hard work but very satisfying. |

**3. Homework (2 minutes)**

- Learn by heart all the new words.

- Practice reading the passages, asking and answering about activity-time-calorie.

- Prepare: Skills 2.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 6: SKILLS 2**

**I. Objectives:** By the end of this lesson, students can listen for specific information about changes in the countryside and write a short paragraph about changes in the countryside.

1. Knowledge:

a. Vocabulary: The lexical items related to the topic of life in the countryside.

b. Grammar: Comparative forms of adjectives: review, Comparative forms of adverbs.

2. Skills: Listening and writing.

3. Formation of behavior: Students will feel interested in the changes in the countryside.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| Warm - upTo motivate Ss to the new lesson.**Listening****Pre - Listening**To predict the content of the listening text.**While - listening**To comprehend the content of the listening text.**Writing****Pre-writing**To take notes some ideas.**While - writing**To write some changes in a rural areas. | **A. Warm - up**- T gives questions and Ss answer.-What do you like about the countryside ?-What don’t you like about the countryside?**A. Listening****1. Pre - listening**- T uses different techniques to teach vocabulary (situation, realia)\* Checking vocabulary: Slap the board.**\* Listen to a boy talking about changes in his village and tick the changes he mentions.**- T gives Ss time to look at the changes (A-F). T asks questions to make sure that Ss understand the meaning of the words / phrases.- T plays the recording and Ss tick the changes which are mentioned - T gives Ss time to check if they know the word “earthen”.- T asks Ss listen to the recording again (as many times as neede or if time allows) and complete the exercise.-T checks their answers as a class **2. While - listening****\* Listen again and say if the sentences are true (T) or false (F)**- T asks Ss to read the questions first to see what kind of information they need to find.**\* Listen again and answer the questions in no more than Four words.**- T lets some Ss might be able to answer some questions without listening to the recording again.- T plays the recording Ss listen and decides what words/ phrase to write down for the answer.- T asks Ss compare their answers with a partner.- T checks as a class/**B. Writing****1.Pre-writing**\* **What do you think”? Which changes in the listening do you see as positive? Which do you see as negative?**- Ss support their opinions with a reason and write them out.- T places Ss into small groups of 3 or 4 Ss in each group work together to decide which rural area they will talk about.- Then T asks them discuss and note down some changes they can find in this area.**2. While-writing****\* Work in groups. Discuss and find some changes in rural areas. Make notes of the changes.**- T asks Ss use their notes about te changes in a rural area to write a paragraph describing the changes.- T can guide their writing by providing them with some key words/ phrases like “the list change is “ or “The change we are most interested in is”. If there is not enough time to write the paragraph in class.**\* Write a short paragraph about the changes.**- SS write down the changes in the countryside. | **Network****New words.****1. Listen to a boy talking about changes in his village and tick the changes he mentions.*****Key:***B. Electrical appliances in the homes.C. Means of transport.E. School.F. Visitors.**2. Listen again and say if the sentences are true (T) or false (F).*****Key:***1. F 4.T2.T 5.T3.F**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.1. **What do you think? Which changes in the listening do you see as positive? Which do you see as negative?**

**Example:**It’s good for the villagers to have TVs. They can now have more fun and learn more about different people and different places.**5. Work in groups. Discuss and find some changes in rural areas.Make notes of the changes.****6. Write a short paragraph about the changes.**E.g.: I live in a mountain village. It’s the small village in Ba Vi, a mountainous district, about 50 km far from Ha Noi. My parents often tell me stories about their life in the past. It’s not much like the village I can see nowadays.  Some villagers now live in brick houses instead of earthen ones. Our houses are better equipped with electric fans and TVs. Thanks to the TV, we now know more about life outside our village. We don’t use oil lamps any more. We have electric lights which are much brighter. More villagers are using motorcycles for transport instead of riding a horse or walking. We – village children – no longer have to walk a long way and cross a stream to get to school, which is dangerous in the rainy season. Now there’s a new school nearby. We also have more visitors from the city. They come to experience our way of life.  |

**3. Homework (2 minutes)**

- Revise the writing about the changes in the countryside.

- Prepare: Looking back.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:** By the end of the lesson, Ss will be able to understand the topic "life in the countryside".

1. Knowledge:

a. Vocabulary: The lexical items related to the topic of life in the countryside.

b. Grammar: Comparative forms of adjectives: review, Comparative forms of adverbs.

2. Skills: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Practice****Vocabulary**To revise vocabulary related to the topic “life in the countryside”..**Grammar**To revise comparative of the adverbs.**Communication**To practice communicating | **Practice****1. Vocabulary****\* Use the words and phrases in the box to describe the picture. A word/ phrase may be used for more than one picture.**- T asks Ss complete this exercise independently.- T corrects the answers.**\*Look at each picture and write a sentence describing each person is doing. Use the verbs in brackets.**- T asks Ss complete this task independently. They can then exchange their answers with a partner.- T checks as a class.**2. Grammar****\* Look at the pictures and complete the sentences. Use suitable comparative of the adverbs in brackets.**- T asks Ss to read the situations carefully and decide which two things are being compared.- Ss may refer to the completed sentences in 3 as a guide for this sentence completion.\* **Read the situations below and complete the sentences with suitable forms of the adverbs in brackets.**- T asks Ss complete the exercise independently and then compare their answers with a partner.-T checks as a class.**Communication****\* Work in groups** **You are planning a trip to the countryside. Work together and answer the question:**- T asks Ss work in groups. They take turns to ask the questions and note down the answers.- T calls the groups then assigns a group representative to report.**\*Finished :**- T asks Ss to complete the self-assessment.- Ss discuss what difficulties remain and what areas.**\* Project: I love the countryside.**- T divides Ss into groups and instructs them on what they have to do.- Ss hand out two pieces of paper –one for brainstorming ideas.- Ss present their countryside pictures in the next lesson. When all the groups have given their presentation, the whole class can vote for the best. | **Vocabulary****Activity 1. Use the words and phrases in the box to describe the picture. A word/ phrase may be used for more than one picture.** ***Key:***Picture a: peaceful, vast, quiet, pasture, paddy field.Picture b: quiet, paddy field, harvest time, rice.Picture c: peaceful, vast, quiet, nomadic life, inconvenient, pasture, cattle, horses.**Activity 2: Look at each picture and write a sentence describing each person is doing. Use the verbs in brackets.*****Key:***1. A boy is riding a horse 2. A man is herding his cattle/sheep 3. A girl is picking apples (from apple tree.)4.A boy is flying a kite 5. The children are around in the fields/countryside.6. A woman is collecting water from the river.**Grammar****Activity 3. Look at the pictures and complete the sentences. Use suitable comparative of the adverbs in brackets.*****Key:***1.faster than 2.earlier than 3.better than 4.more skillfully than5. more beautifully than**Activity 4: Read the situations below and complete the sentences with suitable forms of the adverbs in brackets.*****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.**Communication****Activity 5: Work in groups** **You are planning a trip to the countryside. Work together and answer the question:**

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| --- | --- |
| Personal name | Activity |
|  |  |
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**Project: I love the countryside.**Work in groups of four or five. Take turns to draw a group picture of a place you would like to live in the countryside. Then make a list of:1. The things you have in your picture.2. The activities you can do there.Show your drawing to the class and talk about it. |

**3. Homework (2 minutes)**

- Learn by heart all the new words and complete all the exercises in their notebooks.

- Prepare: Unit 3: Getting started.

**V. Feedback**

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