

**GETTING STARTED**

It's harvest time.

**THIS UNIT INCLUDES:****VOCABULARY**

Life in the countryside

**PRONUNCIATION**

Clusters: /bl/ and /cl/

**GRAMMAR**

Comparative forms of adjectives: review

Comparative forms of adverbs

**COMMUNICATION**Talking about life in the countryside  
and the ways it has changed**1 Listen and read.***Nguyen:* Nguyen speaking.*Nick:* Hi Nguyen, how's your stay there?*Nguyen:* Hi Nick! Well, it's more exciting than I expected.*Nick:* What are you doing?*Nguyen:* Lots of things. It's harvest time, so we help load the rice onto buffalo-drawn carts, ride it home and dry it. Have you ever ridden a cart?*Nick:* No, but I'd like to.*Nguyen:* And sometimes I go herding the buffaloes with the boys.*Nick:* You've made new friends?*Nguyen:* Yeah – right on my first day. They came and we went flying kites together.*Nick:* Where can you buy a kite in the countryside?*Nguyen:* The people here don't buy kites – they make them. My grandfather's made me the largest, most colourful kite I've ever had. It looks great up there in the sky.*Nick:* Oh, I'm so envious!*Nguyen:* Ha...ha... I guess. I live more happily here, and there's still a lot more to explore.*Nick:* Sounds great!*Nguyen:* And everything seems to move more slowly here than in the city.*Nick:* I wish I could join ...

## Objectives:

By the end of this unit, students can:

- pronounce correctly words containing the clusters /bl/ and /cl/
- use the lexical items related to the topic of life in the countryside
- use comparative forms of adverbs of manner
- read for specific information about an unusual lifestyle in the countryside
- talk about what they like or dislike about life in the countryside
- listen for specific information about changes in the countryside
- write a short paragraph about changes in the countryside

## GETTING STARTED

**It's harvest time.**

### Introduction

Review the previous unit by calling on some Ss to act out some leisure activities. The class makes a guess. Then ask Ss to decide which leisure activities are more common in the countryside and why.

Write the word 'countryside' on the board. Brainstorm 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.

- 1 Ask 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. The questions may be:

*What is the conversation about?*

*Which season is harvest time in?*

*What do you think the countryside is like at harvest time?*

*What do the farmers do?*

*What do the children do?*

Encourage Ss to answer the questions. Their answers can be as simple as one word or phrase. Play the recording. Ss listen and read. Ask Ss if their predictions are correct.

**a** Are these sentences true (T) or false (F)?

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. Nguyen didn't think country life could be so interesting.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Nguyen never joins the boys in herding the buffaloes.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Rice is transported home on trucks.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Nick would like to visit the countryside at harvest time.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nguyen thinks life in the city is faster than that in the countryside. | <input type="checkbox"/> | <input type="checkbox"/> |

**b** Answer the following questions.

- Where is Nguyen now?
- When was he able to make new friends?
- What is Nguyen's kite like?
- Who is Nguyen probably staying with?
- Does Nick want to be there with Nguyen?

**c** Complete the sentences with the words in the box.

buffalo-drawn cart	colourful
herding	move slowly
harvest time	paddy field

- When a thing has lots of bright colours, it is \_\_\_\_\_.
- When people are not in a hurry, they \_\_\_\_\_.
- A busy time when people collect their crops is called \_\_\_\_\_.
- A place where rice grows is called a \_\_\_\_\_.
- My brother is taking his buffaloes out to feed them. He's \_\_\_\_\_ them.
- Rice is loaded onto a \_\_\_\_\_ to transport it home.

**d** In groups, 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.

- He likes it.
- He doesn't mind it.
- He doesn't like it.

**2** Match the activities with the pictures.

1. flying a kite	
2. herding buffaloes	
3. riding a horse	
4. collecting water	
5. drying the rice	
6. loading the rice	

**3** Can you think of some more things that children do in the countryside? Make a list.

*Example:*

- They climb trees.
- They go swimming in the river.

**Share your list with the class.**

**4 GAME: COUNTRYSIDE CHARADES**

Play charades in two teams using the class list of countryside activities from **3**. The teacher whispers an activity to one person from Team 1. This person mimes the activity for their team to guess. If their team guesses incorrectly, Team 2 can try. The teams take turns until all the activities have been mimed. The team with the most points wins.

- a** Ss work independently. Ask them to read the sentences and decide if they are true or false. Ss compare answers with a partner. Have Ss correct the false sentences. T writes the correct answers on the board.

**Key:** 1. T 2. F 3. F 4. T 5. T

- b** Ask Ss to try to answer the questions without referring to the conversation first. Then Ss refer to the conversation again for the correct answers. Correct the answers as a class.

**Key:** 1. He's in the countryside. 2. Right on his first day there. 3. It's big and colourful.  
4. His grandfather. 5. Yes, he does.

- c** Ask Ss to look at the words in the box and make sure they understand their meanings. If they do not, ask them to refer to the conversation and have a guess. Then ask them to do the exercise. When they finish, ask them to check their answers with their partner.

**Key:** 1. colourful 2. move slowly 3. harvest time  
4. paddy field 5. herding 6. buffalo-drawn cart

- d** Have Ss work in small groups to discuss and tick the correct box and look for expression(s) to support their answer.

**Suggested answers:**

He likes it.

'... it's more exciting than I expected.'

'It (the kite) looks great up there in the sky.'

'I live more happily here, and there's still a lot more to explore.'

- 2** Ss work independently to label the pictures. Have them compare their answers with a partner. T writes the correct answers on the board.

**Key:** 1. e 2. f 3. a  
4. c 5. d 6. b

- 3** Ss work in pairs to brainstorm some more countryside activities. Give them a time limit, for example, two minutes to make their lists. Call 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 used in the next activity. Before moving on, T makes sure everybody understands all the vocabulary on the board.

**4 Game: Countryside charades**

Divide the class into two teams for this game. Ss find a relevant name for their team such as the 'horses' and the 'buffaloes'. Play charades with the countryside activity vocabulary from **2** and the Ss' list on the board. To increase the fun element, give the teams a time limit 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.

# A CLOSER LOOK 1

## Vocabulary



1 Listen and repeat the words.

- |              |                 |
|--------------|-----------------|
| 1. slow      | 6. boring       |
| 2. colourful | 7. inconvenient |
| 3. friendly  | 8. vast         |
| 4. hard      | 9. peaceful     |
| 5. brave     | 10. nomadic     |

2 Put the words in 1 into the appropriate category. Some words can be used in more than one category.

To describe...	Words
people	
life	
scenery	

3 Match the nouns/ noun phrases in the box with each verb.

- |         |            |               |
|---------|------------|---------------|
| hay     | a pole     | wild flowers  |
| water   | a camel    | the buffaloes |
| a horse | apples     |               |
| a tent  | the cattle |               |



4 Use the words in 1 and 3 to complete the sentences. Remember to use the correct form of the verbs.

- When summer comes, we enjoy \_\_\_\_\_ blackberries.
- Our village has no running water, which is \_\_\_\_\_. We have to help our parents to \_\_\_\_\_ water from the river.
- In the countryside, children learn to \_\_\_\_\_ the cattle when they are small.
- Have you ever \_\_\_\_\_ a horse? I think one has to be \_\_\_\_\_ to do it.
- You can relax in the countryside. It's so \_\_\_\_\_.
- \_\_\_\_\_ life is hard because people have to move a lot.
- The sky is \_\_\_\_\_ here in the countryside. There are no buildings to block the view.
- We worked together to \_\_\_\_\_ this tent. It was \_\_\_\_\_ work.



## A CLOSER LOOK 1

### Introduction

Remind Ss of the vocabulary they learnt in **GETTING STARTED** before moving on to this lesson which focusses on words describing the countryside.

### Vocabulary

- 1** Ss listen to the recording and repeat the words. Make sure that they pronounce the words with the correct stress patterns. Now check understanding of these words. Elicit ideas from Ss. Say, for example, 'Give me an example of something vast.' Go through all the words in this way to make sure everyone understands them.

 **Audio script:**

1. slow      2. colourful      3. friendly      4. hard      5. brave  
6. boring      7. inconvenient      8. vast      9. peaceful      10. nomadic

- 2** Ss work individually. 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, encourage Ss to explain why they choose that word for the category.

**Key:**

To describe...	Words
people	friendly, brave, boring, nomadic, colourful
life	slow, hard, boring, inconvenient, peaceful, nomadic, colourful
scenery	colourful, vast, peaceful

- 3** Make sure Ss understand the meanings of the verbs first. There may be some confusion about the difference between 'pick' and 'pick up'. Explain that 'pick' is the specific verb used for collecting fruit, vegetables or flowers though the action is the same as the more general term 'pick up'. Ss then work independently or in pairs. When they have finished, let them exchange their answers with a partner/another pair. Then T elicits the correct answers.

**Key:**

*ride:* a horse, a camel

*put up:* a tent, a pole

*collect:* hay, water

*herd:* the buffaloes, the cattle

*pick:* wild flowers, apples

- 4** Ss use the vocabulary they have learnt in **1** and **3** (**1** for adjectives and **3** for verbs) to do this exercise. Ask 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. Ss then complete the sentences by themselves. Check the answers as a class.

- Key:** 1. picking      2. inconvenient, collect      3. herd      4. ridden, brave  
5. peaceful      6. Nomadic      7. vast      8. put up, hard

## Pronunciation

Clusters: /bl/ and /cl/

- 5** Listen and repeat the words. Pay attention to the initial clusters.

1. blackberry	2. clothing
3. climb	4. blind
5. click	6. clay
7. bloom	8. blossom
9. clock	10. clear

- 6** Listen and circle the words you hear.

1.	blame	claim
2.	class	blast
3.	clue	blue
4.	clock	block
5.	blow	close

- 7** Listen to the sentences and repeat.

- The wind is blowing so hard.
- These people have climbed to the top of the mountain.
- The tree is in full bloom.
- Look at the clear blue sky.
- Blind people can read with Braille.



## A CLOSER LOOK 2

### Grammar

Comparative forms of adjectives: review

- 1** Complete the passage below with a suitable comparative form of the adjectives provided.



Sometimes I hear adults around me say that it is (0. good) *better* for children to grow up in the city than in the countryside. They say that the city offers a child more opportunities for (1. high) \_\_\_\_\_ education, and (2. easy) \_\_\_\_\_ access to (3. good) \_\_\_\_\_ facilities. Life there is (4. exciting) \_\_\_\_\_ and (5. convenient) \_\_\_\_\_.

They may be right, but there's one thing they might not know. I feel (6. happy) \_\_\_\_\_ here than in a crowded and noisy city. Country folk are (7. friendly) \_\_\_\_\_ than city folk. I know every boy in my village. Life here is not as (8. fast) \_\_\_\_\_ as that in the city and I feel (9. safe) \_\_\_\_\_. Perhaps the (10. good) \_\_\_\_\_ place to grow up is the place where you feel at home.

### Comparative forms of adverbs

1. *more/less + adverb + (than)* is the form of comparative for almost all adverbs of manner ending in *ly*.

**Examples:**

Can you walk *more slowly*? I can't catch up with you. Hanh acts *less responsibly than* anyone here.

2. *adverb + er + (than)* is the form of comparative for adverbs of manner with the same form as adjectives.

fast → faster                      ealy → earlier  
hard → harder                      late → later

**Example:**

The rain is coming. Let's run *faster*.

3. Some irregular forms of adverbs of manner:

well → better  
badly → worse

**Example:**

I believe you'll do *better* in the next test.

## Pronunciation

Clusters: /bl/ and /cl/

- 5 Ss listen and repeat. Pause the recording to drill difficult items. Have Ss say the words individually or in small groups.



Audio script:

1. blackberry    2. clothing    3. climb    4. blind    5. click  
6. clay    7. bloom    8. blossom    9. clock    10. clear

- 6 Have Ss listen and circle the words. Have Ss do the activity in pairs and challenge each other to choose the correct words.



Audio script:

1. blame  
2. blast  
3. blue  
4. clock  
5. close

Key:

1.	blame	claim
2.	class	blast
3.	clue	blue
4.	clock	block
5.	blow	close

- 7 Have Ss look at the sentences and underline the words with clusters /bl/ and /cl/ first. Ss then listen and repeat.



Audio script:

1. The wind is blowing so hard.    2. These people have climbed to the top of the mountain.  
3. The tree is in full bloom.    4. Look at the clear blue sky.  
5. Blind people can read with Braille.

## A CLOSER LOOK 2

### Grammar

Comparative forms of adjectives: review

- 1 Remind Ss of comparative forms of adjectives learnt in previous lessons by asking questions like 'Which river is longer, the Mekong or the Red River?', 'Who is the tallest boy in our class?' ...

Ss do exercise 1. Go round and help Ss if necessary. Ss exchange their answers. Check as a class and write the answers on the board with the full forms of comparisons. Keep them for later reference when the comparative of adverbs is taught.

Key: 1. higher    2. easier    3. better    4. more exciting    5. more convenient  
6. happier    7. more friendly    8. fast    9. safer    10. best

Comparative forms of adverbs

T first revises the different use of an adjective and an adverb. For example, T writes 'Life in the city is slow/slowly' and 'He is moving slow/slowly' for Ss to choose the right word for each sentence. T then introduces the comparative form of adverbs by changing the second sentence to 'He is moving more slowly than before.' Elicit the form of comparative from Ss before letting them read number 1 in the table.

T then introduces comparatives of irregular adverbs like *fast*, *hard*, *late*, *early*, *well* and *badly*. Let Ss read numbers 2 and 3 in the table.



**2** Complete the sentences with suitable comparative forms of adverbs in the box.

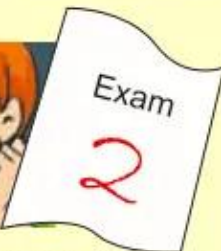


traditionally  
soundly  
generously  
slowly  
healthily



1. Can you speak \_\_\_\_\_? My English is not good.
2. After a hard working day, we usually sleep \_\_\_\_\_.
3. Nowadays, people dress \_\_\_\_\_, so it's difficult to say which country they are from.
4. It's not always true that rich people donate \_\_\_\_\_ than poor people.
5. If you want to stay slim, you have to eat \_\_\_\_\_.

**3** Finish the sentences below with a suitable comparative form of *hard, early, late, fast, well* and *badly*.



1. Your exam score is low. I am sure you can do \_\_\_\_\_.
2. We'll be late for the fair. Can you drive \_\_\_\_\_?
3. On Sunday, we can get up \_\_\_\_\_ than usual.
4. The farmers have to work \_\_\_\_\_ at harvest time.
5. You look tired. Are you feeling \_\_\_\_\_ than you did this morning?
6. My mother has to get up \_\_\_\_\_ than us to milk the cows.

**4** Underline the correct comparative forms to complete the sentences.

1. People in rural areas of Britain talk *optimistically/ more optimistically* about the future than city people.
2. In India, rural areas are more *popularly/ popular* known as the 'countryside'.
3. A village is *less densely populated/ more densely populated* than a city.
4. City people seem to react *quickly/ more quickly* to changes than country people.
5. Medical help can be *less easily/ more easily* obtained in a city than in the countryside.
6. A buffalo ploughs *better/ more well* than a horse.

**5** Write the answers to the questions below.



1. Which place is more peaceful, the city or the countryside?  
→ \_\_\_\_\_
2. Which works faster at calculus, a computer or a human being?  
→ \_\_\_\_\_
3. Which one is harder, life in a remote area or life in a modern town?  
→ \_\_\_\_\_
4. Which city is more expensive, Ho Chi Minh City or Hue?  
→ \_\_\_\_\_
5. Who can smell better, animals or human beings?  
→ \_\_\_\_\_

**2-3** These exercises can be done after T introduces comparative forms of different adverbs (number 1-2-3 in the table). Ss do the exercises individually. T checks as a class.

Alternative: Ss do exercise **2** after the introduction of comparative forms of regular adverbs, and exercise **3** after the introduction of irregular adverbs. This helps Ss to concentrate more on the practice of each group of adverbs instead of trying to remember a lot of rules before actually doing the exercises.

**2**

**Key:**

- |                    |                   |                       |
|--------------------|-------------------|-----------------------|
| 1. more slowly     | 2. more soundly   | 3. less traditionally |
| 4. more generously | 5. more healthily |                       |

**3**

**Key:**

- |           |           |          |           |          |            |
|-----------|-----------|----------|-----------|----------|------------|
| 1. better | 2. faster | 3. later | 4. harder | 5. worse | 6. earlier |
|-----------|-----------|----------|-----------|----------|------------|

**4** Have Ss do this exercise independently. T then checks the answers as a class.

**Key:**

- |                        |                   |                           |
|------------------------|-------------------|---------------------------|
| 1. more optimistically | 2. more popularly | 3. less densely populated |
| 4. more quickly        | 5. more easily    | 6. better                 |

**5** Ss do this exercise independently. Walk around and help Ss who have difficulty writing the answers. Ss then check their answers with a partner. Check as a class and write the correct sentences on the board, underlining the comparatives.

**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 area is harder (than that in a modern town).
4. Ho Chi Minh City is more expensive (than Hue).
5. Animals can smell better than human beings.

# COMMUNICATION

Extra vocabulary  
disturbing  
beehives



## THE COUNTRYSIDE THROUGH VISITORS' EYES

**1** Read the posts on 'Holidays in the Countryside'.

There was so much space! We could run around the fields and shout out loud without disturbing anybody.

*Dennis from London*

Swimming in the river, picking blackberries, collecting honey from beehives ... I have never had a more interesting vacation.

*Julie from Paris*

No running water. No electricity. And the only entertainment centre is miles away. Can't stay here any longer!

*Phirun from Phnom Penh*

I love the vast open spaces, the fresh air and the feeling of freedom in the countryside. They are experiences I can never have in Seoul.

*Yumi from Seoul*

I don't mind visiting those street markets where the locals sell their home-made products. However, city life is more exciting.

*Emi from Tokyo*

Last week I went on a trip to the countryside and had my first experience of farm work: digging holes, planting vegetables and collecting tomatoes. Unforgettable!

*Lan from Ha Noi*

Country life doesn't excite me at all. So boring and inconvenient.

*Bob from Hong Kong*

**2** What are the attitudes of these people towards their experiences? Tick (✓) the appropriate box.

	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			

**3** Work in groups. Reply to the posts in 1. Write down your replies.

**Example:**

@ Bob: In my opinion, the countryside has benefits that a boring person would never discover.

*Helen from Devonshire*

@ Bob: I think this is one of the reasons for urbanisation.

*Vu from Da Nang*

Discuss and share your replies with the class.

## COMMUNICATION

### Introduction

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.

T refers to the words in the **Extra vocabulary** box. Ask Ss if they know their meanings. If they don't, wait until Ss have done the reading. Then ask them to guess the meaning of each word in context.

- 1 Explain that Ss are going to read some online posts from people all over the world. Elicit from the Ss where these people live. Establish 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 ask Ss to read the posts. Check that everybody understands the meaning of each post before moving on.
- 2 Ss do this exercise independently. Ask them to look for expressions which help them decide their answers. Then Ss can compare their answers with a partner and discuss any differences. Then check the answers as a class.

#### Key:

	Positive	Neutral	Negative
<i>Dennis from London</i>	✓		
<i>Julie from Paris</i>	✓		
<i>Phirun from Phnom Penh</i>			✓
<i>Yumi from Seoul</i>	✓		
<i>Emi from Tokyo</i>		✓	
<i>Lan from Ha Noi</i>	✓		
<i>Bob from Hong Kong</i>			✓

- 3 Put Ss into groups of between five and seven. Explain that now they have a chance to reply to each post with their own opinions. Hand out a piece of blank paper for each post. Have the groups write the name of each post at the top, e.g. *Bob from London*. Each student writes 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. Continue passing the papers around until everyone has replied to every post. Ss refer to the examples as models for their answers. If time is short, Ss can do the replies to three or four posts. Encourage Ss to choose a variety of posts with different attitudes. Ss write down their replies. Then ask each group to read out one of their reply chains to a post and discuss it as a class.

## SKILLS 1

### Reading



**1** Quickly read the passage and choose the most suitable heading A, B, or C for each paragraph.

- A. Nomadic children's lives
- B. The importance of cattle to the nomads
- C. The nomads' home

### NOMADIC LIFE ON THE GOBI HIGHLANDS

**1.** \_\_\_\_\_

We don't live a normal life like many other people. We live a nomadic life. This means we move two or three times a year to look for new pastures - grasslands - for our cattle. The cattle provide most of our needs: dairy products, meat, and clothing.

**2.** \_\_\_\_\_

We live in a *ger*, our traditional circular tent. It keeps us cool in summer and warm in winter, even when the temperature drops to  $-50^{\circ}\text{C}$ . It can be put up then taken down and transported.

**3.** \_\_\_\_\_

For most of the year, we are surrounded by vast pastures, rivers and mountains. We see few people from the outside world. When we are small, we play on our land and with the animals. The horse is our best friend. Any nomadic child can ride a horse. We learn from an early age to help in the family, from household chores to heavier work like herding the cattle. We also learn to be brave.

**2** Match the descriptions with the words / phrases from the passage.

Words/ Phrases	Descriptions
1. a <i>ger</i>	a. a life on the move
2. dairy products	b. a circular tent in which Mongolian nomads live
3. cattle	c. grasslands
4. nomadic life	d. milk, butter, cheese
5. pastures	e. cows, goats, buffaloes...

**3** Read the passage again and choose the best answer A, B, C, or D.

1. We live \_\_\_\_\_ other people.
  - A. a different life to
  - B. similarly to
  - C. the same life as
  - D. in exactly the same way as
2. We have to move in order to \_\_\_\_\_.
  - A. change our lifestyle
  - B. look for better weather
  - C. look for food for our cattle
  - D. be closer to the city
3. Our cattle can provide us with \_\_\_\_\_.
  - A. most of our needs
  - B. food only
  - C. means of transport only
  - D. anything we want
4. When we move to a new place, we \_\_\_\_\_.
  - A. have to make a new *ger*
  - B. put up the *ger*
  - C. buy a new *ger*
  - D. share a *ger* with our neighbours
5. Nomadic children \_\_\_\_\_.
  - A. play the same games as other children in the world
  - B. use nature and their animals as playthings
  - C. do not like toys
  - D. spend all their time helping with housework
6. Mongolian children in the Gobi learn \_\_\_\_\_.
  - A. to ride a goat
  - B. to live in the mountains
  - C. to be generous
  - D. to help with household chores

## SKILLS 1

### Introduction

T writes the phrase 'Gobi Highlands' on the board and asks Ss if they know what and where it is. Then write the word *Mongolia* next to it. Ss brainstorm what they know about this country and its people. If possible, T shows Ss some pictures and asks Ss to pick the ones they think are of Mongolia.

### Reading

- 1** Ask 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, ask Ss to underline the words/ phrases which help them make their decision. Ss exchange their answers. Allow them some time to explain to one another about their choice. T checks the answers as a class.

**Key:** 1. B. The importance of cattle to the nomads  
2. C. The nomads' home  
3. A. Nomadic children's lives

- 2** Ask Ss to read the passage again and underline the words (1-5) in the passage. They then try to guess the meanings of these words, based on the context. Ss complete the exercise independently.

**Key:** 1. b 2. d 3. e 4. a 5. c

- 3** Ss may be able to remember the main information of the passage without having to reread it. Ask them to read the questions and do the exercise independently. T may guide Ss to look for keywords which can help them find the part of the passage where the information for the answers is given.

**Key:** 1. A 2. C 3. A 4. B 5. B 6. D

### Speaking

- 4** Ss should 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. They can then start the interview; one asks and one answers, based on the facts they have underlined. Encourage 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 lists of their likes and dislikes on the board and see which ideas are the most common.

- 5 a & b** Ss move from talking about nomadic life to the countryside in Viet Nam. Ss work in pairs, discussing which two things they both like and which two things they both dislike. They can make a list in order to report to the class later.

For more advanced Ss, and if time allows, let the whole class listen to each list and discuss what they think about these likes/dislikes.

## Speaking

- 4** Work in pairs. Interview your partner to find out what he/ she likes/ doesn't like about the life of the nomads.

*Example:*

- A: What do you like about their nomadic life?  
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.

- 5a** Work in pairs. Discuss and find:

- two things you like about life in the countryside
- two things you don't like about life in the countryside

Explain your choice.

- 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.



## SKILLS 2

### Listening

- 1** Listen to a boy talking about changes in his village and tick (✓) the changes he mentions.



- A. \_\_\_\_\_ the roads in the village  
B. \_\_\_\_\_ electrical appliances in the homes  
C. \_\_\_\_\_ means of transport  
D. \_\_\_\_\_ entertainment  
E. \_\_\_\_\_ school  
F. \_\_\_\_\_ visitors

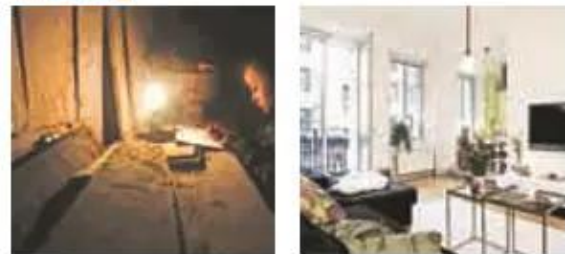
- 2** Listen again and say if the sentences are true (T) or false (F).

1. Nobody lives in an earthen house now.
2. The village has electricity now.
3. Horses are still the only means of transport in the village.
4. The children used to go a long way to school.
5. More visitors are coming to see them.

- 3** Listen again and answer the questions in no more than FOUR words.

1. Who often tells the boy stories about the past?
2. What do the villagers now know more about?
3. Where is the new school?
4. What do the visitors want to experience in the village?

### Writing



- 4** What do you think?

Which change(s) in the Listening do you see as positive? Which do you see as negative?

Support your opinion with a reason. Write it out.

*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 a rural area. Make notes of the changes.

- 6** Write a short paragraph about the changes.

## SKILLS 2

### Listening

- 1 Give Ss time to look at the changes (A-F). Ask questions to make sure that Ss understand the meanings of the words/phrases. T plays the recording and Ss tick the changes which are mentioned.

Key:

- A.  the roads in the village  
B.  electrical appliances in the homes  
C.  means of transport  
D.  entertainment  
E.  school  
F.  visitors

- 2 Give Ss time to read the sentences. Check if they know the word 'earthen'. Ss listen to the recording again (as many times as needed or if time allows) and complete the exercise. T checks their answers as a class.

Key: 1. F 2. T 3. F 4. T 5. T

- 3 Ask Ss to read the questions first to see what kind of information they need to find. Some Ss might be able to answer some questions without listening to the recording again. T plays the recording. Ss listen and decide what word/phrase to write down for the answer. They can compare their answers with a partner. T checks as a class.

**Note:** Some Ss may not be familiar with short answers. You may allow them to answer the questions in full first and see what they can do to shorten their answers to within four words. Ask them to focus on the keywords.

Key: 1. His parents. 2. Life outside their village.  
3. Nearby/ Near the village. 4. A nomadic life.



#### Audio script:

I live in a mountain village. 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.

### Writing

- 4 First, remind Ss of the changes in the village from the listening passage. T can help by writing the changes in brief on the board as a guide for the writing exercise. For example:

- *earthen houses* → *brick houses*

Ss can use this information and the example given in 4 to write their opinions about the changes.

- 5 Place Ss into small groups of three or four. Ss in each group work together to decide which rural area they will talk about. They then discuss and note down some changes they can find in this area.
- 6 Ss use their notes about the 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 first change is...' or 'The change we are most interested in is ...'. If there is not enough time to write the paragraph in class, T can assign it as homework.



# LOOKING BACK

## Vocabulary

1 Use the words and phrases in the box to describe the pictures. Some words/ phrases may be used for more than one picture.



colourful  
peaceful  
nomadic life  
vast  
quiet  
inconvenient  
ger  
pasture  
cattle  
rice  
horses  
paddy fields  
harvest time

2 Look at each picture and write a sentence describing what each person is doing. Use the verbs in brackets.



1 (ride) \_\_\_\_\_ 2 (herd) \_\_\_\_\_ 3 (pick) \_\_\_\_\_



4 (fly) \_\_\_\_\_ 5 (run around) \_\_\_\_\_ 6 (collect) \_\_\_\_\_

## Grammar

3 Look at the pictures and complete the sentences, using suitable comparative forms of the adverbs in brackets.



1. A lion runs \_\_\_\_\_ a horse. (fast)



2. The Great Wall was built \_\_\_\_\_ the White House. (early)



3. Homes in the city are often \_\_\_\_\_ furnished \_\_\_\_\_ those in the countryside. (well)



4. A racing driver drives \_\_\_\_\_ a normal motorist. (skillfully)



5. A house is \_\_\_\_\_ decorated at New Year \_\_\_\_\_ during the year. (beautifully)

4 Read the situations and complete the sentences with suitable forms of the adverbs in brackets.

1. A horse can run 80km/hr while a camel can only run 12km/hr. (fast)

→ A horse can run \_\_\_\_\_

2. According to a survey, 75% of the population in the countryside are happy with their life. This rate in the city is only 47%. (happily)

→ People in the countryside live \_\_\_\_\_

3. Unlike many other jobs, farmers depend heavily on the weather. (heavily)

→ Farmers depend \_\_\_\_\_

4. We are both bad at swimming but I'm better than my sister. (badly)

→ My sister swims \_\_\_\_\_

## LOOKING BACK

Encourage Ss to complete **LOOKING BACK** without referring to the previous sections in the unit. Ss should use what they remember from the unit to complete this section.

Ss should record their results for each exercise in the **LOOKING BACK** section in order to complete the final **Finished! Now you can...** assessment and identify areas for review.

### Vocabulary

**1** Ss complete this exercise independently. T checks the answers.

*Key:*

*Picture a:* peaceful, vast, quiet, pasture, paddy field

*Picture b:* quiet, colourful, paddy field, harvest time, rice

*Picture c:* peaceful, vast, quiet, nomadic life, inconvenient, *ger*, pasture, cattle, horses

**2** Ss look at each picture, then at the verb that goes with it. Ss write the sentences in their full forms. T goes round while Ss are writing and helps them with any difficulties. When Ss have finished, T can choose some sentences and asks Ss to write them on the board. T gives feedback. If a sentence is incorrect, ask Ss to correct it.

*Suggested answers:*

1. A boy is riding a horse.
2. A man is herding his cattle/sheep.
3. A girl is picking apples (from an apple tree).
4. A boy is flying a kite.
5. The children are running around in the fields/ countryside.
6. A woman is collecting water from the river.

### Grammar

**3** Ss complete this task independently. They can then exchange their answers with a partner. T checks as a class.

*Key:* 1. faster than                      2. earlier than                      3. better – than  
4. more skillfully than                      5. more beautifully – than

**4** Ask 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.

Ss complete the exercise independently and then compare their answers with a partner. T checks as a class.

*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**

- 5** Ss work in groups. They take turns to ask the questions and note down the answers. The group then assigns a group representative to report their findings to the class.

### **Finished!**

T asks Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered.

## **PROJECT**

### **I love the countryside**

This project aims to revise the vocabulary and recall the images of the countryside Ss have looked at so far. It also encourages Ss to create a rural place they dream of or would like to live in. Have them imagine the things they could do in such a place.

T then divides Ss into groups and instructs them on what they have to do. T hands out two pieces of paper – one for brainstorming ideas and a large piece of paper for drawing the picture. Encourage them to think creatively and daringly. If Ss have any difficulty with vocabulary, T moves around the groups and helps. The pictures will probably have to be finished out of class hours as homework.

Have 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.