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

**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?**

**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, NhaTrang/ 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, thenpoint 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?**

**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?**

**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 NhaTrang?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_MJvLEQor https://lh4.googleusercontent.com/h0dyLoGNPjuOk-GVTXqb_Sd2QA36GxVWW1NjKtyOTaYqCAqGsu2MRKVs5yHpbqXrYrI16XoytVoNcyft7bYwMr7n72KFpL8XZUrxEAOhKWJ5nvekS6ogyLaCJednbRQF_MJvLEQ). Then say the sentencesaloud.

- 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 |