\* Date of teaching: 24/9/2024

\* Week : 4

\* Period : 10

**UNIT 2: LIFE IN THE COUNTRYSIDE**

**Lesson 2 : A CLOSER LOOK 1 + LANGUAGE FOCUS 1,2**

**I. Objectives**

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

**a.** Skills:

- *Main skill:*

Speaking: pronounce the sounds **/ə/** and **/i/**. correctly in sentences

*- Sub- skill*:

Listening: listen for the sounds **ə/** and **/i/**.

**b.** Language:

Vocabulary: The lexical items related to life in the countryside

Pronunciation: Correctly pronounce words that contain the sounds: /ə/ and /ɪ/

**2. Competence**

Students can pronounce the sounds /ə/ and /ɪ/ correctly in sentences and tell everyone about their classmate’s activities in the countryside

**3. Attitude**

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

**II. Teaching aids (& materials)**

Student book TA 8, p.p.t file, pictures of life in the countryside

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | List the activities that people in the countryside often do  -……………………….  -……………………….. |
| **Procedure** | -Asks SS write down some activities that people in the countryside often do in the paper.Then they compare with their partners . Have some say the activities. Lead to this lesson which focuses on the activities |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - 1. Herding the buffaloes 2. Catching fish 3. Drying rice  4. Loading the rice…….. |

**Activity 2 : Teaching new words (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| **Input** | 1. cattle (n) gia súc  2. vast (adj) mênh mông,bao la,rộng lớn  3. crop (n) vụ,mùa  4. hospitable (adj) hiếu khách,mến khách  5. poultry (n)gia cầm  6. picturesque (adj) đẹp như tranh vẽ  7.well-trained(adj) lành nghề,có tay nghề |
| **Procedure** | – follow steps of teaching new vocabulary  - use “ Rub out and remember”check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and reading tasks.  2. seven new words |

**Activity 3 : Practising the sentences (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss circle the correct words to complete the sentences to describe activities which rural people often do. |
| **Input** | **1**. Circle the correct words to complete the sentences. 1. We helped the farmers herd cattle / poultry.  2. Theyare helping their parents pick plants / fruit in the orchard.  3. At harvest time farmers are busy cutting and collecting food / crops.  4. The driver loaded / unloaded the rice from the back of the truck.  5. People here live by catching / holding fish from nearby lakes and ponds. |
| **Procedure** | - Teacher asks Ss to read each sentence and choose the  suitable noun that goes with the action verb before it.  - Let Ss work in pairs to compare their answers before  sharing their answers.  - Check and confirm the correct answers. |
| **Outcome** | 1. **Key:** 1. cattle , 2. fruit , 3. crops , 4. unloaded , 5. catching |

**Activity 4 : Practising more about the vocabularies . ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving Ss further practice with new adjectives with their definitions |
| **Input** | **2.** Match the following adjectives with their definitions. Tiếng Anh 8 Unit 2 A Closer Look 1 (trang 20) | Tiếng Anh 8 Global Success |
| **Procedure** | - Teacher tells Ss quickly match the adjectives in the left column with their meanings in the right column individually.  - Then ask Ss to check their answers with their partners.  -Ask for translation of some of the adjectives on the list  to check their understanding.  - Confirm the correct answers. |
| **Outcome** | 1. Ss practise more on the adjectives  2. - Key1. c **,** 2. d **,** 3. e , 4. b **,** 5. a |

**Activity 5 : Practising more about the vocabularies they have learnt. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving Ss further practice with adjectives for describing people and scenes in the countrysidein specific contents |
| **Input** | **3.**Complete the sentences with the words from 2.  1. The local people are kind and … to visitors.  2. Our factory needs a lot of … workers.  3. While travelling up the mountain, people always stop and take photos of the … scenery.  4. The Sahara is a … desert that covers parts of eleven countries in northern Africa.  5. The lake is … by a lot of trees. |
| **Procedure** | - Teacher ask Ss to do the exercise individually and then check with the whole class.  - When checking, ask Ss to refer to 2 to make the meanings of the adjectives clearer to them.  - Teacher checks the answers as a class and gives feedback. |
| **Outcome** | 1. Ss practise more on the adjectives  2. - Key  1. hospitable  2. well-trained  3. picturesque  4. vast  5. surrounded |

**Activity 6 : Pronouncing the sounds ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss identify how to pronounce the sounds**/ə/** and **/i/** and practise pronouncing these sounds in words. |
| **Input** | **Pronunciation**  **/ə/** and **/i/**  **4.**Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/  Tiếng Anh 8 Unit 2 A Closer Look 1 (trang 20) | Tiếng Anh 8 Global Success |
| **Procedure** | -Have some Ss read out the words first.  -Then play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary  -Explain to Ss that these words have the sounds **/ə/** and **/i/**. Tell them the difference between the two sounds if needed.  -Ask Ss to work in pairs to practise saying the words and put the words into the correct columns. Check the answers with the class and confirm the correct ones  - Invite some Ss to say some other words they know that include the two sound |
| **Outcome** | 1. Ss can identify how to pronounce the sounds **/ə/** and **/i/**. |

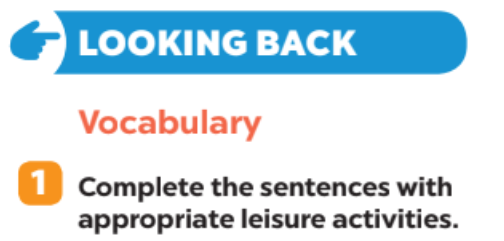
**Activity 7 : Pronouncing the sounds /ə/** and **/i/**.  **( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | 1. The activity aims at helping Ss pronounce the sounds **/ə/** and **/i/**.   correctly insentences. |
| **Input** | **5.** Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/  1. There is a lot of **water in** the bottle.  2. The farmers here are **hard-working**.  3. They are **picking** fruits in the **orchard**.  4. People in my **village** usually **gather** at weekends.  5. Please buy some **milk** and **pasta** at the supermarket. |
| **Procedure** | **-** Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the bold words and underline the bold words with **/ə/** and and circle the bold words with **/i/**.  -Invite some Ss to share their answers. Confirm the correct ones  -Play the recording again for Ss to repeat the sentences  -Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds. |
| **Outcome** | 1. Ss pronounce the sounds **/ə/** and **/i/** correctly in sentences.  2.Key:  1. There is a lot of **water in** the bottle.  2. The **farmers** here are **hard-working**.  3. They are **picking** fruits in the **orchard**.  4. People in my **village** usually **gather** at weekends.  5. Please buy some **milk** and **pasta** at the supermarket. |

**Wrap-up: ( 5 minutes)**

- Ask one or two Ss to tell the class what they have learnt. Draw Ss’ attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

- Ask ss to do Language focus 1 and 2 at home



1. Write the phrase from the box under the correct picture.(Page 20)
2. Choose the correct answer A, B, or C.(Page 20)

\* Date of teaching: 24/9/2024

\* Week : 4

\* Period : 11

**UNIT2: LIFE IN THE COUNTRYSIDE**

**Lesson 3 : A CLOSER LOOK 2 + LANGUAGE FOCUS 3,4**

**I. Objectives:**

**1. Knowledge:** By the end of this unit students can be able to use the comparative form of adverbs

**2. Competence:**

Students can use comparative form of adverbs to talk about their life in the countryside.

**3. Attitude:**

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

**II. Teaching aids (& materials):**

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

**III. Procedure:**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | Tranh vẽ chợ Bến Thành - nét đẹp biểu tượng của Sài Gòn hoa lệ **CHATTING: Pictures**  Thanh Hóa tiến tới nền nông nghiệp hàng hóa lớn và công nghệ cao |
| **Procedure** | - Teacher shows the pictures on the screen.  - Teacher asks students to make comparative sentences to describe the difference between the 2 pictures.  – Ask Ss some questions:  1. Who lives faster than the other: people in the countryside or people in the city?  2. Who lives more peacefully than the other people in the countryside or people in the city?  - Teacher gives some follow-up questions to lead in the introduction of the target grammar point.  - Teacher sets the context for the lesson. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  1. People in the countryside live more slowly than people in the city.  2. People in the countryside live more peacefully than people in the city. |

**Activity 2 : Teaching some comparative forms of the adverbs(10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping ss learnsome comparative forms of the adverbs that Ss normally use in everyday conservations. |
| **Input** | **Comparative adverbs**  1. For most adverbs (often with two or more syllables),we make comparative forms by adding more.  2. For adverbs that have the same forms as adjectives like fast, hard, soon, etc., we make comparative forms by adding -er.  3. Some irregular adverbs |
| **Procedure** | – Ask Ss to look at the content in “Remember”  -T explains clearly how to use the target grammar.  –Asks Ss copy down the lesson in their notebooks. |
| **Outcome** | 1. Adding more:  slowly → more slowly  carefully → more carefully  2. Adding -er:  fast → faster  hard → harder  3. Irregular adverbs:  well → better  badly → worse |

**Activity 3 : Practising the correct form of the comparative forms of adverbs (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss practise the correct form of the comparative forms of adverbs |
| **Input** | Unit 2 Lớp 8: A Closer Look 2 (trang 21, 22) - Global Success |
| **Procedure** | – Have Ss do this exercise individually and then compare their answers with a partner.  – Ask some Ss to share their answers. Confirm the correct answers. |
| **Outcome** | Tiếng Anh 8 Unit 2 A Closer Look 2 (trang 21, 22) | Tiếng Anh 8 Global Success |

**Activity 4 : Practising more with the comparative form of adverbs. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving further practice with the comparative form of adverbs |
| **Input** | **2. Complete the sentences with the comparative forms of the adverbs in brackets.**  1. Mai dances (beautifully) \_\_\_\_\_\_\_\_\_\_\_ than Hoa does.  2. Please write (clearly) \_\_\_\_\_\_\_\_\_\_\_. I can't read it.  3. Life in the city seems to move (fast) \_\_\_\_\_\_\_\_\_ than that in the countryside.  4. If you want to get better marks, you must work much (hard) \_\_\_\_\_\_\_\_\_\_\_\_.  5. Today it’s raining (heavily) \_\_\_\_\_\_\_\_\_\_\_\_ than it was yesterday. |
| **Procedure** | - Have Ss do the exercise individually and then compare their answers with their partners.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class.  - Ask Ss to explain how to make the comparative form of the adverb given in each sentence.  - Confirm the correct answers. |
| **Outcome** | Suggested answers:   1. more beautifully , 2. more clearly , 3. faster ,4. harder , 5. more heavily |

**Activity 5 : Practising more with the comparative form of adverbs. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss do further practice with the comparative form of adverbs |
| **Input** | **3. Complete the sentences with suitable comparative forms of the adverbs from the box.**   |  | | --- | | early                soundly                       fast                  carefully                      quietly |   1. After his accident last month, he is driving \_\_\_\_\_ now.  2. A horse can run \_\_\_\_\_ than a buffalo.  3. You're too loud. Can you speak a bit \_\_\_\_\_.  4. After working hard all day on the farm, we slept \_\_\_\_\_ than ever before.  5. The farmers started harvesting their crops \_\_\_\_\_ than expected. |
| **Procedure** | – Have Ss work individually to write the sentences about themselves.  – Invite some Ss to write their answers on the board.  – Comment on their answers. |
| **Outcome** | Key:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1.more carefully | 2. faster | 3. more quietly | 4. soundly | 5. earlier | |

**Activity 6 : Making sentences using the comparative forms of the adverbs in brackets.**

**. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss complete the sentences , using **the comparative forms of the adverbs** |
| **Input** | **4. Read the situations and complete the sentences using the comparative forms of the adverbs in brackets.**  **1.** The red car can run 200 km/h while the black car can run 160 km/h.  The red car can run \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (fast)  **2.** Nick can jump 1.5 m high while Tom can jump only 1.3 m.  Nick can jump \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (high)  **3.** Mai and Hoa both did well on the exam. Hoa got 80% of the answers correct and Mai got 90%.  Mai did \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (well)  **4.** My dad expected the workers to arrive at 7 a.m, but they arrived at 6:30 a.m.  The workers arrived \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.(early)  **5.** The buses run every 15 minutes. The trains run every 30 minutes.  The buses run \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (frequently) |
| **Procedure** | - Teacher ask Ss to read the situations carefully. If necessary, T may explain each situation to Ss.  -Ask Ss to complete the sentences individually and then compare their answers with their partners.  - Ask some Ss to write their answers on the board. |
| **Outcome** | Key:  1. The red car can run **faster than the black car**.  2. Nick can jump **higher than Tom**.  3. Mai did **better on the exam than Hoa**.  4. The workers arrived **earlier than my dad expected**.  5. The buses run **more frequently than the trains**. |

**Activity 7 : Using comparative adverbs to make comparisons( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss Using comparative adverbs to make comparisons |
| **Input** | **5. Work in pairs. Ask and answer to find out who:**  - can run faster  - can jump higher  - stay up late at night  - gets up earlier in the morning |
| **Procedure** | - Model this activity with a student. Remind Ss that they should only use the phrases and the pictures in 4 to ask and answer about activities that rural people often do.  - Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class.  - Comment on their performance. |
| **Outcome** | **Suggested answers**:  A: How fast can you run?  B: I can run 15 kilometres an hour.  A: Ok, so you can run faster than me.  🡺 I can run fast but B can run faster  than I do. |

**Wrap-up: ( 5 minutes)**

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

- Ask ss to do Language focus 3 and 4 at home

**GRAMMAR**

**3.Complete the sentences with the comparative forms of the adverbs in brackets.** (Page 26)

1. Every morning Nick gets up ten minutes (early) \_\_\_\_\_\_\_\_\_\_\_ than his sister.

2. I speak French (fluently) \_\_\_\_\_\_\_\_\_\_\_\_ now than I did last year.

3. You'll find your way around the village (easily) \_\_\_\_\_\_\_\_\_\_\_\_ if you have a good map.

4. It rained (heavily) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ today than it did yesterday.

5. If you work (hard) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ , you will do (well) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in your exam.

**4.Underline the mistakes in the sentences and correct them.** (Page 26)

1. I run faster as my brother does.

2. People in the city seem to react quicklier to changes than those in the country.

3. We need to work more hardly, especially at exam time.

4. You must finish harvesting the rice the earlier this year than you did last year.

5. As they climbed more highly up the mountain, the air became cooler.

\* Date of teaching: 27/9/2024

\* Week : 4

\* Period : 12

**UNIT2 : LIFE IN THE COUNTRYSIDE**

**Lesson 4: COMMUNICATION**

**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a.** Skills:

- *Main skill*

Speaking: - Give and respond to compliments

*- Sub- skill*:

Listening: listen for specific information about compliments

**b.** Language:

Vocabulary: use some vocabulary about compliments

Grammar: use the structures to give and respond to compliments between two places.

**2. Competence**

Ss with practice in giving a presentation about the similarities and differences

**3. Attitude**

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

**II. Teaching aids (& materials)**

Student book TA 8, ppt file, pictures traditional villages in Viet Nam and the Netherlands

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **CHATTING** : https://remmanhdep.com/wp-content/uploads/2020/08/tranh-phong-canh-lang-que-viet-nam-dep-va-tho-mong.jpg |
| **Procedure** | - Show some pictures of the peaceful village . Ask some Ss to make sentences about themselves, using the adj to describe the picture  – Introduce the objectives of the lesson: learning how to give and respond to compliments |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  What a big tree!  What a nice house!... |

**Activity 2 : Introducing ways of giving and responding compliments (5 minute)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at introducing ways of giving and respondingcompliments |
| **Input** | **1.Listen and read the conversations. Pay attention to the highlighted sentences.**  1.  Tom: What a beautiful kite you have, Mai!  Mai: Thank you, Tom. My dad made it for me last weekend.  2.  Nick: You really have a nice dress, Hoa.  Hoa: I’m glad you like it, Nick. I think its colour really suits me |
| **Procedure** | **-** Play the recording for Ss to listen and read the dialogues at the same time. Ask Ss to pay attention to the highlighted parts. Tell them that these are two ways of giving and respondingcompliments  – Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class. |
| **Outcome** | 1. Ss identify and remember the ways of giving and respondingcompliments  **2.** **Giving and responding compliments:**  **- Giving compliments: What + (a/an) + Adj +N/N(s/es )+ S +V !...**  **You really have…….**  **- Responding compliments: Thank you….**  **I’m glad you like it ….** |

**Activity 3 : Practising giving and responding compliments (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atpractising giving and responding compliments |
| **Input** | 2.Work in pairs. Make similar conversations to practise giving and responding to compliments, using the cues below.  - a shirt  - a bicycle  - a school bag |
| **Procedure** | -Ask Ss to work in pairs to make similar dialogues, using the language they have learnt.  – Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.  – Have Ss react the role-plays, but this time Trang starts with “Do you …” and Tom starts with “Would you like … |
| **Outcome** | 1. Ss can talk about likes and dislikes.  2. Expected answer:  Nam: What a beautiful shirt you have, Lan!  Lan: Thank you, Nam. My mother made it for me last Sunday….. |

**Activity 4 : Practise reading the adverts for the two beautiful villages. (10ms)**

|  |  |
| --- | --- |
| **Goal** | Provide Ss with practice in giving a presentation about the similarities and differences  between two places |
| **Input** | **3.Read the adverts for the two beautiful villages. tick () the boxes to show which village the statements describe. Sometimes both boxes need to be ticked. Duong Lam Village**  Duong Lam, one of the most ancient villages in ha noi, is situated in Son Tay. Visitors can get there from the centre of ha noi by car, bus or even by bicycle. It is famous for its ancient pagoda, traditional houses, and temples. Besides these, visitors can observe the locals making specialities, such as keo doi, che lam, etc. and then try them. Hollum Village  hollum is one of the ancient villages on the island of ameland, the netherlands. Many visitors come to the village because of its historical and cultural values. It is full of fascinating sights, such as traditional houses, a museum, a church, a lighthouse, etc. Besides sightseeing, visitors can also take part in sports like kite-flying, surfing, etc. Visitors can reach the village by air or ferry. |
| **Procedure** | - Have Ss read the instructions to understand what they are going to do. Remind them that they have to read each statement in the table and then read the two adverts to scan for the necessary information to help them tick the correct boxes.  - Give Ss time to read the two adverts and tick the boxes in the table. After that, get them to swap answers in pairs. Go around and offer help, if necessary.  - Check the answers as a class.. |
| **Outcome** | ***Suggested answers:***   |  |  |  | | --- | --- | --- | | **Statements** | **Duong Lam** | **Hollum** | | 1. It’s an ancient village. | ✔ | ✔ | | 2. We can visit an ancient pagoda, traditional houses, and temples in this village. | ✔ |  | | 3. We can get there by plane or ferry. |  | ✔ | | 4. We can go there by car, bus, or bike. | ✔ |  | | 5. It has a lighthouse. |  | ✔ | |

**Activity 5 : Giving opinions about** **the similarities and differences between two places. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal:** | To provide Ss with practice in giving a presentation about the similarities and differences between two places |
| **In put** | **4.Work in groups. Take turns to talk about the similarities and differences between Duong Lam and Hollum.**  Example:  Dương Lam and Hollum are the both ancient village …………………………. |
| **Procedure** | Have Ss work in groups, taking turns to talk about the similarities and diﬀerences between the two villages. T may go round to observe. T should encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking in order to correct their errors. Tell them to correct only common errors after their group members have finished speaking.  Call on some Ss to give their presentation to the whole class. After each student finishes his or her presentation , invite comments from other students |
| **Out come** | ***Suggested answers:***  Duong Lam and Hollum are both ancient villages.  Duong Lam is in Viet Nam, but Hollum is in the Netherlands….. |

**Activity 6 : Sharing opinions about the the village in 3 they would like to visit for a holiday ( 5 minutes)**

|  |  |
| --- | --- |
| Goal: | To provide Ss with practice in asking and answering about the places Ss would like to visit |
| In put | **5.Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner.**  Example:  A:Which village would you like to visit for a holiday?  B:Duong Lam, of course!  A:Why?  B:Because I love watching the locals making specialities and … |
| Procedure | Put Ss into groups of 3 – 5. – Together they think of a village that they are familiar with and explain why they would like to visit the village on their holiday. Before they start, have them list a couple things that they would like to do as well as a few details about it. – Have a few groups come to the class and talk about their chosen village |
| Out come | ***Suggested answers:***  A:Which village would you like to visit for a holiday?  B:………, of course!  A:Why?  B:Because I …………………………and ………………….. |

**Wrap-up: ( 5 minutes)**

Ask Ss make conversation about choosing which places they want to visit and explain their choice to your partner

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

** **

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng