

* Date of teaching: 01/10/2024

* Week : 5

* Period : 13

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 5: SKILLS 1

Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

Reading: - Read about different aspects of a Vietnamese village

Speaking: - Talk about a village or town where one lives or which one knows

b. Language:

vocabulary : some adjectives that are often used to describe scenes and sceneries in the countryside

2. Competence

Students can tell everyone about communication ways and their pros and cons

3. Attitude


Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, p.p.t file, pictures of way of communication

III. Procedure

Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	<p>1. Work in pairs. Look at the picture and discuss the following questions</p>  <p>Questions:</p> <ul style="list-style-type: none">- What can you see in the picture?- Which adjectives in the box can be used to describe the picture?
Procedure	<p>Ask Ss to work in pairs discussing what they can see in the picture.</p> <ul style="list-style-type: none">- Ask some Ss to say their answers in front of the class. T may ask other questions to elicit other things in the picture.

	<ul style="list-style-type: none"> - Ask Ss to work in pairs again, discussing which adjectives in the box can be used to describe the picture. - Ask some Ss to say their answers in front of the class
Outcome	<p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>paddy fields, cattle (buffaloes), farmers, a combine harvester, a lake / pond, trees, houses, a dirt road, horizon, etc.</i> - <i>peaceful, vast, picturesque</i>

Activity 2: Teaching new words (5 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks.
Input	<p>New words:</p> <ol style="list-style-type: none"> 1. stretch (v): trải dài 2. canal (n) con kênh 3. cultivate (v): trồng, cày cấy 4. orchard (n): vườn cây ăn trái
Procedure	<ul style="list-style-type: none"> - follow steps of teaching new vocabulary - use "RUB OUT AND REMEMBER" to check vocabulary
Outcome	<ol style="list-style-type: none"> 1. Ss have certain vocabulary for the reading and speaking tasks. 2. four new words

Activity 3 : Developing the skill of reading for detail in context. (5 minutes)

Goal	The activity aims at helping Ss develop the skill of finding information quickly in context
Input	2: Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings. (Page 24)
Procedure	<ul style="list-style-type: none"> - Ask Ss to work individually to read the passage and find the highlighted words. - Have Ss read aloud the highlighted words. Correct their pronunciation if needed. - Have Ss match the highlighted words with their meanings in the table. Remind them to use the context to help them. - Check the answers as a class.
Outcome	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. a 3. d 4. b

Activity 4 : Scanning (7 minutes)

Goal	The activity aims at helping Ss develop the skill of reading for specific information (scanning).
Input	<p>3. Read the text again and tick T (True) or F (False) for each sentence. (Page 24)</p> <ol style="list-style-type: none"> 1. Life in the author's village is very peaceful. 2. The people in the village work very hard. 3. Villagers live only by catching fish in lakes, ponds, and canals.

	<p>4. The children are always busy helping their parents.</p> <p>5. The villagers get along well.</p>
Procedure	<ul style="list-style-type: none"> - Ask some Ss to read out loud the sentences in the table. - Have Ss work individually for five minutes and tick T (True) or F (False). - Ask Ss to take turns to give the answers. Ask them to show the part in the passage where they found the answers. - Have them read aloud the sentences. - Check the answers as a class.
Outcome	<p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. T 3. F 4. F 5. T

Activity 5 : SPEAKING(10 minutes)

Goal	To provide an opportunity for Ss to practise talking about a village or town where they live or which they know
Input	4.Make notes about the village or town where you live or which you know
Procedure	<ul style="list-style-type: none"> - Tell each student to make notes. Set a time limit for Ss to do it. - Ask Ss to think about a village or town where they live or which they know (its name, location, scenery, special features) and the people living there (how they live, what they often do, how they get along with each other). - Have them note down these ideas quickly
Outcome	<p>Suggested outcome:</p> <p><i>Name: Ha Noi</i></p> <p><i>Location: Northern Vietnam</i></p> <p><i>Scenery: ancient buildings and beautiful sights</i></p> <p><i>How people live: fast, lively</i></p> <p><i>Activities adults or children often do: chatting, having a coffee with friends, going shopping</i></p> <p><i>The relationships among the people: friendly, helpful</i></p> <p><i>Special feature: Old quarter, museums,...</i></p>

Activity 6 : Talking about the village or town where you live or which you know. (8 minutes)

Goal	Students can talk the place that they live
Input	<p>5.Take turns to talk about the village or town where you live or which you know. Use the information in 4.</p> <p>Example:</p> <p>I live in Duong Lam. It's an old village outside Ha Noi. It has</p>

Procedure	<ul style="list-style-type: none"> - T asks a strong student to model this activity in front of the class. Then have Ss work in groups, taking turns to talk about the village or town where they live or which they know about. Remind Ss to use the ideas they have prepared in 4. T may go round to observe. - Encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking in order to correct their errors. Tell them to correct only common errors after their group members have finished speaking. - If there is enough time, call on some Ss to talk before the whole class, then invite some positive comments from other Ss.
Outcome	<p>Suggested outcome: I live in Duong Lam. It's an old village outside Ha Noi. It has ancient pagoda, traditional houses and temples....</p>

Wrap-up: (5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

* Date of teaching: 01/10/2024

* Week : 5

* Period : 14

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 6: SKILLS 2

Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

- *Main skills*

Listening: listen for specific information

Write: write a paragraph about what you like or dislike about life in the countryside.

- Sub skill:

Reading: complete the specific information in a mind map

b. Language:

Vocabulary: use some vocabulary about the life in the countryside.

Grammar: use the verbs of liking/disliking to write a paragraph about what you like or dislike about life in the countryside.

- Sub skill:

2. Competence

Students can write a paragraph about what you like or dislike about life in the countryside.

3. Attitude




Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, ppt file, pictures of the life in the countryside

III. Procedure

Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	<p>MIMING : Life in the countryside</p> <div></div>

Procedure	<p>-Invite some Ss to go to the board. Have them mime the activities that people in the countryside do. Ask other Ss to guess the activity.</p> <p>- Lead into the new lesson: Listening and Writing about the activities that people in the countryside do</p> <p>- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.</p>
Outcome	<p>1. Ss have an exciting atmosphere to start the lesson</p> <p>2. Expected answers:</p> <p>Flying the kite,herding the buffaloes , catching fish....</p>

Activity 2: Listening (5 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and writing tasks.
Input	<p>1: Work in pairs. Discuss the following question.</p> <p>What do you like or dislike about life in the countryside?</p>
Procedure	<p>- Have Ss answer the questions in the book.</p> <p>- Elicit answers from Ss. This is open activity, so accept all answers provided they make sense.</p>
Outcome	<p>- Expected answers:</p> <p>I like the life in the countryside because it's quiet and peaceful. We can enjoy the cool and fresh air every morning.</p> <p>I don't like the life in the countryside because it's boring. There's not much entertaining facilities here. There aren't many café and coffee shop, either.</p>

Activity 2 : Activating Ss' knowledge of the topic (5 minutes)

Goal	The activity aims to help Ss develop the skill of listening for specific information.	
Input	2: Listen to three people talking about life in the countryside. Choose the opinion (A - C) that each expresses.	
	Speaker 1	
	Speaker 2	
	Speaker 3	

	Opinions
	A. I don't like rural life because there are not many good schools and colleges. And entertainment and sports are very poor.
	B. I like rural life because the people here are close to each other.
	C. I want to live in the countryside because there are many things I can't easily do in the city.
Procedure	<ul style="list-style-type: none"> - Tell Ss that they are going to listen to three people talking about life in the countryside - Have Ss read the questions first and underline the key words. - Play the recording and ask Ss to listen and choose the correct answers. Ss work in pairs to come up with answers. - Ask for Ss' answers and write them on the board without confirming whether they are right or wrong.
Outcome	<p>1. Ss express their thoughts about the topic leisure activity</p> <p>2. Expected answer</p> <p>Speaker 1: B</p> <p>Speaker 2: A</p> <p>Speaker 3: C</p>

Activity 3 : Listening for specific information. (10 minutes)

Goal	The activity aims at helping Ss develop the skill of listening for specific information.
Input	<p>3: Listen again and choose the correct answer A, B, or C.</p> <p>1. According to speaker 1, there is a great sense of _____ in his village.</p> <p>A. security B. duty C. community</p> <p>2. Speaker 1 says that people in his village are very _____.</p> <p>A. supportive B. unsociable C. well-trained</p> <p>3. In speaker 2's opinion, _____ is a big problem in the countryside.</p> <p>A. the cost of living B. safety C. transportation</p> <p>4. Speaker 2 says that they should _____ in the countryside.</p>

	<p>A. improve the lives of people B. prevent crime C. protect nature</p> <p>5. According to speaker 3, life in the countryside is peaceful and _____. A. slow B. simple C. safe</p>
Procedure	<p>- Tell Ss that they are going to listen to three people talking about life in the countryside again and choose the correct answer.</p> <p>- Have Ss guess the answer and write their guesses on the board.</p> <p>- Play the recording and ask Ss to listen again and choose the correct answer. Ss work in pairs to compare their answers with each other</p> <p>- Play the recording once more for pairs to check their answers.</p> <p>- Ask for Ss' answers and write them on the board next to their guesses.</p>
Outcome	<p>Answer key:</p> <p>1. C 2. A 3. C 4. A 5. B</p>

Activity 4 : Brainstorming ideas and making an outline for writing (5 minutes)

Goal	The activity aims at helping Ss brainstorm ideas and make an outline for Ss' writing.	
Input	4: Work in groups. discuss and write what you like or dislike about life in the countryside.	
	Like	Dislike
	- Low cost of living. - Many cheap things.	- Not many entertainment places, such as theatres, cinemas, etc. - Poor means of transport.
Procedure	<ul style="list-style-type: none">- Have Ss work in groups to discuss and write what they like or dislike about life in the countryside and reasons for them-Then ask Ss to share their writings with their partners. Read out the writings of some more able Ss to the whole class.- Comment on their answer.	

Outcome	
Activity 5 : Writing a paragraph about hobby. (10 minutes)	
Goal	The activity aims at helping Ss practise writing a paragraph about what you like or dislike about life in the countryside.
Input	5. Write a paragraph (80 - 100 words) about what you like or dislike about life in the countryside.
Procedure	<ul style="list-style-type: none"> - Have Ss write their paragraph in groups based on their discussion in 4. - Ask one student in each group to write their paragraph on the board. Other groups and T comment on the paragraph on the board. - Then T collects some writings to correct at home.
Outcome	<p>1. Ss can write a paragraph about what you like or dislike about life in the countryside.</p> <p>2. Expected answer:</p> <p>There are some things I like about life in the countryside. One of the main attractions is its peacefulness. This helps people living there feel comfortable and relaxed. Additionally, I enjoy its natural beauty. The countryside often offers picturesque views of rolling hills, rolling meadows, and vast green fields. This can be a great source of inspiration. Finally, I appreciate the strong sense of community in rural areas. Rural people are very tight-knit and always willing to help their neighbours. Overall, these are just some of the many things I enjoy about rural life.</p>

Wrap-up: (5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

* Date of teaching: 4/10/2024

* Week : 5

* Period : 15

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 7:PROJECT

Timing: 1 period (45 minutes)

I. Objectives

1.Knowledge: By the end of this unit students can:

a. Skills:

Speaking:

b. Language: - Apply what they have learnt (vocabulary and grammar) into practice through a project

Vocabulary:

Grammar:

- Repeat and distinguish the structures of simple sentences and the comparative forms of the adverbs

- Memorise the uses of some conjunctions

2. Competence

-Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

- help Ss develop the skill of working in groups to do a project.

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities - Love talking about activities in the countryside

II. Teaching aids (& materials)

Student book TA 8, ppt file

III. Procedure

Project presentation (35 minutes)

Goal	The activity aims at presenting a project Students' posters & presentations
Input	1.Search for a village in Viet Nam or a foreign country that you would like to visit. (Page 27)



2.Design a poster about that village, including: (Page 27)

- name
- location
- scenery
- people and their activities

Procedure

Script 1

-(If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster to the class.)

Make some questions about picture :

- 1.what is the name of village?
2. where is it ?
- 3.what is the scenery
- 4.What do people in the village do for their living ?
5. What are the people there like ?
- 6.Tell the special features of this village

Outcome

Suggested answer(Script 1)

1. It is the flower village
2. It is outside Sadec city
3. It is beautiful and picturesque with the vast fields stretching long distance

	<p>4. People here work very hard , they plant many kinds of flowers and sell them everywhere</p> <p>5. It is famous for great flower villages , old pagoda and speciality</p> <p>Suggested answer(Script 2)</p> <p>Hello everyone, today I will introduce the village</p> <p>.</p>
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Wrap-up: (10 minutes)

- Ask Ss to summarize what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask students to say about their village
- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

DUYỆT CỦA TỔ TRƯỞNG



Phạm Thị Tuyết Hoa

NGƯỜI SOẠN



Đỗ Thị Thu Hằng