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| **Period:23**  TA8**REVIEW 1: Language P38** | | | |
| **Class** | **Date of planning** | **Date of teaching** | **Attendence** |
| 8A | 15/9/2023 | 26/10/2023 |  |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

**1. Knowledge:**

***+ Vocabulary:*** revise lexical items related to leisure activities, expressions about likes and dislikes, life in the countryside; teen school clubs, teens’ use of social media, and teen stress;

***+ Language:*** use verbs of liking / disliking followed by gerunds and / or *to-*infinitives to talk about likes and dislikes; use the comparative forms of adverbs; use simple sentences and compound sentences;

***+ Pronunciation:*** pronounce the sounds /ʊ/ and /u:/; /ə/ and /ɪ/; /ʊə/ and /ɔɪ/ correctly in words and sentences;

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - Be ready and confident in the midterm test. Show their sympathy with friends and responsibility for themselves talking about teenagers and their problems. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

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| **1. WARM-UP (5’-IW,PW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **b. Content:** Keywords game  **c. Product:** Students are able to recall the topic of 3 previous units.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Keywords game:**  **-** Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.  - Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class | Observation  Questions & answers  ***Suggested answers:***  - Leisure time  - Life in the countryside  - Teenagers |
| **2. KNOWLEDGE FORMATION (10’ - IW, PW, GW)**  **a. Objectives:**  - To help Ss review pairs of sounds /ʊ/ and /u:/, /ə/ and /ɪ/, and /ʊə/ and /ɔɪ/ in Units 1 - 3.  **b. Content:**  - Task 1: Circle the word whose underlined part is pronounced differently from the others.  **c. Product:**  - Students know how to identify between pairs of sounds.  **d. Implementation:** Teacher’s instruction | |
| **Task 1: Circle the word whose underlined part is pronounced differently from the others.**  **Step 1: Task delivering**  - Write some words containing the sounds taught in Units 1 - 3 on the board.  - Underline the letter(s) containing the sounds.  **Step 2: Task performance**  - Ss’ observation  - Ask Ss to read the words on the board aloud.  **Step 3: Report and discussion**  - Allow Ss some time to do the exercise.  - Call on some Ss to share their answers.  - Ss’ questions & answers  **Step 4: Judgement**  - Correct them if needed.  - Confirm the correct answers as a class. | \* **PRONUNCIATION**  **1: Circle the word whose underlined part is pronounced differently from the others.**  Ss’ observation  Ss’ questions & answers  ***Answer key:***  1. B  2. D  3. B  4. C  5. B |
| 3. **PRACTICE (20’-IW, PW, GW)**  **a. Objectives:**  - To help Ss review new vocabulary learnt in Units 1 - 3.  - To provide Ss with more practice with the use of some key words.  **b. Content:**  - Task 2: Circle the correct answer A, B, or C.  - Task 3: Complete the sentences with the words from the box.  **c. Product:**  - Ss are able to recall the vocabulary items and their form.  **d. Implementation:** | |
| **Task 2: Circle the correct answer A, B, or C.**  **Step 1: Task delivering**  - Have Ss work individually.  **Step 2: Task performance**  - Ss’ observation  **Step 3: Report and discussion**  - Ss’ questions & answers  - Some Ss read out their answers.  **Step 4: Judgement**  - Confirm the correct answers.  - Correct Ss’ pronunciation if necessary.  **Task 3: Complete the sentences with the words from the box.**  **Step 1: Task delivering**  - Have Ss do this exercise individually or in pairs.  **Step 2: Task performance**  - Ss’ observation  - Ss read the words in the box first and see if they remember their meanings.  **Step 3: Report and discussion**  - Ss’ questions & answers  - Ask Ss to read each sentence and decide which word from the box best fits in.  **Step 4: Judgement**  - Confirm the answers as a class.  - Highlight the key word(s) in each sentence which helps Ss do the task | \* **VOCABULARY**  **2: Circle the correct answer A, B, or C.**  ***Answer key:***  1. B  2. C  3. B  4. A  5. B  **3: Complete the sentences with the words from the box.**  Student’s answers  Observation  ***Answer key:***  1. hospitable  2. pressure  3. focus  4. trained  5. bully |
| **4. APPLICATION (5’-IW, PW)**  **a. Objectives:**  - To help Ss revise the use of verbs of liking / disliking + gerunds and comparative adverbs  - To provide Ss with more practice on the use of connectors that connect independent clauses to make compound sentences: so, but, and, otherwise, therefore.  **b. Content:**  **-** Task 4: Choose the correct answer A, B, or C.  **-** Task 5: Underline the correct bold word in each sentence.  **c. Product:**  **-** Students remember the learnt grammar points in Units 1, 2, 3  **d. Implementation:** | |
| **Task 4: Choose the correct answer A, B, or C.**  **Step 1: Task delivering**  - Have Ss do the task individually or in pairs.  - Ask Ss to read each sentence and decide which answer (A, B, or C) best completes the sentence.  **Step 2: Task performance**  - Ss’ observation  - Do the task individually or in pairs.  **Step 3: Report and discussion**  - Ss’ questions & answers  - Call on some Ss to share their answers with the class.  **Step 4: Judgement**  - Confirm the correct answers as a class.  - Explain if necessary.  **Task 5: Underline the correct bold word in each sentence.**  **Step 1: Task delivering**  - Help Ss revise the use of connectors that connect independent clauses to make compound sentences: *so,*  *but, and, otherwise, therefore* by writing one sentence with *so* (or *but, and*) and one sentence with *therefore/ otherwise*.  - Remind them of the use of these connectors and the punctuation that goes with them. For example, all these connectors stand at the beginning of the second clause: *so, but, and* stand behind a comma; *otherwise* and *therefore* stand between a semicolon and a comma.  **Step 2: Task performance**  - Ss’ observation  - Have Ss work individually or in pairs.  **Step 3: Report and discussion**  - Ss read the sentences and underline the clues that show the appropriate connector to use before Ss  do the exercise.  - Ss share their answers with the class.  **Step 4: Judgement**  - Confirm the correct answers as a class.  - Explain if necessary. T may then call on some Ss to read aloud the correct sentences.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | \* **GRAMMAR**  **4: Choose the correct answer A, B, or C.**  Student’s answers  Observation  ***Answer key:***  1. B  2. A  3. C  4. B  5. A  **5: Underline the correct bold word in each sentence.**  Students’ notes  Observation  ***Answer key:***  1. so  2. but  3. otherwise  4. and  5. therefore  **\* Home assignment**  - Learn by heart vocabulary  - Review the grammar point  - Prepare the next lesson: Lesson 2: Skills |

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| **Period:24**  TA8**REVIEW 1: Skills P39** | | | |
| **Class** | **Date of planning** | **Date of teaching** | **Attendence** |
| 8A | 15/9/2023 | 30/10/2023 |  |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

- read for general and specific information about managing stress;

- talk about living in the countryside;

- listen for specific information about lives in the city and in the countryside;

- write a paragraph about leisure activities.

**1. Knowledge:**

***+ Vocabulary:*** revise lexical items related to leisure activities, expressions about likes and dislikes, life in the countryside; teen school clubs, teens’ use of social media, and teen stress;

***+ Language:*** use verbs of liking / disliking followed by gerunds and / or *to-*infinitives to talk about likes and dislikes; use the comparative forms of adverbs; use simple sentences and compound sentences;

***+ Pronunciation:*** pronounce the sounds /ʊ/ and /u:/; /ə/ and /ɪ/; /ʊə/ and /ɔɪ/ correctly in words and sentences;

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - Be ready and confident in the midterm test. Show their sympathy with friends and responsibility for themselves talking about teenagers and their problems. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

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| --- | --- |
| **1. WARM-UP (5’-IW, PW, GW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To lead into the lesson.  **b. Content:**  **-** Students act out a hobby without saying a word.  **c. Product:**  - Students can remember words related to hobbies.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Miming game:**  - Teacher calls 1 student to the board and secretly shows him/ her a hobby.  - That student acts out the hobby without saying a word. Students raise hands to answer.  - Teacher and students discuss the answers. | Observation  Questions & answers  ***Suggested answers:***  - Gardening  - Taking photos  - Horse riding |
| **2. \* READING (7’-IW, PW, GW)**  **a. Objectives:**  - To provide Ss with practice in reading for main ideas and specific information about stress  **b. Content:**  - Task 1: Read the passage and choose the correct answer A, B, or C.  **c. Product:**  - Students are able to get the main ideas and find specific information to answer questions related to the text about managing stress  **d. Implementation:** | |
| **Task 1: Read the passage and choose the correct answer A, B, or C.**  **Step 1: Task delivering**  - Familiarise Ss with a new genre, by asking them to look quickly at the text and the first paragraph then  answer questions:  *+ What do you think is the purpose of the text?*  *+ How many subheadings are there?*  *+ What do you think the subheadings are about?*  **Step 2: Task performance**  - Ss’ observation  - Ask Ss to do the exercise individually.  - Guide them to read the information in the text.  **Step 3: Report and discussion**  - Call on some Ss to share their answers with the class.  - Ss’ questions & answers  **Step 4: Judgement**  - Confirm the correct answers as a class.  - Explain if needed. | **1: Read the passage and choose the correct answer A, B, or C.**  Students know how to read for details.  ***Answer key:***  1. B  2. C  3. A  4. C  5. B |
| **3. SPEAKING (10’-IW, PW, GW)**  **a. Objectives:**  - To provide Ss with an opportunity to talk about the reasons people like / dislike living in the countryside and advantages and disadvantages of living in the city.  **b. Content:**  - Task 2: Work in pairs. Interview each other, using the questions below. Take notes of the answers and then report the results to the class.  **c. Product:**  - Students are able to use the learnt structures and vocabulary to talk about the given topic.  **d. Implementation:** | |
| **Task 2: Work in pairs. interview each other, using the questions below. Take notes of the answers and then report the results to the class.**  **Step 1: Task delivering**  - Have Ss work in pairs or groups.  - Ask Ss to make notes for the three questions.  **Step 2: Task performance**  - Ss’ observation  - Allow Ss some time to talk.  - Ask them to look at Unit 2 (if necessary) for vocabulary about life in the countryside and city, and advantages and disadvantages of living there.  **Step 3: Report and discussion**  - Call on some pairs or groups to report their answers to the class. Each pair or group answers one question  to allow opportunities for other Ss.  **Step 4: Judgement**  - Listen and comment, especially on the explanations. | **2: Work in pairs. interview each other, using the questions below. Take notes of the answers and then report the results to the class.**  Students know how to use the structures and vocabulary to talk. |
| 4. **LISTENING (10’-IW, PW, GW)**  **a. Objectives:**  - To provide Ss with more practice on listening for specific information.  **b. Content:**  - Task 3: Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.  **c. Product:**  - Students can listen for specific information to complete the table.  **d. Implementation:** | |
| **Task 3: Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.**  **Step 1: Task delivering**  - Have Ss read the instructions and the table first to get an overall idea of what they are going to listen to and to guess what information they need to fill in each blank.  **Step 2: Task performance**  - Ss’ observation  - Ask them to think of the part of speech first (adjectives, verbs or nouns) and predict the possible words.  **Step 3: Report and discussion**  - Play the recording and allow Ss some time afterwards to complete their answers.  - Ss’ questions & answers  **Step 4: Judgement**  - Check the answers as a class. If needed, play the recording again and pause when an answer comes. | **3: Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.**  ***Answer key:***  1. places  2. convenient  3. public  4. spacious  5. hospitable |
| **5. WRITING (13’-IW, PW, GW)**  **a. Objectives:**  - To provide Ss with practice in writing a paragraph about a leisure activity that a member of  their family does.  **b. Content:**  - Task 4: Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You can use the following questions as cues.  - Home assignment  **c. Product:**  - Students’ paragraphs.  - Take note home assignment.  **d. Implementation:** | |
| **Task 4: Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You can use the following questions as cues.**  **Step 1: Task delivering**  - Have Ss work individually. Ask Ss to read and answer the questions 1 - 3.  - Allow Ss some time to write.  **Step 2: Task performance**  - Ss’ observation  - Ask them to write about 7 to 8 sentences.  **Step 3: Report and discussion**  - Ask some Ss to read aloud their writing and give feedback on vocabulary, grammar structures showing likes and dislikes, and connectors.  **Step 4: Judgement**  - Confirm the correct answers.  - Teacher checks the answers as a class and gives feedback.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **4: Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You can use the following questions as cues.**  **Suggested answer:**  *Students’ paragraph*  **\* Home assignment**   * Learn by heart vocabulary   - Prepare for the mid-term test |

**V. FEEDBACK:**

With 8A ……………………….…………………………………………………………………..…

With 8B ……………………………………..…...……………………………………..……………

With 8C ……………………………………………..………………………………………….……

**Xvdcbcvhvg**

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| TA8**Period:25**  **SAMPLE TEST** | | | |
| **Class** | **Date of planning** | **Date of teaching** | **Attendence** |
| 8A | 15/9/2023 | 01/11/2023 |  |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

**1. Knowledge:**

***+ Vocabulary:*** revise lexical items related to Unit 1, 2, 3

***+ Language:*** use verbs of liking / disliking followed by gerunds and / or *to-*infinitives to talk about likes and dislikes; use the comparative forms of adverbs; use simple sentences and compound sentences;

***+ Pronunciation:*** pronounce the sounds /ʊ/ and /u:/; /ə/ and /ɪ/; /ʊə/ and /ɔɪ/ correctly in words and sentences;

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - Be ready and confident in the midterm test. Show their sympathy with friends and responsibility for themselves talking about teenagers and their problems. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW,PW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **b. Content:** Keywords game  **c. Product:** Students are able to recall the topic of 3 previous units.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Keywords game:**  **-** Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.  - Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class | Observation  Questions & answers  ***Suggested answers:***  - Leisure time  - Life in the countryside  - Teenagers |
| **2. KNOWLEDGE FORMATION (10’ - IW, PW, GW)**  **a. Objectives:**  - To help Ss review pairs of sounds /ʊ/ and /u:/, /ə/ and /ɪ/, and /ʊə/ and /ɔɪ/ in Units 1 - 3.  **b. Content:**  - Task 1: Circle the word whose underlined part is pronounced differently from the others.  **c. Product:**  - Students know how to identify between pairs of sounds.  **d. Implementation:** Teacher’s instruction | |
| **Task 1: Circle the word whose underlined part is pronounced differently from the others.**  **Step 1: Task delivering**  - Write some words containing the sounds taught in Units 1 - 3 on the board.  - Underline the letter(s) containing the sounds.  **Step 2: Task performance**  - Ss’ observation  - Ask Ss to read the words on the board aloud.  **Step 3: Report and discussion**  - Allow Ss some time to do the exercise.  - Call on some Ss to share their answers.  - Ss’ questions & answers  **Step 4: Judgement**  - Correct them if needed.  - Confirm the correct answers as a class. | \* **PRONUNCIATION**  **1: Circle the word whose underlined part is pronounced differently from the others.**  Ss’ observation  Ss’ questions & answers  ***Answer key:***  1. D. 2. A.  1. C. 2. B. |
| 3. **PRACTICE (20’-IW, PW, GW)**  **a. Objectives:**  - To help Ss review new vocabulary learnt in Units 1 - 3.  - To provide Ss with more practice with the use of some key words.  **b. Content:**  - Task 2: Circle the correct answer A, B, or C.  - Task 3: Complete the sentences with the words from the box.  **c. Product:**  - Ss are able to recall the vocabulary items and their form.  **d. Implementation:** | |
| **Task 2: Circle the correct answer A, B, or C.**  **Step 1: Task delivering**  - Have Ss work individually.  **Step 2: Task performance**  - Ss’ observation  **Step 3: Report and discussion**  - Ss’ questions & answers  - Some Ss read out their answers.  **Step 4: Judgement**  - Confirm the correct answers.  - Correct Ss’ pronunciation if necessary.  **Task 3: *Supply the correct tense of the verbs and the correct form of the words in brackets***  **Step 1: Task delivering**  - Have Ss do this exercise individually or in pairs.  **Step 2: Task performance**  - Ss’ observation  - Ss read the words in the box first and see if they remember their meanings.  **Step 3: Report and discussion**  - Ss’ questions & answers  - Ask Ss to read each sentence and decide which word from the box best fits in.  **Step 4: Judgement**  - Confirm the answers as a class.  - Highlight the key word(s) in each sentence which helps Ss do the task | \* **VOCABULARY**  ***III. Choose A, B, C, D to complete the following sentences. (1,4pt)***  1.D. 2.C 3.A 4.C 5. A 6. D 7. A  ***IV. Supply the correct tense of the verbs and the correct form of the words in brackets.(0,4pt)***  1. taking 2.soundly  **PART III: READING(2,4pts)**  **I. Choose the word or phrase among A, B, C or D that best fits the blank space in the following passage. (1.2 pt)**  1. C. 2.A. 3. C. 4. D. 5.A. 6. B  **II.Read the following passage and mark letter A, B, C, or D to indicate the correct answer to each of the questions that follow.**  1. A. 2. B 3. D 4. D 5. A 6. C |
| **4. APPLICATION (5’-IW, PW)**  **a. Objectives:**  - To help Ss revise the use of verbs of liking / disliking + gerunds and comparative adverbs  - To provide Ss with more practice on the use of connectors that connect independent clauses to make compound sentences: so, but, and, otherwise, therefore.  **b. Content:**  **-** Task 4: Choose the correct answer A, B, or C.  **-** Task 5: Underline the correct bold word in each sentence.  **c. Product:**  **-** Students remember the learnt grammar points in Units 1, 2, 3  **d. Implementation:** | |
| **Task 4: Choose the correct answer A, B, or C.**  **Step 1: Task delivering**  - Have Ss do the task individually or in pairs.  - Ask Ss to read each sentence and decide which answer (A, B, or C) best completes the sentence.  **Step 2: Task performance**  - Ss’ observation  - Do the task individually or in pairs.  **Step 3: Report and discussion**  - Ss’ questions & answers  - Call on some Ss to share their answers with the class.  **Step 4: Judgement**  - Confirm the correct answers as a class.  - Explain if necessary.  **Task 5: Underline the correct bold word in each sentence.**  **Step 1: Task delivering**  - Help Ss revise the use of connectors that connect independent clauses to make compound sentences: *so,*  *but, and, otherwise, therefore* by writing one sentence with *so* (or *but, and*) and one sentence with *therefore/ otherwise*.  - Remind them of the use of these connectors and the punctuation that goes with them. For example, all these connectors stand at the beginning of the second clause: *so, but, and* stand behind a comma; *otherwise* and *therefore* stand between a semicolon and a comma.  **Step 2: Task performance**  - Ss’ observation  - Have Ss work individually or in pairs.  **Step 3: Report and discussion**  - Ss read the sentences and underline the clues that show the appropriate connector to use before Ss  do the exercise.  - Ss share their answers with the class.  **Step 4: Judgement**  - Confirm the correct answers as a class.  - Explain if necessary. T may then call on some Ss to read aloud the correct sentences.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | \* **WRITING**  ***II. Rewrite these following sentences with suggested words (0,6 pt)***  1.Hoa enjoys hanging out with her friends at the weekend  2. I was tired,however, I tried to finish the work yesterdy  3.Thu sings worse than Mai  ***III. Put the words or phrases in the correct order.(0.6 pt)***  1. My sister bought many books, for she likes reading  2. No one in my group dances more beautifully than Huy.  3. I like mesaging friends and folding origami in my free time  ***IV.Write sentences with the cues given. (1.0 pt)***  1.Mai detests surfing the net in her free time.  2.My brother is fond of playing computer games.  3. Does Nam have more friends than his sister?  4. Jane’s sister makes crafts better than her  5.Thu is hard-working;therefore,she often gets high scores on exams  **\* Home assignment**  - Learn by heart vocabulary  - Review the grammar point  - Prepare for coming exam |

**PART II: LANGUAGE FOCUS (2,6 pts)**

***I. Choose the word that has underlined part pronounced differently from the others(0.4pt)***

1. A. community B. activity C.university D.pick

2. A. cook B.school C.afternoon D.moon

***II. Find the words which has a different stress pattern. (0.4pt)***

1. A. cattle B. rural C. canal D. harvest

2. A. atmosphere B. convenient C. cultivate D. furniture

***III. Choose A, B, C, D to complete the following sentences. (1,4pt)***

1. I hate \_\_\_\_\_\_\_\_ in the city. It’s too busy, noisy and dirty.

A. to live B. living C.to be lived D. A and B are correct

2. We are all hook \_\_\_\_\_\_\_\_ making star lanterns.

A. in B. off C. on D. to

3. “Let’s go to the local open-air market” - “\_\_\_\_\_\_\_\_\_”

A. Good idea. B.I’d love to. C.Not at all. D. Yes, of course.

4. You should drive carefully; \_\_\_\_\_\_\_\_\_\_\_\_ you may cause an accident.

A. however B. but C. otherwise D. therefore

5. The farm has a \_\_\_\_\_\_\_\_ expanse of grassland for us to play football.

A. vast B. short C. limited D. narrow

6. Package tour isn’t my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I prefer independent travel .

A. piece of cake B. fresh and blood C. hot potatoes D. cup of tea

**Mark letter A,B,C or D to indicate the word OPPOSTE in meaning to the underlined word.**

7. I love the **slow** pace of life and pleasant environment in the countryside.

A. fast B. vast C.quiet D. peaceful

***IV. Supply the correct tense of the verbs and the correct form of the words in brackets.(0,4pt)***

1.Do you enjoy(take) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a trip to the countryside? It’s really interesting

2.I slept very (sound)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ last night - the bed was really comfortable.

**PART III: READING(2,4pts)**

**I. Choose the word or phrase among A, B, C or D that best fits the blank space in the following passage. (1.2 pt)**

Nowadays, activities of teenagers are totally different from the past. Many teenagers no longer enjoy (1)\_\_\_\_\_\_\_\_\_\_in outdoor activities after school. In stead, they(2)\_\_\_\_\_\_\_\_\_\_playing computer games or surfing the web in their free time. Some teenagers rely too much on computer and the Internet. For example, they prefer(3)\_\_\_\_\_\_ messages to having a face-to-face conversation with friends. Even when teenagers (4)\_\_\_\_\_\_\_\_out with their friends, they rarely talk but they use their phones to surf web. However, many teenagers dislike the Internet and the(5)\_\_\_\_\_\_\_\_world. They hate to waste time on the computer and (6)\_\_\_\_\_\_\_\_ other activities such as reading, shopping or sporting.

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| --- | --- | --- | --- |
| 1.A.participate | B.to participate | C. participating | D. participates |
| 2.A.fancy | B.don’t mind | C.dislike | D.hate |
| 3.A.send | B. sent | C. sending | D. sends |
| 4.A.play | B.rely | C.meet | D.hang |
| 5.A.virtual | B.real | C.fake | D.new |
| 6.A.do | B. enjoy | C. make | D.play |

**II.Read the following passage and mark letter A, B, C, or D to indicate the correct answer to each of the questions that follow.**

Living in the country is something that people from the city often dream about. However, in reality, it has both advantages and disadvantages.

There are **certainly** many advantages to living in the country. First, you can enjoy peace and quietness. Moreover, people tend to be friendlier. A further advantage is that there is less traffic, so it is safer for young children.

However, there are certain disadvantages or drawbacks to life outside the city. First, because there are fewer people, you are likely to have few friends. In addition, entertainment is difficult to find, particularly in the evening. Furthermore, the fact that there are fewer shops and services means that it is hard to find jobs. In short, it can be seen that the country is more suitable for some people than others. On the whole, it is often the best for those who are retired or who have young children. In contrast, young people who have a career are better provided in the city.

1. What is the main idea of the passage?

A. Good and bad points of living in the country B. Disadvantages of living in the country

C. Good points of living in the country D. Advantages of living in the country

2. The word “**certainly**" in bold is closest in meaning to \_\_

A. exactly B. definitely C. frequently D. slowly

3. How many advantages does living in the country have?

A. one B. two C. four D. three

4. Why is living in the country safer for young children?

A. Because there are few services B. Because there are fewer people.

C. Because there are few shops. D. Because there is less traffic.

5. Which of the following statements is NOT true according to the passage?

A. The country is only suitable for retired people

B. There are fewer shops and services in the country.

C. It’s hard to find entertainment in the country.

D. People in the country tend to be friendlier than people in the city.

6. Living in the country is­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. suitable for all people B.easy to find jobs

C. hard to find jobs D. easy to find entertainment

**PART IV: WRITING(2,6 pts)**

***I. Choose the underlined word or phrase, A, B, C or D that needs correcting.(0,4pt)***

1. I want to buy a new pair of shoes, so I don’t have enough money.

A B C D

2. Mai is crazy at doing puzzles in leisure time

A B C D

***II. Rewrite these following sentences with suggested words (0,6 pt)***

1. Hoa is keen on hanging out with her friends at the weekend.

=> Hoa enjoys\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. I was tired but I tried to finish the work yesterdy

=> I was tired,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.Mai sings better than Thu

=>Thu sings \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***III. Put the words or phrases in the correct order.(0.6 pt)***

1. My / bought / for / books / many /reading,/ she /likes /sister

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Noone/ dances / more / beautifully / in my group /than / Huy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. like/ I /mesaging/ my/ in /folding /free /and /time/friends/origami

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***IV.Write sentences with the cues given. (1.0 pt)***

1.Mai/ detest/ surf / net / evening

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. My brother/be/fond/ play/ computer games.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Nam /have/ many /friends/ his sister?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Jane’s sister /make / crafts / well /her

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.Thu /be/ hard-working/;therefore,/she /often/ get/ high scores/ exams

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_