

UNIT 8: THE STORY OF MY VILLAGE

LESSON 1. READING

I. Objectives:

1. **Education aims:** Students read about the changes in the country life.
2. **Knowledge:**
 - a. General knowledge: Knowledge about the country life.
 - b. Language: Verb tenses and reported speech. Vocabulary about country life
3. **Skills:**
 - Speaking: talk in pairs and in groups.
 - Reading comprehension: matching and table completion

exercises.

II. Anticipated problems: - Students may lack of vocabulary about country life .

III. Teaching aids: board, textbook, chalk.

IV. Procedures:

Teacher's activities	Students' activities																					
<p><u>1. Warm-up: (4 mins)</u> <i>Aims:</i> - Get used to the topic. - Sts are required to work in groups of 3 or 4 to make a list of words related to the country in written form. - The group with the longest list will be the winner.</p> <p><u>2. Before you read: (10 mins)</u> <i>Aims:</i> - Prepare information and vocabularies for the topic. - Introduce the topic of the reading passage.</p> <p>a. Pair work: - Ask sts to work in pairs to answer the questions given in the part. - Gather the ideas and help the sts to give correct answers.</p> <p>b. Vocabulary: - Provide the sts with new words/phrases. + <i>Straw</i>(n): dry cut stalks of various cereals + <i>Mud</i>(n) : wet, soft soil + <i>Technical high school</i> (n): + <i>Farming method</i> (n):. + <i>Brick house</i> (n): houses made of bricks + <i>Thank to</i>(prep): = owing to = because of - Read each word/phrase 3 times and ask sts to repeat it. - Listen and check.</p> <p><u>3. While you read: (20 mins)</u> <i>Aims: Read the passage for information to do the tasks.</i> + Task 1: Vocabulary Matching. - Ask sts to read the passage and do task 1: Match the words in A which appear in the reading passage</p>	<ul style="list-style-type: none"> - Give the lists to the teacher - Work in pairs. - Do the work orally in front of the class. <p><u>Suggested answers:</u> 1. <i>The farmers are harvesting the crop</i> 2. <i>They are working very hard.</i> 3. <i>It's a good/ bumper crop.</i> 4. <i>Good farming methods, good varieties, modern technology used, people work hard.....</i></p> <ul style="list-style-type: none"> - Listen and then copy down - Read the passage and then do the task. - Share their answers with their partners. - Report their work . $+ 1 - b + 2 - d$ $+ 3 - a + 4 - e + 5 - c$ - Work individually - Study the table. - Discuss the answers with a friend. - Report their answers. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 30%; text-align: center;">before</th> <th style="width: 30%; text-align: center;">Now</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>a.o.c</i></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">houses</td> <td>Made of straw and mud</td> <td>Made of bricks</td> </tr> <tr> <td style="text-align: center;">R. and TV</td> <td>Few families had a radio or a TV set</td> <td>Many families have a radio or a TV set</td> </tr> <tr> <td style="text-align: center;">F.M</td> <td>old</td> <td>New</td> </tr> <tr> <td style="text-align: center;">crops</td> <td>poor</td> <td>Good/ bumper</td> </tr> <tr> <td style="text-align: center;">travel</td> <td></td> <td>By motorbike</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - Work in pairs to ask and answer the questions. - Ask sts to report their work in pairs. 		before	Now	<i>a.o.c</i>			houses	Made of straw and mud	Made of bricks	R. and TV	Few families had a radio or a TV set	Many families have a radio or a TV set	F.M	old	New	crops	poor	Good/ bumper	travel		By motorbike
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<p>with their definitions in B.</p> <ul style="list-style-type: none"> - Explain the meaning of these words and phrases if necessary. + Task 2: Table Completion. - Ask sts to scan the passage to get specific information to complete the table. - Let sts to study the table carefully before doing the task. - Check the answers in front of the class as a whole. - Give correct answers. + Task 3: Answering Questions: - Ask sts to work in pairs to read the passage again and answer the questions in task 3. - Sts are required to compare their answers with another pair. <p>4. After you read: (10 mins)</p> <ul style="list-style-type: none"> - <i>Aims: Give the summary of the topic.</i> + Discussion: - Sts are required to work in groups and discuss the question: <i>How can people with an education help make the life of their community better?</i> - Clarify some terms if needed: + <i>People with an education: people with a university study.</i> <p>5. Homework: (1 min)</p> <ul style="list-style-type: none"> - Ask sts to write a paragraph about the topic they discussed in <i>After you read</i>. 	<ol style="list-style-type: none"> 1. <i>It was poor and simple.</i> 2. <i>Because they hope that with an education of science and technology their children could find a way of bettering their lives.</i> 3. <i>They introduced new farming methods which resulted in bumper crops. They also helped grow cash crops for export.</i> 4. <i>He said their lives had changed a lot thanks to the knowledge their children had brought home.</i> 5. <i>He told his grandchildren: " Study harder so that you can do more for the village than your parents did."</i> <ul style="list-style-type: none"> - Some representatives are required to report. - Give suggested answers: + <i>Introduce new farming methods.</i> + <i>Grow cash crops for export.</i> + <i>Help local people apply modern technology in farming.</i> + <i>Help community especially young people access to ways of entertainment.</i> + <i>Raise people's awareness about food safety and environmental hygiene.</i>
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