**Week 33** **UNIT 20: WHICH ONE IS MORE EXCITING, LIFE IN THE CITY OR LIFE IN THE COUNTRYSIDE?**

**Period 132** **Lesson 1 (1, 2, 3)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Use the words, phrases related to the topics Comparing places. Ask and answer questions to compare places (adjectives with one or two syllables.

- Sentence Pattern: Which one is \_\_, \_\_ or \_\_?   ̶  I think \_\_.

- Vocabulary: small, Hoan Kiem Lake, West Lake /  large, Ben Thanh Market, Dong Xuan  Market / noisy, life in the city, life in the countryside / busy, life in the city, life in the mountains

**2. Skills.**

- Develop listening, reading and speaking skill.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Studious and obedient students and love their hometown, family and friends.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about the they have been.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: student’s and teacher’s book, pictures, cassette, puppets.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get some pupils to talk about trips that they went on.  - Lead into new lesson.  *Task 1. Look, listen and repeat*  - Ask pupils to look at the picture and answer the questions  *?Who are they ?*  *?What are they doing?*  - Ask pupils to look at the book  - Play the recording for pupils listen to the tape  - Play the recording again and ask them to repeat a few times.  - Ask pupils to practice in pairs.  - Go round and check pupils can repeat and understand the dialogue.  - Check some pairs. Ask pupils to give comments.  - Give comments.  *Task 2. Point and say*  - Tell the class that they are going to  practice asking and answering  questions to compare two places, using: *Which one is ..., ... or ...? I think ...*  - Introduce new words: *small, smaller, large, larger, noisy, noisier, busy and busier*  - Say aloud for pupils to repeat.  - Ask pupils to write down the new words and the structure in their notebook.  - Ask pupils to work in pairs, then point at the pictures to ask and answer using the pattern.  - Call some pairs to practice in front of the class  - Give feedback and correct mistakes of pronunciation.  *Task 3. Let`s talk*  - Tell the class that they are going to practice further by asking and answering questions to compare two cities or towns.  - Get pupils to work in pairs: one pupil asks: *Which one is ..., ... or ...?* and the other answers: *I think*  - Remind them to use the pattern in their books  - Set a time limit for the class to practice  - Call some groups to practice in front of the class.  - Give feedback.  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in work book, learn by heart the new words and the pattern. | - Talk  - Look at the pictures and give the answers  - Listen carefully  - Listen and repeat  - Practice in pairs  - Give comments.  - Listen carefully.  - Repeat.  - Write down.  - Work in pairs.  - Practice in front of the class  - Listen to the teacher  - Work in pairs  - Some groups practice in front of the class. Others listen and check.  - Listen and remember.  - Take note. |

**Week 34** **UNIT 20: WHICH ONE IS MORE EXCITING, LIFE IN THE CITY OR LIFE IN THE COUNTRYSIDE?**

**Period 133** **Lesson 1 (4, 5, 6)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Use the words, phrases related to the topics Comparing places. Ask and answer questions to compare places (adjectives with one or two syllables), using Which one is ..., ... or ...? I think ...

- Read, listen, and fill the gapped sentences.

- Read and complete the sentences.

- Sing the song Which one is ...?

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills.**

- Develop listening, reading and speaking skill.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Studious and obedient students and love their hometown, family and friends.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about the they have been.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: student’s and teacher’s book, pictures, cassette, puppets.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Invite some pairs to act out the story in Activity 1 in front of the class.  *Task 1. Listen and write*  **-** Tell pupils that they are going to listen to the dialogues and write one word in each gap.  - Play the recording the second time.  - Ask pupils to listen again and write one word in each gap.  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers.  \* Key: *1 Sydney, noisier*  *2 London, larger*  *3 NewYork City, busier*  *Task 2. Look and complete*  **-** Tell the class that they are going to read and complete sentences to compare cities  - Give time for pupils to do the task in pairs. Go around and offer help, if necessary.  - Ask pupils to give answers  - Ask other pupils to give feedback.  - Give correct answers.  - Key:  *1. bigger/larger*  *2. noisier*  *3. smaller*  *Task 3. Let’s sing*  *-* Tell them that they are going to sing the *Which one is ...?* song.  - Play the recording all the way through for pupils to get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole song.  - Then have them practice in groups: one sings the questions and other sings the answers.  - Call on some groups to sing the song in front of the class. The rest of the class clap their hands at rhythms.  - Summary the lesson  - Have pupils practice singing the song at home. | - Do actions  - Listen to the teacher  - Listen to the recording  **-** Listen again and write.  **-** Give the answers.  - Listen and check    - Listen to the teacher  - Work in pairs  - Give answers  - Listen to the T's instruction.  - Listen  - Listen and repeat.  - Listen and repeat once more.  - Work in groups  - Sing and clap the hands at rhythms.  - Listen and remember. |

**Week 34** **UNIT 20: WHICH ONE IS MORE EXCITING, LIFE IN THE CITY OR LIFE IN THE COUNTRYSIDE?**

**Period 134** **Lesson 2 (1, 2, 3)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer questions to compare places, using three-syllable adjectives.

- Sentence Patterns: Which one is more \_\_\_, \_\_\_ or\_\_\_?   − I think \_\_\_.

- Vocabulary: beautiful, Ha Long City, Nha Trang / expensive, life in Da Nang, life in Ho Chi Minh City / exciting, life in the city, life in the countryside.

**2. Skills.**

- Develop listening, reading and speaking skill.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love friends, teachers.

- Studious and obedient students and love their hometown, family and friends.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about the they have been.

**II. Methods**: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: student’s and teacher’s book, pictures, cassette, puppets.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get the class sing the song: Which one is ...?  - Lead into new lesson.  *Task 1. Look, listen and repeat*  - Have pupils look at the pictures and ask them these questions:  *?Who are they?*  *?Where are they?*  *?What are they doing?*  - Ask pupils to look at their book and listen to the tape  - Play the recording for pupils to listen  - Play the recording again and ask them to repeat a few times.  - Ask pupils to practice in pairs.  - Go around and check pupils can repeat and understand the dialogue.  - Check some pairs.  - Others give comments.  - Give comments.  *Task 2. Point and say*  - Tell pupils that they are going to practice asking and answering questions to compare two cities/provinces, using:*Which one is more ..., ... or ...? I think ...*  - Ask pupils to look at the pictures and teach the adjectives and their comparative forms: *beautiful /more beautiful, expensive/more expensive, exciting /more exciting.*  - Say aloud the word for pupils to repeat.  - Call some pupils to repeat the words.  - Ask pupils to write down the vocabulary and the structure in their notebook.  - Ask pupils to work in pairs, then point at the pictures to ask and answer using the pattern.  - Call some pairs to practice in front of the class  - Give feedback and correct mistakes of pronunciation  *Task 3. Let’s talk*  - Tell the class that they are going to practice further by asking and answering questions to compare two cities/provinces.  - Get pupils to work in pairs to ask and answer.  - Remind them to use the questions and answers in their books  - Set a time limit for the class to practice  - Go around the class and offer help, if necessary.  - Call some pairs to practice in front of the class.  - Give feedback.  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in work book, learn by heart the new words and the pattern. | - Sing a song.  - Look, listen and answer the questions.  - Listen to the recording.  - Listen and repeat.  - Work in pairs.  - Practice in front of class.  - Give comments  - Listen to the teacher  - Look at picture, listen and repeat  - Listen and repeat  - Repeat  **-** Write down  - Work in pairs  - Practice in front of class  - Listen to the teacher  - Work in pairs.  - Practice in front of the class  - Listen and remember  - Take note |

**Week 34** **UNIT 20: WHICH ONE IS MORE EXCITING, LIFE IN THE CITY OR LIFE IN THE COUNTRYSIDE?**

**Period 135** **Lesson 2 (4, 5, 6)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Use the words, phrases related to the topics Comparing places. Ask and answer questions to compare places (adjectives with one or two or three syllables), using Which one is ..., ... or ...? I think ...

**-** Read, listen, and circle the letters showing the correct words filling the gapped sentences.

- Read and fill the gapped conversation, using the words provided.

- Pay the game: Pass the secret.

**2. Skills.**

- Develop listening, reading and speaking skill.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love friends, teachers.

- Studious and obedient students and love their hometown, family and friends.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about the they have been.

**II. Methods**: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: student’s and teacher’s book, pictures, cassette, puppets.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **-** Ask some pairs to act out the story in Activity 1.  - Review the structure  *Task 1. Listen and circle a, b or c*  **-**Tell pupils that they are going to listen to the recording and circle a, b or c  - Play the recording for pupils to listen  - Ask pupils to listen again and circle.  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers  \* Key: 1. c 2. a 3. b 4. c  *Task 2. Read and complete*  **-** Tell the class that they are going to read the text and fill the gapped  sentences.  - Have them read the dialogue. Give the meanings of unfamiliar words if necessary.  - Set a time limit for pupils to do the task independently  - Ask pupils to read aloud their answers.  - Ask other pupils to give feedback.  - Give the correct answers.  \* Key:  *1. come 2. city 3 .bigger*  *4. beautiful 5. than*  *Task 3. Let’s play*  - Tell the class that they are going to play game: Pass the secret!.  - Divide pupils into groups of six or seven.  - Ask them to line up in rows. Then whisper a sentence to the first pupil in each row.  - The first pupil then whispers the sentence to the second one. The last pupil in the row says aloud the sentence that he/she heard.  + If he/she says the sentence correctly, the group will score one point.  + The group with the most points is the winner.  - Summary the lesson  - Have pupils prepare new lesson at home | - Do the actions  - Listen to the recording the first time.  **-** Listen again and circle  **-** Give the answers.  **-** Listen and check    - Read the text  - Listen carefully  - Do the task  - Read aloud  - Other pupils give feedback  **-** Play game  - Listen and remember. |

**Week 34** **UNIT 20: WHICH ONE IS MORE EXCITING, LIFE IN THE CITY OR LIFE IN THE COUNTRYSIDE?**

**Period 136 Lesson 3 (1, 2, 3)**

**I. Objectives:**

- By the end of the lesson, students will be able to:

**1. Knowledge:**

- Say the sentences with the correct intonation.

+ Which one is bigger, https://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQ Londonhttps://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQ or Hue? https://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQ  ̶   I think London is.

+ Which one is more beautiful, https://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQ Ha Long City https://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQor Nha Trang? https://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQ   ̶   I think Ha Long City is. https://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQ

- Listen and mark the sentence intonation (https://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQhttps://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQ or https://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQ). Then say the sentences aloud.

- Say the chant Which one is more…?

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills.**

- Say questions and answers with the correct intonation*.*

- Ss look after , solve problems and study themselves.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love friends, teachers.

- Love themselves.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about the places in Nam’s country.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1.Teacher’s preparation: CDs player, stereo, book.

2.Student’s preparation: student’s and teacher’s book, pictures, cassette, puppets.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have pupils play the game: Pass the secret.  *Task 1. Listen and repeat*  **-** Tell the class that they are going to practice saying question and answer with falling intonation.  - Ask pupils to look at the book and listen  - Play the recording for pupils to listen again and repeat.  - Play it again to do choral repetition until they feel confident.  - Ask pupils to say the questions and answers in pairs.  - Call some pairs to practice in front of class. Other’s pupils to give comments.  - Gives comments.  - Correct mistakes of pronunciation.  *Task 2. Listen and mark the sentences intonation. Then say the sentence aloud*  **-** Tell pupils that they are going to listen to the recording and mark the intonation with arrows.  - Play the recording for pupils to listen  - Ask pupils to listen again and do the task  - Play the recording again for pupils to listen and check. Ask the class to read the sentences aloud.  *Task 3. Let’s chant*  *-* Tell class that they are going to say the chant: *Which one is more ...?*  - Play the recording all the way through for pupils to listen and follow in their books.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole chant.  - Put the class into three groups to practice chanting: one chants the questions and the other chants the answers  - Get them to practice chanting and doing actions in groups  - Invite three groups to say the chant and do actions  - Give feedback.  - Ask the class to listen again and chant  - Summary the lesson  - Tell pupils to practice chanting again at home. | - Play game  - Answer the questions  - Listen to the recording  - Listen and do the task.  - Practice in front of class  - Give comments  - Look at the book and listen  - Listen and check, then read the sentences aloud.  - Listen and follow in the book  - Listen and repeat  - Chant in groups  - Chant and do the actions  - Listen again and chant  - Listen and remember |

**Week 35** **UNIT 20: WHICH ONE IS MORE EXCITING, LIFE IN THE CITY OR LIFE IN THE COUNTRYSIDE?**

**Period 137 Lesson 3 (4, 5, 6, 7)**

**I. Objectives:**

- By the end of the lesson, students will be able to:

**1. Knowledge:**

- Pronounce correctly the intonation in the sentences.

- Read the passage and answer the questions.

- Write about where they live, using the writing frame.

- Compare the place where they live with another place.

- Colour the stars showing their English competences.

**2. Skills.**

- Say questions and answers with the correct intonation*.*

- Ss look after, solve problems and study themselves.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love friends, teachers.

- Love your place and country.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about the places in Nam’s country.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1.Teacher’s preparation: CDs player, stereo, book.

2.Student’s preparation: student’s and teacher’s book, pictures, cassette, puppets.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have the class say the chant: *Which one is more...?* in Activity 3 and do actions.  *Task 1. Read and answer*  **-** Tell pupils that they are going to read the passage and answer the question.  - Get them to read the text and underlined the key words.  - Ask pupils to read the text again and do the task  - Set a time limit for pupils to do the task.  - Go around the class and offer help, if necessary.  - Ask pupils to compare their answers before checking as a class  - Call some pupils to write their answers on the board.  - Give feedback and correct mistakes  *\* Key:*  *1 She lives in Liverpool.*  *2 She often goes to King’s Lynn.*  *3 King’s Lynn is.*  *4 Liverpoolis.*  *5 Things in Liverpool are more expensive than in King’s Lynn*  *Task 2. Write about where you live*  **-** Tell pupils that they are going to write about where they live.  - Have them work in pairs or groups to discuss their ideas.  - Give them time to do the task independently.  - Go around offering help, if necessary.  - Ask some pupils to read aloud their answers.  - Give feedback  *Task 3. Project*  *-* Tell pupils that they are going to  compare the place where they live with  another place.  - Ask them to work in groups to discuss and select a place to compare with their place.  - Invite two groups of pupils to talk to the class about the places.  - Give feedback  *Task 4. Colour the stars*  - Have the class read the statements and check their comprehension  - Give the time to colour the star and invite a few pupils to read the statement aloud  - Give further support to pupils who find it difficult to achieve certain objectives.  - Summary the lesson | - Chant  - Answer the questions  - Underline the key words  - Do the task  - Compare the answers  - Write the answers on the board.  - Work in groups  - Do the task  - Read aloud  - Listen carefully  - Work in groups  - Present in front of class.  - Colour the stars  - Listen and remember. |

**Week 35**

**Period 138- 139 REVIEW 4**

**I. Objectives:**

- By the end of the lesson Ps be able to:

**1. Knowledge:**

- Perform their abilities in listening, speaking to the topics from units 16-20, using the phonics, vocabulary and sentence patterns they have learnt.

-Vocabulary: review

- Grammar: review

- Listen and tick the correct pictures.

- Listen and number the pictures.

- Listen and complete the gapped sentences.

- Read the paragraph and complete the table.

- Write about themselves, using the guiding questions.

**2. Skills:**

- Develop Ss’ speaking and reading skills

**3. Attitude:** Ss love English.

**4. Competences:**

- Co-operation love schools about Future activities.

- Self-study ability, ability to operate, live responsibly.

- Using language to talk about review.

**C. Methods**: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’ s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | *-* Ask pupils toanswer the question: *Which one is more exciting, life in the city or life in the countryside?*  *Task 1. Listen and tick*  *-*Ask pupils to identify each character and what’s the matter with him/ her or what he/she is doing.  - Tell pupils that they are going to listen to the recording and tick  - Play the recording all the way through for pupils to listen.  - Play the second time and ask pupils to do the task.  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers.  ***\* Key:*** *1. b 2. c*  *Task 2. Listen and number*  - Tell pupils that they are going to listen and number the pictures in the order they here.  - Play the recording two times for pupils to listen.  - Play it again for them to number the pictures.  - Get pupils to compare their answers before checking as a class.  - Give answers.  \* Key: *a 2 b 1 c 4 d 3*  *Task 3. Listen and complete*  ***-*** Tell pupils that they are going to listen and complete.  - Ask pupils toread the sentences in silence in their book and guess the answers based on the surrounding words.  - Play the recording the first time all the way through for pupils to listen and write.  - Play it the second time for pupils to  listen and check their answers.  - Give the correct answers.  *\* Key: 1. cold,windy 2. rice, fish, milk.*  *Task 4. Read and complete*  - Tell pupils that they are going to read the text and complete the table.  - Give pupils time to look at the table in theirs book and think of the information needed to fill the table.  - Ask pupils to read the text in silence and complete the table.  - Get pupils to compare their answers in pairs before checking as a class.  - Give explanations, if necessary.  *\* Key: Tony: Sydney - big/modern/ noisy/exciting*  *Tony’s grandparents: Brooklyn - small/quiet/peaceful*  *Task 5. Write about you*  ***-*** Tell pupils that they are going to write sentences about themselves.  - Give them time to read the questions in silence, then complete the sentences about themselves.  - Call three pupils to read the answers aloud in front of the class. The others listen and give comments.  - Give feedback.  - Summary the lesson  - Tell pupils to do exercises in work book | - Answer the question  - Look at the pictures  - Listen to the recording.  - Listen to the recording and do the task.  - Give answers  - Listen and check.  - Listen carefully.  - Listen to the recording  - Number the pictures.  - Compare the answers.  - Read the sentences in silence and guess the answers.  - Listen and wirte  - Listen and check  - Look at the book  - Read the text in silence and complete the table.  - Compare the answers in pairs  - Read the questions in silence, and complete the sentences.  - Read the answers aloud |

**Week 35**

**Period 140 SHORT STORY**

**I. Objectives:** By the end of this unit pupils can:

- Read and listen to the short story.

- Answer the questions.

- Unscramble the words from the story.

- Read and complete the conversation.

- Work in pairs. Talk about their last holiday.

- Read and match the questions with the answers.

**II. Language focus**

**-** Vocabulary: Unit 11 - 15

**-** Sentence patterns: Unit 11 - 15

**III. Teaching aids**

*1. Teacher’s*: student’s and teacher’s book, pictures, cassette.

*2. Students’*: books, notebooks, workbooks.

**IV. Procedures**

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| **Content** | **Teacher’s activities** | **Student ‘s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | *-* Play game: crossword  *Task 1. Read and listen to the story*  - Tell the class that they are going to read and listen to the story.  - Ask pupils to look at the pictures and ask them question:  *Who are they? Where are they? What are they doing?*  - Play the recording three times for pupils to listen, and follow in their books.  - Play it again for them to listen and repeat  - Then ask them to practice the conversation in groups of three.  - Call on some groups to practice the dialogue.  - Give feedback.  *Task 2. Answer the questions*  - Tell pupils that they are going to answer the questions about the story.  - Give them time to look at the story again, then read the questions and answer them in pairs.  - Invite some pairs to ask and answer aloud.  *\*Key: 1. He’s talking with Mary.*  *2. She lives in New York.*  *3. No, she’s in Miami.*  *4 . She likes the theatres, cinemas and museums.*  *5. She likes the beach*  *Task 3. Unscramble these words from the story*  - Tell pupils that they are going to put the letters in the correct order and write the words from the conversation in Activity 1.  - Give them time to do the task. Give the first letters of the words, if necessary.  - Call some pupils to go to the board and write their answers  - Give correct answers  *Key: 1. remember 2. vacation*  *3. difficult 4. theatres 5. warmer*  *Task 4. Read and complete*  - Tell pupils that they are going to read and complete the gapped sentences.  - Give them a few seconds to read the conversation in silence.  - Set a time limit for them to do the task. Tell them to read the story again if they do not know the answers.  - Give correct answers  *\* Key: 1. don’t 2. town*  *3. more 4. than 5. like*  *Task 5. Work in pair. Talk about your last holiday*  - Tell pupils that they are going to practice talking about their last holiday  - Give them time to do the task in pairs.  - Invite a few pairs to act out the dialogues. Correct the pronunciation, if necessary  *Task 6. Read and match*  - Tell the class that they are going to read and match the questions with the answers.  - Ask pupils to do the task in silent.  - Call two pupils to write their answers on the board.  - Ask pupils to swap and check their answers.  *\* Key: 1. c 2. e 3 .a 4. b 5. d*  - Summary the lesson  - Tell pupils to do exercises in work book | - Answers the questions  - Listen, and follow in the book  - Listen and repeat  *-* Work in groups  *-* Practice the dialogue  - Work in pairs  - Ask and answer in front of class  - Listen carefully  - Do the task  - Write the answers on the board  - Read the conversation in silence.  - Do the task.  - Listen to Teacher’s instruction.  - Work in pairs  - Act out the dialogues  - Do the task in silent  - Write the answers on the board  - Swap and check the answers.  - Listen and remember  - Take note |