Planning date: 1.10. 2021 Teaching date: 4(8AC)/10/2021

***Week6-Period 16***

**UNIT 3: PEOPLES OF VIET NAM**

**Lesson 1: Getting started ( P.26-27)**

**I. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

***- Vocabulary*** : the lexical items related to cultural groups of Vietnam; - curious (a):- account for (v) : - ethnic (a):- minority (n):- region (n):- custom (n):-awesome (a):- terraced field (n):- heritage site (n):

***- Language :*** Different question types.

Simple Present.

**- Pronunciation:** clusters: /k/, and /t/ pronounce these words correctly: - curious- account - ethnic minority - region:- custom -awesome :- terraced field :- heritage site

**2. Skills**: Listening, reading and speaking about community service and volunteer work..

**3. Attitude**

- Be ready know more about different peoples of Viet Nam.

- Understand and actively respond to questions about peoples of Vietnam

**4. Competencies:**

- Form and improve such competences as pairwork, communication, presentation and assessment.

**II. PREPARATIONS:**

**Teacher:** T.V, recording,laptop and textbook.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may want to know more about things and traditions of other peoples of Viet Nam.

- Guide them to brainstorm the information they get on T.V or internet.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.****WARM UP.** **(7’/GW)**  - Review the previous unit by asking Ss to solve a crossword puzzle. - Solve the crossword puzzle below.  - Write the unit title on the board. Write the words/phrases ‘ethnic’, ‘ethnology’, and ask Ss to guess their meaning. T may also show a picture of a typical costume and talk about it with the Ss.  ***KEY:***  1. Herd 2.Time 3. Horse 4. Friendly  5. Rice 6. Country | **UNIT 3: PEOPLES OF VIET NAM**  Lesson 1: Getting started (P.26-27)  ***\**** 1. I like to……buffalo in the pastures.  2. The farmers are very busy during harvest…..  3. Have you ever ridden a….? You have to be brave to do it.  4. People in the countryside are often open and….  5…..was loaded onto a cart and transported home.  6. I think….life is more interesting than city life. |
| **II. BEFORE LISTEN AND READ**  **1. Set the scene (2’/IW)**  Ask Ss to open their books to the picture. T can ask Ss prediction questions about the picture.  *•What can you see in the picture?*  *•What can you see in the picture?*  *•What can you see in the picture?*  *•Do you know these characters?*  *•Where are they now?*  *•What are they talking about?*  Ss answer the questions as a class.  T plays the recording and has Ss follow along.  **2. Vocabulary: (7’/IW)**  T elicits the new words using pictures and explanation  -Piture, antonymn,mine,synomynm…  **\* Check vocab : R.O.R** | **I. Vocabulary:**  - **cu**rious (a): tò mò  - ac**count** for (v) : chiếm  - **e**thnic (a): dân tộc  - mi**nor**ity (n): nhỏ, thiểu số  - **re**gion (n): vùng, miền  - **cus**tom (n): phong tục  -**awe**some (a): làm khiếp sợ, kinh hoàng  - **ter**raced field (n): ruộng bậc thang  - **he**ritage site (n): di sản |
| **III. WHILE LISTEN AND READ**  **TASK: *1***  ***a) Find the opposite of these words in the conversation (5’-IW)***  - T asks Ss to the read the conversation again and do the exercise in pairs.  Ss work in pair to do the exercise.  T writes the correct answers on the boards.  ***b) Read the conversation again . Answer the following questions (7’- PW)***  - T goes through the questions mentioned  - Ss work in pairs to answer the questions.  then discuss as a class.  - T corrects the answers.  ***c) Can you find the following expressions in the conversation ? Try to explain what they mean. (5’- IW)***  - T tells Ss to refer back to the conversation to find the expressions.  - Ss work individually to find the expressions in the conversation and try to explain their meaning in the context.  ***d) Work in pairs. Use facts from the conversation to make short role-plays using the expressions in 1c .(5’- PW)***  **\* Look out!**  T helps Ss distinguish the two words | **II. Listen and read.**  ***1a. Find the opposite of these words in the conversation***  ***\*Key:*** 1. interesting 2. Largest  3. minority 4. Southern  ***1b. Read the conversation again . Answer the following questions\* Key.***  1. They are in the Museum of Ethnology.  2. They want to know about the ethnic groups of Viet Nam.  3. There are 54 (ethnic groups)  4. The Viet (or Kinh) have the largest population.  5. Yes, they do.  ***1c. Can you find the following expressions in the conversation ? Try to explain what they mean. \* Key :***  1. Used as a reply, agreeing with what sb has just said, or emphasizing that it is correct.  2. How + adj/adv: used to show a strong reaction to sth  3. ***1d. Work in pairs. Use facts from the conversation to make short role-plays using the expressions in 1c .***  **\* Look out!**  ‘***People’*** is used as the plural of ‘person’ to refer to men, women, and children  ‘***Peoples’***: ethnic groups of people who belong to a particular country, race, or area |
| **IV. AFTER LISTEN AND READ**  **TASK: *2. Use the words and phrases in the box to label each picture. (5’/IW/PW)***  - Ss work in pairs and label each picture.  - Then T lets Ss read each word/phrase correctly.  - T checks and corrects their pronunciation.  **TASK: *3. Complete the following sentences with the words and phrases in the box. (3’/IW/WC)***  Ss work individually to do the task then compare their answers with a partner.  T corrects as a class. Then let them repeat the words/phrases in chorus. | ***2. Use the words and phrases in the box to label each picture.***  ***\*Key :***  1. five-coloured sticky rice 2. terraced fields  3. festival 4. folk dance  5. Open air market 6. Musical instrument  7. costume 8. stilt house  ***3. Complete the following sentences with the words and phrases in the box.***  ***\*Key:*** 1. ethnic 2. heritage site  3. stilt houses 4. festivals  5. member 6. terraced fields |
| **III.WRAPPING UP**  **TASK 4 : ask and answer the questions (2’/PW)**  - Ss ask ss to work in pairs using these cues. Ss work in pairs to ask and answer the questions.  T gives correction.  T may call on some pairs to talk before the class. | ***Game: Quick quiz***  **Choose the best answer:**  1.A. ethn**i**c B. Sp**i**cy C. cr**i**sp D. d**i**splay  2.A. **k**nown B. S**k**irt C **k**ind D. fol**k**  3. A. w**oo**d B. G**oo**d C. sch**oo**l D. f**oo**t  4.A. w**ea**r B. H**ea**d C. inst**ea**d D. br**ea**d  5.A. skateboard B. Modern C. develop D. ethnic |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment  **-** Ss copy their home asignment  - T explains it carefully. | **IV. HOME ASIGNMENT**  - Practice reading ‘Listen and read’  - Create your own word webs  - Do ex B1,2/P.17/WB |

**V. Feedback :**

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Planning date: 1.10. 2021 Teaching date: 5(8AC)/10/2021

***Week6-Period 17***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 2: A closer look 1 (P.28-29)**

**I. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- ***Vocabulary***: - de**ve**loped (a);- insig**ni**ficant (a)-**com**plicated (a)**-ma**jor (a)-**mi**nor (a)-**ba**sic (a)

- ***Language***: Simple present tense

- ***Pronunciation:*** clusters: /sk/, /sp/ and /st/: pronounce these words correctly: - de**ve**loped- insig**ni**ficant -**com**plicated **-ma**jor -**mi**nor-**ba**sic

**2. Skills**: Listening, talking about cultural groups of Vietnam.

**3. Attitude:** - Be eager to know more about cultural groups of Vietnam.

- Understand and actively respond to pronunciation of clusters.

**4. Compentencies:**

- Form and improve such competences as pairwork, communication, presentation , problem – solving and assessment.

**II. PREPARATIONS:**

**Teacher: T**ext books, recording,laptop, T.V.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may have difficulty in doing ex 3.

- T gives some examples.

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.WARM UP:** ***Brainstorming (GW/5’)***  - Divide the class into 2 two teams  -Ss brainstorm the names of the ethnic groups they know where they live, their costumes, their way of life, culture, folk songs…  Encourage them to guess and call out as many words as possible- In 4 minutes the team with more right words is the winner.  - Introduce the new lesson | **UNIT 3: PEOPLES OF VIETNAM**  Lesson 2: A closer look 1 (P.28-29)   * ***Brainstorming*** |
| **II. VOCABULARY**.  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  \* Checking vocab: Slap the board  **TASK: *1. Match the adjs in A with their opposites in B*. (PW/5’)**  - Ss work in pairs to match the adjectives with their opposites.  - T elicits the answers from the class.  - T goes through all the words to make sure understands them.  **TASK: *2.Use some words from 1 to complete the sentences*. (IW/5’)**  - 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.  - Check their answers  **TASK: *3. Work in pairs. Discuss what the word is for each picture. The first and the last letters of each word are given.* (PW/6’)**  - Ss work in pairs and discuss what the word is for each picture.  - T checks the answers with the class. For more able Ss, ask them to give other words they know which are related to the life of ethnic minority people. | **I. VOCABULARY**.  - de**ve**loped (a): phát triển  - insig**ni**ficant (a): không qtrọng, tầm thường  -**com**plicated (a): phức tạp  **-ma**jor (a): phần lớn, chính  -**mi**nor (a): nhỏ, thứ yếu  -**ba**sic (a): cơ bản, cơ sở  ***1. Match the adjs in A with their opposites in B .***  ***\*Key:***  1.d 2.c 3.g  4.a 5.f 6.e 7.b  ***2. Use some words from 1 to complete the sentences***  **\*Key:**  1.written 2.trasitional 3.important 4.simple, basic 5.rich  ***3. Work in pairs. Discuss what the word is for each picture. The first and the last letters of each word are given.* \* Key**  1.ceremony  2.pagoda  3.temple (Ly Son)  4.waterwheel (in the north)  5.shawl (of the Thai women)  6.basket (of the Sedang) |
| **III.PRONUNCIATION**  Clusters: ***/sk/, /sp/,*** and ***/st/***  **TASK: 4. Listen and repeat the following words.**  **(IW/6’)**  - T plays the recording  Ss listen and repeat  T pauses the recording to drill difficult items. T may play the recording as many times as necessary  **TASK: *5. Listen again and put them in the right column according to the their sounds* (IW/6’)**  - T plays the recording again  - Ss listen carefully and put the words in the right columns  \* Note that ‘school’ may cause some confusion because the sounds of /sk/ are spelled with the letters ‘sch’. Ask Ss to give other words which contain these clusters  **TASK: 6. Listen and read the following sentences. Then underline the words with the sounds /sk/, /sp/, or/st/.(IW/5’)**  T plays the recording two or three times (or more if necessary).  T helps Ss recognize all the words with /sk/,/sp/,or /st/, then underline them as assigned.  T calls some ss to read these sentences again. | **II. PRONUNCIATION:**  Clusters: ***/sk/, /sp/,*** and ***/st/***  **4. Listen and repeat the following words.**  ***Audio script:***  skateboard stamp speech display first station Instead crisp school basket space task  ***5. Listen again and put them in the right column according to the their sounds..***  ***Key.***   |  |  |  | | --- | --- | --- | | /sk/ | /sp/ | /st/ | | skateboard | Speech | Stamp | | School | Display | First | | Basket | Crisp | Station | | task | Space | Instead |   **6. Listen and read the following sentences. Then underline the words with the sounds /sk/, /sp/, or/st/.**  1. The Hmong people I met in Sa Pa speak English very well.  2. You should go out to play instead of staying  3. The local speciality is not very spicy.  4. Many ethnic minority students are studying at boarding schools.  5. Most children in far-away villages can get schooling. |
| **IV. WRAPPING UP (5’/GW)**  - Model game with 2 students first before dividing Ss into 2 groups.  - Ask Ss to think of other words with the sounds /sk/, /sp/ or /st/.  - Have the class play the game as instructed.  Which group has more words in the shortest time will win the game.  -Summarize the main points of the lesson. | ***Game****: Who is faster?*  **\* Choose the best answer:**  1. A. ethn**i**c B. sp**i**cy C. cr**i**sp D. d**i**splay  2. A. **k**nown B. s**k**irt C. fol**k** D. **k**ind  3. A. w**ea**r B. h**ea**d C. inst**ea**d D. br**ea**d  4. A. w**oo**d B. f**oo**t C. sch**oo**l D. g**oo**d  5. A. poem B. complicated C. principal  D. discriminate |
| **V. HOME ASIGNMENT (2’)**  - T assigns the home asignment  **-** Ss copy their home asignment | **IV. HOME ASIGNMENT**  -Practice the sounds /sk/, /sp/ or /st/.  -Do Ex A1,2/ P.16 in Ex book. |

**Feedback :**..............................................................................................................................................

Planning date: 1.10. 2021 Teaching date: 7(8A,C)/10/2021

***Week6- Period 18***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 3: A closer look 2 (P.29-30)**

**I. OBJECTIVES:**

-By the end of the lesson, Ss wil be able to:

**1. Knowledge:**

***- Vocabulary*** : review the lexical items related to cultural groups of Viet Nam.

***- Language :*** Articles ***a, an*** and ***the***.

Different question types. Simple Present Tense .

***Pronunciation:*** clusters: /sk/, /sp/ and /st/

**2. Skills**: Listening, speaking and writing.

**3. Attitude:** - Know more about cultural groups of Viet Nam.

- Understand and actively respond to grammatical points such as articles ***a, an*** and ***the***; different question types.

**4. Compentencies:**

- Form and improve such competences as pairwork, communication, presentation.

**II. PREPARATIONS:**

**Teacher:** Poster,Pictures ; text books, recording,laptop.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

Some weak students may get confused about doing ex 4.

T calls some better ss to do first.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. WARM UP** : **Revision (3’/IW)**  ***Questions types checking:***  T asks ss to recall different types of questions they’ve learnt.  Ss rename types of questions.  T comments and leads in the lesson. | **UNIT 3: PEOPLES OF VIETNAM**  Lesson 3: A closer look 2 (P.29-30) |
| **II. GRAMMAR**  **1. Questions: Review.**  **TASK: *1. Read the passage* (5’/IW)**  -T gives Ss about five minutes to read the passage.  - Ss work individually to read.  T may call on some Ss to read aloud to the class.  T corrects their pronunciation, intonation and stress, and give explanation if necessary.  **TASK: *2.Now write questions for these answer* (5’/PW)**  T has Ss work in pairs and write questions for the answers given.  Ss work in pairs to write.  T checks the work by having some Ss come up and write their questions on the board. Accept all question variations that are grammatically correct.  T gives correction as a class  Look out!  Go through the Look out ! Box with Ss. Ask them to make sentences with *which* if they can.  **TASK: 3. Complete the questions using the right questions words.(5’/IW,PW)**  T asks Ss to complete the exercise individually.  Ss work individually to complete the task. Then Ss compare their answers with a partner.  T corrects and comments.  **TASK: 4. Work in pairs. Make questions and answer them.(5’/PW)**  T lets Ss work in pairs. This should be a speaking TASK: , so encourage Ss to talk with fluency and accuracy, and as naturally as possible.  While Ss do their task, T goes around to monitor the whole class.  T calls some pairs to practice before the whole class. | **I. GRAMMAR**  **Questions: Review.**  ***1. Read the passage***  ***2.Now write questions for these answer***  **Suggested answers:**  1. Who is living in the house?  2. How many children do they have?  3. Do the grandparents stay at home?  4. How often does Mrs Pha go shopping?  5. How far is Vang’s boarding school? /How far is the town?  6. When does Vang go home (every week)?  7. How do they live?  8. Would they like to live (in a modern flat) in the city?  **Look out!**  Which is used instead of what or who to ask somebody to be exact about one or more people or things from a limited number  ***3. Complete the questions using the right questions words.***  ***\*Key:***  1.Who 2.Which  3.Which 4.Which 5.What  ***4. Work in pairs. Make questions and answer them.***  ***\* Key:***  1.Who does the shopping in your family?  2.Who is the principal of our school?  3.Which subject do you like better, English or maths?  4.What is the most important festival in Viet Nam?  5.Which ethnic group has a larger population, the Khmer or the Cham? |
| **2. Article *a, an,* and *the (5’/IW)***  Draw Ss’attention to the **Look out**! Box. Read out the sentences to show that sounds are what determines whether ‘an’ is used. See if Ss can come up with other examples of words like these.  **TASK: *5. Underline the correct article to finish sentences.* (5’/IW)**  - Ss work individually to do the task. Then Ss swap their books with a partner to check the answers.  T checks the answers as a class. Discuss the reasons for the article usage in each sentences.  **TASK: *6. Insert a,an or the in each gap to finish the passage.*(5’/IW)**  First,T has Ss read the passage without paying attention to the blanks. Then as a class, checks any unfamiliar vocabulary so that everybody understands the meaning of the text. Now focus on the grammar point. Ss work individually to do the task. | **Article *a, an,* and *the***  ***5. Underline the correct article to finish sentences.***  ***\* Key:***  1 .a 2. the 3. the  4. the 5. the 6. A  ***6. Insert a,an or the in each gap to finish the passage.***  ***\* Key:***  1.a 2.a/the 3.the 4.an/the 5.the 6.a |
| **III.WRAPPING UP (5’/PW/GW)**  **1. Choose the best answer:**  **2. The use of articles, questions**  - T asks ss about the use of articles, questions and answers  -Summarize the main points of the lesson.  4. My sister used \_\_\_\_\_\_ English for some schools in the mountainous regions when she \_\_\_\_\_\_ a university student.  A. to teach/was B. to teaching/was  C. to teach/is D. teaching/is | **\* Choose the best answer:**  1. Raising cattle and poultry plays \_\_\_\_\_\_ essential part in \_\_\_\_\_\_ life of some ethnic peoples in mountains.  A. a/the B. the/an C. an/the D. the/the  2. We \_\_\_\_\_\_ to Ha Giang with our family by car last week.  A. go B. will go C. gone D. went  3. We are curious \_\_\_\_\_\_ the life of the ethnic minority peoples.  A. to B. on C. about D. of |
| **IV**. **HOME ASIGNMENT (2’)**  - T assigns the home asignment  **-** Ss copy their home asignment  - T explains it carefully | **III**. **HOME ASIGNMENT**  1. Make sentences with the form of the two tenses.  2. Do B3,4, 5,6/P.18-19 – W.B |

**V. Feedback :**

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***DUYỆT GIÁO ÁN TUẦN 6***

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| --- | --- | --- | --- | --- | --- |
| ***Người duyệt*** | ***Ngày duyệt*** | ***Nhận xét*** | ***Phản hồi của GV*** | ***Chưa duyệt*** | ***Duyệt*** |
| PHT | 01/10/201 | Đảm bảo yêu |  |  | X |

***BGH ký và xác nhận***

Planning date: 7/10/ 2021 Teaching date: 11(8A,C)/10/2021

***Week 7Period 19***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 5. Skills 1 (P.32)**

**I. OBJECTIVES:**

-By the end of the lesson, Ss wil be able to:

**1. Knowledge:**

- ***Vocabulary***: Read, write and understand words : dig (v),poultry (n),weave (v),scarf (n),ornaments (n), worship(v).

- ***Language***: Different types of questions.

Simple Present Tense .

***- Pronunciation:*** /ʊə/ poultry; /v/weave; pronunce these words correctly: dig, poultry, weave, scarf, ornaments, worship.

**2. Skills**: Read for specific about the life of an ethnic group and speak about ethnic groups.

**3. Attitude:**

- Know more about about the life of ethnic groups.

- Understand and actively respond to questions about the life of ethnic groups.

**4. Compentencies:**

- Form and improve such competences as pair work, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** Poster,Pictures text books,laptop, T.V.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Some weak students may not give their ideas.
* T may suggest some ideas and encourage them to speak simple ones.

**IV. PROCEDURE:**

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| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.WARM UP. Kim’s Game (5’/IW)**  T shows some pictures of some ethnic groups.  Ss look at them in 2 minutes and try to remember them.  T asks ss to recall the name of the ethnic groups they’ve seen. | **UNIT 3: PEOPLES OF VIETNAM**  **Lesson 5: Skills 1 (P.32)** |
| **II. BEFORE READING**  **TASK: *1.* (7’/PW)**  ***Work in pairs. Answer the quetions.***  T asks Ss to discuss the two questions in pairs in 3 minutes and then as a class. Encourage Ss to make guesses if they are not sure.  **\* Vocabulary**  Ss read and find out the new words.  - As a whole class, discuss any unfamiliar words from the text.  \* Checking technique: Slap the board  T calls two ss to read the text again. | **I. READING**  ***1. Work in pairs. Answer the quetions.***  **\* Vocabulary**   1. dig (v): 2. poultry (n): 3. weave (v): 4. scarf (n): 5. ornaments (n): 6. worship(v): |
| **III. WHILE READING**  **TASK: *2. Complete each sentences using a word from the text.* (5’/PW)**  T asks Ss to read the passage again and do the  task.  - Ss work in pairs to do the task.  T checks the answers as a class  **TASK: *3. Answer the questions.*(7’/PW)**  T asks Ss to read the passage again and answer the questions.  - Ss work in pairs to do the task.  T checks the answers as a class | ***2. Complete each sentences using a word from the text.***  ***\* Key:***  1. farmers 2. bamboo 3. stilt 4. songs  5. ceremonies  ***3. Answer the questions.***  ***\* Key :***  1. Yes, they do  2. Their main food is rice.  3. It is well-known for being unique, colourful and strong.  4. Thai women do.  5. They worship their ancestors. |
| **II. AFTER READING**  **Speaking.**  **TASK: *4. Read some******facts about the Bru-Van Kieu people and the Khmer people.* (7’)**  T guides Ss to dothe task at home.  **TASK: *5. Talk about your own ethnic groups.*(8’)**  T guides Ss to dothe task at home. | **II. SPEAKING.**  ***4. Read some facts about the Bru-Van Kieu people and the Khmer people.***  Talk : Khmer people has a population of about 1,260,600 people. They mostly live in provinces of Mekong Delta. Their language is Mon-Khmer group and the writing system. They grow rice, raise cattle and poultry, make sugar for living. They have 2 main festivals: Chaul Chnam Thmey (New Year) and Greeting - the - Moon festival.  ***5. Talk about your own ethnic groups***  ***Example talk***  Takl 1:The Kinh, also called the Viet people, is the majority ethnic group of Vietnam, comprising about 86% of the population, settle along the whole Vietnam. Vietnamese is the native language of the Vietnamese (Kinh) people. Rice cultivation is the main economic activity of the Kinh. They also raise cattle and poultry. They often celebrate a lot of festivals during the year. They have the traditional costumes such as Ao Dai and Ao Ba Ba. |
| **III. WRAPPING –UP**  **(4’/PW)**  -Summarize the main point of the lesson by asking some questions about the lesson. | **Choose the best answer:**  1. does Hoa Ban Festival take place? - In Lai Chau.  A. What B. Where C. When D. How  2. It is typical of the cultural life of Thai people.  A. some B. a C. the D. Ø  3. is the festival celebrated? – Every year.  A. When B. How often C. How D. What  4. It is typical of the cultural life of Thai people. **A.** some **B.** a **C.** the **D.**∅  5. An old woman was the goats up the mountainside.  **A.** riding **B.** taking **C.** herding **D.** running |
| **IV. HOME ASIGNMENT (1’)**  - T assigns the home asignment  **-** Ss copy their home asignment  - T explains it carefully | **HOME ASIGNMENT**  - Do D 2 / P.20 (WB).  - Write a short passage about an ethnic group. |

**V. Feedback :**

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Planning date: 7/10/ 2021 Teaching date: 12(8A,C)/10/2021

***Week7- Period 20***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 6. Skills 2 (P.33)**

**I. OBJECTIVES:**

-By the end of the lesson, Ss wil be able to:

**1. Knowledge:**

***- Vocabulary***: the lexical items related to traditional dish; chemical (n): represent (v): element (n):harmony (n):heaven (n):

***- Language***: Connectors, Simple Present.

***- Pronunciation: /k/***chemical***; /h/***harmony, heaven

**2. Skills:** Listening and writing about a traditional dish.

**3. Attitude:**

- Know more about about traditional dishes.

- Understand and actively respond to make sticky rice.

**4. Compentencies:**

- Form and improve such competencies as teamwork,collaboration and assessment.

**II. PREPARATIONS:**

Teacher: Poster,Pictures ; T.V,text books,laptop, recording.

Students: Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough time to write.

- Let them complete the writing at home.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.WARM-UP: (3’/IW)**  Chatting:  Ss talk about their own ethnic group  T ask them to focus on one or two aspects such as clothing, food, customs and traditions, festivals, etc. T can also encourage Ss to talk about changes in the life if their people over time | **UNIT 3: PEOPLES OF VIETNAM**  Lesson 6. Skills 2 (P.33)  ***\* Chatting*** |
| **II. LISTENING**  **TASK:1: *Chatting* (5’/)**  T shows pictures of different sticky rice.  Ss work in pairs to anwer the two questions.   1. Do you like sticky rice? 2. When do we traditionally have sticky rice?   **VOCABULARY (5’/IW)**  -T presents some new words using pictures and situations.  - Ss repeat then copy down | **I. VOCABULARY**  1. chemical (n): hóa chất, hóa học  2. represent (v): đại diện, trình bày, tuyên bố  3. element (n): yếu tố  4. harmony (n):sự hài hòa, cân đối  5. heaven (n): thiên đường |
| **III. WHILE LISTENING**  **TASK: 2.Listen to the passage and tick (v) true (T) or false (F) (5’/IW)**  Play the recording once or twice. Ask Ss to listen carefully and tick True or False according to what they hear in the passage  - T asks for the answer  - Ss listen again then check  **TASK: *3. Listen again and complete the sentences.*(5’/IW)**  T plays the recording again.  Ss work individually to write down the words as they listen.  T plays the recording again for them to check. T corrects as a class. | **II. LISTENING**  **1.Listen to the passage and tick (v) true (T) or false (F).**  **\* Key:**  1.T 2.F 3.T 4.F 5.F  ***2. Listen again and complete the sentences.***  **\* Key:**  1.mountainous 2.purple  3.natural  4.plants 5.ceremonies |
| **IV. AFTER LISTENING**  **Writing**  **\* *Study skills- Giving reasons* (5’/IW)**  -T shows the Study Skills on the screen and goes through the study Skills box with the class.  T explains that ‘because’ is used to introduce the reason for something, and it can be put at the beginning of the sentence or in the middle. For exercise 4, Ss will need to identity which sentence is the reason.  T may introduce ‘as’ and ‘since’, which are similar in meaning and use to ‘because’.  **TASK: *4. Read the notes on how to make yellow sticky rice.*(5’/IW)**  T tells Ss to read the notes carefully.  - T asks Ss some question about the information in the reading text.  **TASK: *5. Change the notes into cooking steps to show a foreign visitor how to make yellow sticky rice.*(5’/IW)**  T asks ss to look at the ***Organising your ideas box*** and read the guideline carefully.  Ss work in 4 small groups to write full sentences to show the steps to cook the rice.  T makes sure that they use proper connectors first/firstly, second/secondly…and pay attention to spelling and punctuation. | **II. WRITING. *How to make yellow sticky rice.***  **\* *Study skills- Giving reasons***  *+ Form*  *Because + clause 2 (reason ), + clause 1*  *clause 1 + because + clause 2 (reason ) + Use: To join ideas and give reasons.*  ***4. Read the notes on how to make yellow sticky rice.***  ***5. Change the notes into cooking steps to show a foreign visitor how to make yellow sticky rice.***  **\* Sample cooking steps**:  *This delicious dish is really easy to make. First, you need to soak the rice in water for at least five hours. Then rinse the rice and drain it well. Next, add the turmeric extract and mix it well. Then wait for 10 minutes. After that, add the coconut and salt. Remember to mix it well. Finally, steam the rice for 30 minutes. Check that it is fully cooked. You can serve this dish with chicken.* |
| **III. WRAPPING-UP (5’)**  -Swap Ss’s writing and correct.  -Summarize the main point of the lesson. | **Choose the best answer:**  1. Ethnic peoples get used \_\_\_ stilt houses.  (to live/to be lived/living/to living)  2. The Odu has the smallest number of people \_\_ 54 ethnic groups. (among/in/with/about)  3. I want to have a lot of money \_\_ I can help poor people in the mountains. (so that/as long as/therefore/because)  4. Hoa Ban festival is a great time \_\_\_\_ the Thai to pray \_\_\_\_\_ good crops and happiness.  (in-for /to-in/for-for/for-to)  5. The Cham and Khmer live in the \_\_\_parts of Vietnam. (south/souther/southern/southernmost) |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment  **-** Ss copy their home asignment | **\*HOME ASIGNMENT**  - Write the paragraph again in the form of a letter to a pen friend. - Do E3/P.23/ W.B |

**V. Feedback :**

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Planning date: 7/10/ 2021 Teaching date: 14(8A,C)/10/2021

***Week7- Period 21***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 7. Review vocabulary , grammar (P.34-35)**

**I. OBJECTIVES:** -By the end of the lesson, Ss wil be able

- ***Vocabulary***: Review : the lexical items related to cultural groups of Viet Nam.

- ***Language***: Review : Articles ***a, an*** and ***the***.

Different question types.

Simple Present Tense .

***- Pronunciation: /k/ :*** cultural; communal; costumes

**2. Skills**: Speaking,reading and writing.

to

**1. Knowledge:3. Attitude:**

- Know more about cultural groups of Viet Nam and be proud of them.

- Understand and actively respond to lexical and grammatical points they’ve learnt in unit 3.

**4. Compentencies:**

- Form and improve such competences as teamwork, communication, collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** Poster,Pictures ; text books,laptop.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Students may not have time to do projects.
* Let them do the project at home.

**IV. PROCEDURE:**

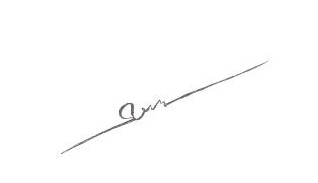
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| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. WARM-UP. (5’/GW)**  -T asks ss something about different cultural groups of Viet Nam. | **UNIT 3: PEOPLES OF VIETNAM**  **Lesson 7. Review vocabulary , grammar P.34-35** |
| **II. NEW LESSON:**  **I. VOCABULARY (7’/IW)**  **TASK: *1. Complete the sentences with the words/ phrases from the box.***  T lets Ss repeat the words as a class to practice pronunciation .  Ss work individually to complete the exercise.  **TASK: *2. Use the correct form of the words in brackets to finish the sentences.***  Ss work individually to complete the exercise. | **I. VOCABULARY**  ***1. Complete the sentences with the words/ phrases from the box.***  ***Key:***   1. cultural groups 2. communal, activities 3. costumes, diverse 4. ethnic 5. unique   ***2. Use the correct form of the words in brackets to finish the sentences.***  ***Key:*** 1.cutural 2.peaceful  3.richness 4.diversity 5.traditional |
| **II. GRAMMAR(15’/IW/PW)**  **TASK: *3. Make questions for the underlined parts in the passage.***  T lets Ss read the passage aloud.  T clarifies any difficulties.  Ss do individually.  T calls some ss to write the questions on the board.  Other ss comments.  T gives the correct answer and comments.  **TASK: *4. Each sentence has an error. Find and correct it.***  T tells Ss to read the sentences carefully and try to find the error relating to articles in each sentence.  Ss can work individually.  T gives the correct answer and comments.  **TASK: *5. Fill each gap with a, an, or the to complete the passage.***  Ss complete this task individually.  T gives correction.  T asks some ss to recall the use of the articles. | **II. GRAMMAR**  ***3. Make questions for the underlined parts in the passage.***  ***Key:***  1. What are these houses built on?  2. Where is the entrance?  3. Which house is the largest, tallest and most elaborate building in the village?  4. What is it used for?  5. Who can sleep in this house?  ***4. Each sentence has an error. Find and correct it.***  ***Key:***  1.a->the 2.a->the 3.an->the  4.the semi-nomadic life->a semi-nomadic life  5.an->the  ***5. Fill each gap with a, an, or the to complete the passage.***  ***Key:*** 1.an 2.a 3.the  4.the 5.the 6.the |
| **III. COMMUNICATION (10’/PW)**  **TASK: *6.* Cultural Knowledge Challenge**  Ss work in pairs.  T lets them recall what they have learnt about the cultural groups of Viet Nam.  Ss take turns to ask each other questions about the topic. The person asking can look at the book. The first person to get five correct answers is the winner. | **III. COMMUNICATION**  ***6.* Cultural Knowledge Challenge**  ***Example:***  A: Are you ready?  B: Yes.  A: What is the population of the largest ethnic group?  B: About 74 million. It’s Viet or Kinh.  A: Very good! Your turn.  B: Ok. What is the population of the smallest group?  A: I think it’s the Odu group.  B: Exactly. |
| **III. WRAPPING UP (6’)**  -Summarize the main point of the Unit.  - Ss do the ***Finished*** | **Choose the best answer:**  1. We had \_\_\_ memories in our trip to Sapa last month.  A. forgettable B. forgetful C. unforgettable  D. unforgetful  2. Ethnic peoples are good \_\_ hunting and gathering. (to/for/with/at)  3. Hoa Ban is one of \_\_\_ festivals in Lai Chau.  (the more attractive/most attractive/the most attractive/more attractive)  4. I want to have a lot of money \_\_\_ I can help poor people in the mountains. (so that/as long as/therefore/because)  5. My Son is a \_\_\_\_ heritage recognized by UNESCO. (culture/cultural/cultured/culturally) |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment  **-** Ss copy their home asignment  - T explains it carefully | **\* HOME ASIGNMENT**  - Complete the project.  - Review all the lexical and grammatical items in Unit 3. |

**V. Feedback :**

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DUYỆT KẾ HOẠCH BÀI DẠY **TUẦN 7**

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| --- | --- | --- | --- | --- | --- |
| Người duyệt | Ngày duyệt | Nhận xét | Phản hồi GV | Chưa duyệt | Duyệt |
| TTCM | 10/10/2021 | - Đảm bảo đúng quy định, thể hiện rõ ĐMPP | Đã chỉnh sửa |  | X |

 *BGH ký và xác nhận:*

Planning date: 14. 10. 2021 Teaching date: 18 (8A,C) /10/2021

***Period 22***

**REVIEW 1- LANGUAGE**

**I. OBJECTIVES:**

-By the end of the lesson, Ss will be able to

**1. Knowledge:**

- *Vocabulary* : Review the vocabulary for leisure acttivities, life in Viet Nam and cultural groups of Viet Nam.

- *Grammar*: Review : Comparatives of adverbs and adjectives , articles *a, an* and *the*

*- Pronunciation:* Practice pronouncing the clusters:

/sk/, /sp/, /st/, /br/, /pr/, /bl/ and /cl/

**2. Skills**: Speaking, writing, Listening, Reading.

**3. Attitude:**

- Get ready for the test.

- Understand and actively respond to lexical and grammatical points they’ve learnt in 3 units.

**4. Compentencies:**

- Form and improve such competencies as teamwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

Teacher: Poster, Pictures, text books, laptop, T.V, the recording.

Students: Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

Students may not have time to do all the exercise.

Let them do at home.

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **contents and Board Display** |
| **I. WARM UP (3’/T/WC)**  Free talk | **REVIEW 1 - LANGUAGE** |
| **II. NEW LESSON.**  **I. PRONUNCIATION: (8’/IW)**  **TASK: 1. Listen repeat the following words and phrases.**  T plays the recording  Ss listen and repeat.  T plays the recording as many times as necessary.  T pauses and corrects Ss’ pronunciation.  T calls some ss to read the words and phrases again.  **TASK: 2.Listen to the sentences and underline the words with /sk/, /sp/, /st/, /br/, /pr/, /bl/ and /cl/ in the following sentences. Then read the sentences aloud.**  T plays the recording two or more times, if necessary.  T helps Ss recognise all the words with /sk/, /sp/, /st/,/br/,/pr/,bl/ and /cl/ then underline them as instructed.  T asks Ss to read the sentences as a class, then individually.  Check pronunciation and intonation. | **I. PRONUNCIATION:**  **1. Listen repeat the following words and phrases.**    **2.Listen to the sentences and underline the words with /sk/, /sp/, /st/, /br/, /pr/, /bl/ and /cl/ in the following sentences. Then read the sentences aloud.**  ***\*Key:***  1.I used to climb trees when I was small.  2.How can we improve our speaking skills?  3.How annoying, the stadium has closed!  4.I want to buy a blue skirt for my mother.  5.‘ On a dark day, I saw a witch riding a broom in the sky…’ |
| **II. VOCABULARY(10’/IW/PW)**  **TASK: *3. Organise these words and phrases into pairs of opposites and write them in the blanks.***  Ss do the task individually and then share their answers with a partner.  T checks Ss’ answers.  **TASK: *4. Put a verb in the correct form in each gap to complete the sentences.***  Ss do this exercise individually.  T asks some Ss to write their answers on the board.  T corrects as a class. | **II. VOCABULARY**  ***3. Organise these words and phrases into pairs of opposites and write them in the blanks.***  ***\* Key:***  peaceful – noisy hard – easy  boring – exciting forget – remember  traditional – modern country life – city life  love – hate majority – minority  ***4. Put a verb in the correct form in each gap to complete the sentences.***  ***\* Key:***  1.like/enjoy, listening, visiting  2.forget 3.flying/to fly  4.mind,to do/doing 5.playing/to play |
| **III. GRAMMAR (10’/IW)**  **TASK: *5. Complete the sentences with the correct comparative form of the adverbs from the adjectives in the brackets.***  Ss do this individually and compare their answers with a partner. Call some Ss to go to write their answers. Other Ss comment. T corrects as a class.  **TASK: *6. Fill each blank with an article (a/an, or the) to complete the passage.***  Ss do the task individually.  T checks.  T calls some Ss to read the whole passage.  Ss work individually. | **III. GRAMMAR**  ***5. Complete the sentences with the correct comparative form of the adverbs from the adjectives in the brackets.***  ***\* Key :***  1.later 2.more  3.more fluently 4.better  5.more simply 6.faster  7.more carefully  ***6. Fill each blank with an article (a/an, or the) to complete the passage.***  ***\* Key :***  1.a 2.an 3.the  4.The 5.the 6.a |
| **IV.EVERYDAY ENGLISH (8’/PW)**  **TASK: 7.Match the sentences in A with those in B. Then practice with a friend.**  Ss do the task individually. Then they practice in pairs.  T checks their answers, then asks two pairs to act out the dialogues. | **IV.EVERYDAY ENGLISH**  **7.Match the sentences in A with those in B. Then practice with a friend.**  ***\* Key :***  1.b 2.e 3.a 4.c 5.d |
| **III.WRAPPING –UP (4’)**  T summarizes the main points of the lesson. | Choose the best answer:  1. Ymoan is a \_\_\_ singer with songs about Central Highlands. (fame/famous/famousness/famously)  2. The communal house is used \_\_\_ village meetings and receiving guests. (for/with/on/about)  3. The dish is delicious \_\_\_ tomato sauce and mayonnaise. (in/on/with/between)  4. \_\_\_Hoa Ban festival of the Thai \_\_\_ in Lunar January. (The-holds/a-is held/The-is held/No article-is held(  5. Remember \_\_\_ some salt and cooking oil into this sticky rice. (add/adding/to add/to be added) |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment  **-** Ss copy their home asignment  - T explains it carefully | **HOME ASIGNMENT**  -Review Unit 1-2-3.  -Do the “Test yourself 1: Exercise 1, 2 ,3 (P.24,25 WB) |

**V. Feedback :**

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Planning date: 14. 10. 2021 Teaching date: 19(8A,C)/10/2021

***Period 23***

**REVISION**

**I. OBJECTIVES:**

-By the end of the lesson, Ss will be able to

**1. Knowledge:**

- ***Vocabulary*** : Review the vocabulary for leisure acttivities, life in Viet Nam and cultural groups of Viet Nam.

- ***Grammar***: Review : Comparatives of adverbs and adjectives , articles ***a, an*** and ***the***

**- Pronunciation:**Practice pronouncing the clusters:

**/sk/, /sp/, /st/, /br/, /pr/, /bl/ and /cl/**

**2. Skills**: Review skills they’ve learnt in Unit 1, 2, 3: Speaking, writing. Listening, Reading.

**3. Attitude:**

- Get ready for the test.

- Understand and actively respond to lexical and grammatical points they’ve learnt in 3 units.

**4. Compentencies:**

- Form and improve such competencies as teamwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** Poster, Pictures, text books, laptop, recording, T.V.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Students may not have time to do all the exercises.
* Let them do at home,

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **contents and Board Display** |
| **I. WARM UP (4’/IW)**  Chatting about the three topic they’ve learnt in Unit 1,2,3. | **REVISION** |
| **II. NEW LESSON.**  **I. READING (8’IW/PW)**  **TASK: *1. Read the following letter from Kim to her pen friend, Jon.***  Ss read the letter once or twice.  T clarifies anything they do not understand fully.  **TASK: *1a .Tick (V) true (T) or false (F).***  Ss do the task individually, then check with a partner.  T corrects.  **TASK: *1b .Write questions for the underlined phrases in the letter.***  Ss do the exercises in pairs.  T corrects as a class. | **I. READING :**  ***1. Read the following letter from Kim to her pen friend, Jon.***  ***\*Vocab:***  - sculpture (n)  - Preserve (v):  - spiritual (n):  - artifacts (n):  ***1a .Tick (V) true (T) or false (F).***  ***\*Key:***  1.T 2.T 3.F 4.T 5.F  ***1b .Write questions for the underlined phrases in the letter. \* Key:***  1. Which museum does Kim love to visit on Saturday afternoon?  2. How many (clay and store) objects are on display at the museum?  3. What can you learn in this museum/Da Nang Museum? |
| **II. SPEAKING: (8’/PW)**  **TASK: *2.Work in pairs. Talk about what your family members like to do in their free time.***  Ss work in pairs and talk about what their family members like to do in their free time. T encourages them to talk as much as possible, using the verbs of liking they have learnt.  After some time, T may let Ss swap pairs and continue to talk.  T goes round and gives assistance if necessary | **II. SPEAKING:**  ***2.Work in pairs. Talk about what your family members like to do in their free time.***  ***\* Example:***  - My dad likes to play chess with his neighbours.  - My mum likes making special food and cakes for us. She hates sitting around. |
| **III.LISTENING(10’/IW/WC)**  **TASK: *3. Listen to the passage and choose the correct answer .***  - T asks ss to read the questions and and sentences to guess what they are going to listen to.  T plays the recording once or twice.  Ss listen and choose their answers.  T explains the new words or anything difficult if necessary.  T plays the recording again for Ss to check their answers.  T checks the results. | **III.LISTENING**  ***3. Listen to the passage and choose the correct answer .***  ***\* Vocab:***  - wealth (n):  - landowner (n):  - spoilt (v):  ***\* Key:***  1.B 2.A3.A 4.C 5.B |
| **IV. WRITING (8’/IW)**  **TASK: *4. Giving your opinion.***  ***Write a paragraph giving your opinion about life in the countryside. You may begin like this:***  Before writing, T has Ss brainstorm ideas about life in the countryside: advantages, disadvantages, what they like and dislike, etc… Then explain the writing task.  T also has them brainstorm words and phrases they may need for writing.  Give Ss time to do the writing task.  T collects their papers to check out of class. | **IV. WRITING**  ***4. Giving your opinion.***  ***Write a paragraph giving your opinion about life in the countryside. You may begin like this:***  ***\* Key: Sample writing:***  *In my opinion, life in the countryside has many good points. Firstly, country folk are friendlier than city folk. Secondly, life is slower and simpler than in the city. The food is fresher and the air is cleaner. Finally, there are lots of traditional activities that we can do in the countryside such as horse-riding, swimming in the river or kite-flying. For these reasons, I like country life.* |
| **III.WRAPPING –UP (5’)**  T summarizes the main points of the lesson and guide ss to prepare for the first test. | **Choose the best answer:**  1. In a Giarai household, \_\_\_\_\_\_ has a more crucial role? - Women/ women do.  A. who B. which C. when D. while  2. A. ca**st**le B. **st**eal C. **st**yle D. te**xt**  3. A. **sc**ience B. **sc**hool C. **sc**an D. **sk**im  4. Children often get \_\_\_ money on the first days of Tet.  A. lucky B. luck C. luckiness D. luckily  5. This is \_\_\_\_\_meal I have ever eaten.  A. delicious B. the more delicious  C. most delicious D. the most delicious |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment  **-** Ss copy their home asignment  - T explains it carefully | **HOME ASIGNMENT**  - Review Unit 1-2-3.  - Do Test yourself 4,5,6,7,8/ P.25-27  - Prepare to do the first test. |

**V. Feedback:**

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Planning date: 14. 10. 2021 Teaching date: 21(8A,C)/10/2021

***Period 24***

**REVISION**

**I. OBJECTIVES:**

-By the end of the lesson, Ss wil be able to

**1. Knowledge:**

- ***Vocabulary***: Review : the lexical items related to cultural groups of Viet Nam.

- ***Language***: Review : Articles ***a, an*** and ***the***. -Different question types. -      Simple  Present Tense .

***- Pronunciation: /k/ :*** cultural; communal; costumes

**2. Skills**: Speaking, reading and writing.

**3. Attitude:**

- Know more about cultural groups of Viet Nam and be proud of them.

- Understand and actively respond to lexical and grammatical points they’ve learnt in unit 3.

**4. Compentencies:**

- Form and improve such competences as teamwork, communication, collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** Poster, Pictures ; text books, laptop.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Students may not have time to do projects.
* Let them do the project at home.

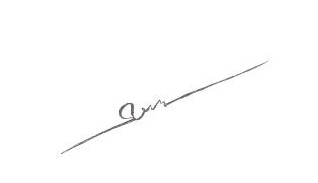
**IV. PROCEDURE:**

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| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. WARM-UP. (5’/GW)**  -T asks ss something about different cultural groups of Viet Nam. | **UNIT 3: PEOPLES OF VIETNAM**  **Lesson 7. Looking back and project P.34-35** |
| **II. NEW LESSON:**  **I. VOCABULARY (7’/IW)**  **TASK:  *1. Complete the sentences with the words/ phrases from the box.***  T lets Ss repeat the words as a class to practice pronunciation .  Ss work individually to complete the exercise.  **TASK:  *2. Use the correct form of the words in brackets to finish the sentences.***  Ss work individually to complete the exercise. | **I. VOCABULARY**  ***1. Complete the sentences with the words/ phrases from the box.***  ***Key:***   1. cultural groups2, communal, activities   3,costumes, diverse 4,eth nic 5, unique  ***2. Use the correct form of the words in brackets to finish the sentences.***  ***Key:*** 1. cultural        2. peaceful  3. richness      4. diversity   5. traditional |
| **II. GRAMMAR(11’/IW/PW)**  **TASK:  *3. Make questions for the underlined parts in the passage.***  T lets Ss read the passage aloud.  T clarifies any difficulties.  Ss do individually.  T calls some ss to write the questions on the board.  Other ss comments.  T gives the correct answer and comments.  **TASK:  *4. Each sentence has an error. Find and correct  it.***  T tells Ss to read the sentences carefully and try to find the error relating to articles in each sentence.   Ss can work individually.  T gives the correct answer and comments.  **TASK:  *5. Fill each gap with a, an, or the to complete the passage.***  Ss complete this task individually.   T gives correction.  T asks some ss to recall the use of the articles. | **II. GRAMMAR**  ***3. Make questions for the underlined parts in the passage.***  ***Key:***  1. What are these houses built on?  2. Where is the entrance?  3. Which house is the largest, tallest and most elaborate building in the village?  4. What is it used for?   5. Who can sleep in this house?  ***4. Each sentence has an error. Find and correct  it.***  ***Key:***  1.a->the             2.a->the         3.an->the  4.the semi-nomadic life->a semi-nomadic life  5.an->the  ***5. Fill each gap with a, an, or the to complete the passage.***  ***Key:*** 1.an              2.a             3.the            4.the              5.the            6.the |
| **III. COMMUNICATION (8’/PW)**  **TASK:  *6.* Cultural Knowledge Challenge**  Ss work in pairs.  T lets them recall what they have learnt about the cultural groups of Viet Nam.  Ss take turns to ask each other questions about the topic. The person asking can look at the book. The first person to get five correct answers is the winner. | **III. COMMUNICATION**  ***6.* Cultural Knowledge Challenge**  ***Example:***  A: Are you ready?  B: Yes.  A: What is the population of the largest ethnic group?  B: About 74 million. It’s Viet or Kinh.  A: Very good! Your turn.  B: Ok. What is the population of the smallest group?  A: I think it’s the Odu group.  B: Exactly. |
| **IV. PROJECT (6’/GW)**  ***ETHNIC FASHION SHOW***  **TASK:  1** Ss work in groups. Give Ss about five minutes to discuss the question.  **TASK:  2** Ss work independently at home . Encourage them to use imagination and make their own costume designs.  T tells them to be creative.  3 In the next class,help Ss organize an exhibition of the designs they have made among the group or class members. Let them talk about designs. | **IV. PROJECT**  ***ETHNIC FASHION SHOW***  1. Look at the different costumes of some ethnic groups. Which costume do you like best? Why?  2. Design a costume based on an ethnic style you like, using cardboard, paper or cloth, and color.  3. Organize an exhibition of the custom designs you have made among your group or class members. Talk about them |
| **III. WRAPPING UP (6’)**  -Summarize the main point of the Unit.  - Ss do the ***Finished*** | **Choose the best answer:**  1. We had \_\_\_ memories in our trip to Sapa last month.  A. forgettable  B. forgetful   C. unforgettable  D. unforgetful  2. Ethnic peoples are good \_\_ hunting and gathering. (to/for/with/at)  3. Hoa Ban is one of \_\_\_ festivals in Lai Chau.  (the more attractive/most attractive/the most attractive/more attractive)  4. I want to have a lot of money \_\_\_ I can help poor people in the mountains. (so that/as long as/therefore/because)  5. My Son is a \_\_\_\_ heritage recognized by UNESCO. (culture/cultural/cultured/culturally) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully | **\* HOME ASSIGNMENT**  - Complete the project.  - Review all the lexical and grammatical items in Unit 3. |

**V. Feedback :**

..............................................................................................................................................................................................................................................................................................................................................DUYỆT KẾ HOẠCH BÀI DẠY **TUẦN 8**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Người duyệt | Ngày duyệt | Nhận xét | Phản hồi GV | Chưa duyệt | Duyệt |
| PHT | 15/10/2021 | - Đảm bảo đúng quy định, thể hiện rõ ĐMPP | Đã chỉnh sửa |  | X |

 *BGH ký và xác nhận:*

Planning date: 20. 10. 2021 Teaching date: 25(8A,C)/10/2021

***Period 25***

**REVISION**

**I. OBJECTIVES:**

-By the end of the lesson, Ss will be able to do a sample test then check themselves

**1. Knowledge:**

- ***Vocabulary*** : Review the vocabulary for leisure activities, life in Viet Nam and cultural groups of Viet Nam.

- ***Grammar***: Review : Comparatives of adverbs and adjectives , articles ***a, an*** and ***the***

**- Pronunciation:**Practice pronouncing the clusters:

**/sk/, /sp/, /st/, /br/, /pr/, /bl/ and /cl/**

**2. Skills**: Review skills they’ve learnt in Unit 1, 2, 3: Speaking, writing. Listening, Reading.

**3. Attitude:** - Get ready for the test.

- Understand and actively respond to lexical and grammatical points they’ve learnt in 3 units.

**4. Compentencies:**

- Form and improve such competencies as teamwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** Poster, Pictures, text books, laptop, recording, T.V.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Students may not have time to do all the exercises.
* Let them do at home,

**IV. PROCEDURE:**

**I. Choose the word that has underlined part pronounced differently from the rest.**

1. a. vast b. cart c. craft d. paddy

2. a. scarf b. school c. science d. scare

3. a. terraced b. satisfied c. hooked d. relaxed

**II. Choose the word that has different stress pattern.**

1. a. generous b. nomadic c. interesting d. comfortable

2. a. community b. identify c. expensive d. socialize

3. a. colorful b. buffalo c. blackberry d. convenient

**III. Choose the answer a, b, c or d to complete the sentence.**

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

a. in b. off c. on d. to

2. Their family have moved to the city \_\_\_\_\_\_\_\_ 2001.

a. horn b. for c. in d. since

3. The Kinh have the largest number of people, \_\_\_\_\_\_\_\_ for 86% of the population.

a. holding b. taking c. accounting d. numbering

4. I’m tired of \_\_\_\_\_\_\_\_ in the city. It’s too busy, noisy and dirty.

a. live b. to live c. to be lived d. living

5. \_\_\_\_\_\_\_\_ drop that mobile phone and do your homework?

a. Why don’t you b. How about c. Would you mind d. When did you

6. The Hmong of Sa Pa are called Black Hmong \_\_\_\_\_\_\_\_ their mainly black clothing.

a. because of b. in spite of c. in order to d. according to

7. People in rural areas live \_\_\_\_\_\_\_\_ than those in cities.

a. simplier b. more simply c. more simple d. simpler

8. The highlands of northern Vietnam are home to the 1.5 million-strong Tay, \_\_\_\_\_\_\_\_ minority group. a. Vietnam’s largest b. the Vietnam’s largest c. a Vietnam’s largest d. the largest Vietnam

**IV. Supply the correct tense or form of the verbs in brackets.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you/ ever/ take) a trip to the countryside? It’s really interesting!

2. For many nomads, their cattle \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (provide) meat, milk, and hides for their own use.

3. When I was a kid, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (spend) hours gleaning rice from paddy fields.

4. Sa Pa’s love market \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) an unique aspect in the culture of the Mong and Dao ethnic groups for a long time.

**V. Write the correct form of the words in brackets.**

1. His \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the Internet is taking over his life. (addict)

2. Who lives more happily, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ or city dwellers? (nomadic)

3. Children in rural areas often travel to school \_\_\_\_\_\_\_\_\_\_\_\_\_\_ than those in big cities. (far)

4. Red River Delta is an agriculturally rich area and densely \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (populate)

5. Dao and San Chay have \_\_\_\_\_\_\_\_\_\_\_\_\_\_ practised shifting cultivation. (tradition)

**VI. Read the passage and do the tasks below**

The Hmong, or Meo, who number about 800,000, are found in villages known as *giao* throughout the highlands of northern Vietnam. The Hmong migrated to Vietnam from the southern China at the beginning of the 19th century.

The Hmong minority group has been subdivided into branches classified by women’s costume, dialect and customs. For example, the Hmong of Sa Pa are called Black Hmong because of their predominantly black clothing. The most colourful sub-group are the Flower Hmong, found in large numbers around Bac Ha in Lao Cai province, who wear bright-coloured clothes with embroidery.

Corn is the main staple of Hmong people, but rice is often grown on terraces watered with the aid of irrigation. Hemp is grown to be woven into textiles, and cotton is also cultivated in some villages. As skilled artisans, the Hmong produce a variety of items, including handwoven indigo-dyed cloth, paper, silver jewellry, leather goods, baskets and embroidery. The Hmong have no written language. Their legends, songs, folklore and proverbs have been passed down from one generation to the next through the spoken word.

**A. Decide if the statements are true (T) or false (F).**

1. The Hmong in Vietnam have a population of 8 million people.

2. They immigrated from China approximately 300 years ago.

3. Black Hmong women wear black clothing.

4. Rice is the most important crop of Hmong people.

**B. Answer the questions.**

1. What Is the other name of the Hmong?

2. When did the Hmong come to Vietnam?

3. Why are the Hmong of Sa Pa called Black Hmong?

4. Where do the Hmong grow rice?

**VII. Write the second sentence so that it has a similar meaning to the first one.**

1. Flying a kite in the countryside is very exciting. It’s..........................................................

2. I have done voluntary work for three years. I started ........................................

3. It took me two hours to walk to her village. I spent..........................................

4. Millions of tourists visit the Museum of Ethnology every year.

The Museum of Ethnology..................................................................

**TEST YOURSELF1**

**I.** 1. d 2. c 3. b **II.** 1. b 2. d 3. d

**III.** 1. c 2. d 3. c 4. d 5. a 6. a 7. b 8. a

**IV.** 1. Have you ever taken 2. provide 3. spent 4. has been

**V.** 1. addiction 2. nomads 3. further/ farther 4. populated

**VI.** 1. g 2. h 3. d 4.f 5.e 6. a 7. b 8.c

**VII. A.** 1.F 2. T 3. T 4. F

**B.** 1. The other name of the Hmong is Meo.

2.The Hmong came to Vietnam at the beginning of the 19th century.

3.The Hmong of Sa Pa are called Black Hmong because of their predominantly black clothing.

4.The Hmong grow rice on terraces.

**IX.** 1. It’s very exciting to fly a kite in the countryside.

2. I started to do/ doing voluntary work three years ago.

3. I spent two hours walking to her village.

Planning date: 20. 10. 2021 Teaching date: 26(8A,C)/10/2021

***Period 26***

**MID-TERM WRITTEN TEST**

**I. OBJECTIVES:** By the end of the lesson:

**1. Knowledge:** Ss can do self- assessment the language they have learnt include: pronunciation, vocabulary and grammar they have learnt from unit 1-2-3 by doing exercises.

**- Vocabulary:** related to topic related to leisure activities, Life in the countryside, People of VN.

**- Grammar:** tenses, Article, verbs of liking, connectives, preposition

**2. Skills**: reading, writing

**3. Attitude:** Ss review the knowledge from Unit 1- 3and do self- assessment

**4. Competencies:**

- Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

**II. PREPARATION:**

**Teacher:** tests

**Students:**

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

**IV. PROCEDURE:**

**A. Matrix**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge & skills** | **Topics/ curriculum**  **Unit 1-3** | **Recognition** | | **Comprehension** | | **Application** | | | | **Total-mark** |
| **MCQ** | | **Compose** | |
| **MCQ** | **Compose** | **MCQ** | **Compose** | **Low** | **High** | **Low** | **High** |
| **PART I: PHONETICS** | voiless sound  /i / vus /ai/  *1st,2nd, tress*  *syllabel* | ***8*** items |  |  |  |  |  |  |  | ***8*** |
|  |  | ***2.0*** |  |  |  |  |  |  |  | ***2.0*** |
| **PART III: GRAMMAR AND VOCAB** | Leisure activities  Life in the countryside  People of VN | **8**  items |  | **4**  items |  | **4** |  |  |  | ***16*** |
|  |  | ***2.0*** |  | ***1.0*** |  | ***1.0*** |  |  |  | ***4.0*** |
| **PART IV:**  **READING COMPREHENSION** | Leisure activities  Life in the countryside  People of VN |  |  | **4** items |  |  |  | **4**  items |  | ***8*** |
|  |  |  |  | ***1.0*** |  |  |  | ***1.0*** |  | ***2,0*** |
| **PART V:**  **WRITING** | Life in the countryside  People of VN |  | 2  items |  | 2 items |  |  | 2 items | 2  items | ***8*** |
|  |  |  | ***0.5*** |  | ***0.5*** |  |  | ***0.5*** | ***0.5*** | ***2.0*** |
| **Total level** |  | **16** | **2** | **8** | **2** | **4** |  | **6** | **2** | ***40*** |
|  |  | ***4.0*** | ***0.5*** | ***2*** | ***0,5*** | ***1.0*** |  | ***1,5*** | ***0,5*** | ***10*** |

# **TEST 1**

# I.PHONETICS:

# A. Choose the word that has the underlined part pronounced differently from the others( 1pt)

|  |  |  |  |
| --- | --- | --- | --- |
| 1.A. detest | B. exciting | C. email | D. rely |
| 2.A. language | B. transport | C. relax | D. buffalo |
| 3. A. socialized | B. addicted | C. satisfied | D. earned |
| 4. A.computer | B. communicate | C. culture | D. centre |
| **B. Choose the word which has a different stress pattern from the others. (1pt)** | | | |
| 1. A. boring | B. project | C.enjoy | D.sticker |
| 2. A. relax | B. virtual | C. prefer | D. effect |
| **3.** A. socialize | B.activity | C. technology | D. computer |
| 4. A. happily | B. community | C**.** colorful | D.buffalo |
| **II. GRAMMAR AND VOCABULARY** | | | |

**A. Choose the best answer by circling A, B, C or D. (3 pts)**

1. Why don’t you apply for this job? It looks right \_\_\_\_\_\_\_ your street.

A. on B. in C. at D. up

1. A boy is \_\_\_\_\_\_\_\_\_\_\_ the buffalo in the rice field.

A. herding B. Fighting C. Playing D. running

1. Cathy got up early; \_\_\_\_\_\_\_\_\_\_ , she did not catch the train.

A. therefore B. However C. Although D. so

1. My sister enjoys \_\_\_\_\_\_\_. She usually walks around the mall, but not buying anything.

A. going shopping B. hanging out C. window shopping D. doing DIY

1. His parents feel very sad and upset because he’s \_\_\_\_\_\_\_\_\_\_ to computer games.

A. addiction B. Addicted C. Addictive D. addict

1. Life in a small town is \_\_\_\_\_\_\_ than that in a big city.

A. much peaceful B. peaceful C. much more peaceful D. more peacefully

1. Tuan: “My favorite leisure activity is people watching.”-Hoa: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_”

A. That sounds so weird! B. OK. That’s what you’ve chosen.

C. That’s all right. D. Sure. It’s very entertaining.

1. We found the film \_\_\_\_\_\_\_\_\_\_because of the excellent actors and actresses.

A. interest B. interested C. interesting D. interestingly

**2. Mark the letter A, B, C or D to indicate the underlined part that needs correction in each of the following sentences.(1pt)**

1. The students ought to learn the lessons careful before the exams.

A. to learn B. students C. careful D. exams

1. It is interested to watch Disney channel everyday.

A. is B. interested C. watch D. everyday

3. When you like play game online, be careful when you make friends with strangers.

A. game online B. play C. careful when D. with

4. The clothing of one group is quite differently from that of other groups.

A. clothing B. one group C. differently D. of other

# **3. Give the correct form of the verbs in brackets to complete the sentences. (1pt)**

1. Children in this village adore (fly)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ kites on summer afternoons.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you/ ever/ take) a trip to the countryside? It’s really interesting!

3. I prefer (make) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ craft to drawing a picture.

4. Nomadic children learn \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (herd) the cattle when they are small.

# **PART III. READING (2 points)**

# **1. *Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.* ( 1pt)**

The Muong are among the ethnic minority groups that have big populations in Vietnam. The Muong has a population of 1.3 million people from their six sub-groups, such as Mol, Mual, Moi, Moi Bi, Au Ta and Ao Ta. They are largely concentrated in the provinces of Hoa Binh and Thanh Hoa particularly in mountainous districts. Their language belongs to the Viet-Muong group and they hold many ceremonies year round.

The Muong have practiced farming for a long time and wet rice is their main food staple. Most of their family’s other income is generated through the exploitation of forest products including mushrooms, dried fungus, ammonium, and sticklac. The Muong have diverse folk arts including folk songs and poems, sorcerer’s worshiping songs, tales, proverbs, lullabies, and riddle songs. The gong is the most popular musical instrument along with the flute, the two-string violin, the drum, and the panpipe

1. What is the population of the Muong?

2. Where do the Muong mostly live?

3. What is the main food product of the Muong?

4. Is the gong the most popular musical instrument of the Muong?

**2.** **F Complete the passage with suitable phrases/ p in the box:**

***In addition –In short -In my opinion -Besides***

**My favorite leisure activity is listening to music.**

(1)\_\_\_\_\_\_\_\_, listening to music not only helps me relax but also provides me with musical knowledge. I also like the time that I can lie lazily in bed, put on the small earphone with my iPod and enjoy any favorite songs of many kinds of music: pop, hip-hop, rock or jazz. I like pop music very much because I think it is gentle and suitable for teenagers. I listen to rock music when I am sad and after that I feel cheerful and happy. I think music from other countries is also good for teenagers to understand other cultures. (2)\_\_\_\_\_\_\_\_ that, the lyrics are easy to understand and interesting. (3)\_\_\_\_\_\_\_\_\_, it can improve my English and listening skills. (4)\_\_\_\_\_\_\_\_, music is an important part of my life and it helps me love my life more.

# **IV. WRITING (2 pts)**

**1. Rewrite the sentences in such a way that they mean the same as the original sentences. (1 pt)**

1. She enjoys going to the suburbs and painting pictures of natural landscapes.

=> She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Living in a big city is more convenient than living in a village.

=> Living in a village is less\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. It took me two hours to walk to her village. =>I spent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Flying a kite in the countryside is very exciting. => It’s\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Rearrange these words to make meaningful sentences. (1 pt)**

1. from / is/ school/ 2 kilometers/ It/ my/ about/ to/ house/.

2. you / watching TV/ How much time/ spend /do/ every day?

3. harmful to /hours/ Surfing the Net / can be/ too many/ your health/.

4. I/ easy / give / my / stolen/ because /personal information/ to/ websites/ it’s / don’t / to be/.

***TEST 2***

**Part I. Phonetic (2pts)**

***A. Choose the word whose underline part is pronounced differently from the others*. (1pt)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1.A. sound | B. out | C. found | D.enough |
| 2. A. terraced | B. satisfied | C. hooked | D. relaxed |
| 3. A. adore | B. boring | C. minor | D. northern |
| 4. A. community | B. custom | C. costume | D. museum |

***B. Choose the word whose underline stress is pronounced differently from the others*. (1pt)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. A. adore | B.bracelet | C. gather | D.ethnic |
| 2. A. generous | B. nomadic | C. interesting | D. comfortable |
| 3. A. colorful | B. buffalo | C. blackberry | D. convenient |
| 4. A. active | B. commune | C. diverse | D. heritage |

**Part II. Vocabulary and grammar  (2pts)**

**A. Choose the best answer A, B, C, D**

1. On the side of road , a boy is herding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A . kites B. hay C. cattle D. rice

2. The youth people are hooked \_\_\_\_\_\_\_\_\_ cleaning the beach and feeding the animals.

A. in B. on C. for D. of

3. Many parents don’t mind \_\_\_\_\_\_\_\_\_\_\_\_ with their teenage sons or daughters.

A. communicate B. communicated C. communicates D. communicating

4. The \_\_\_\_\_ have to work much harder than usual to save the dying animals from the forest.

A. volunteers B. volunteer C. voluntary D. voluntarily

5. I think country life is so boring and \_\_\_\_\_\_\_\_\_\_\_ because it's far from shops and services.

A. unhealthy B. comfortable C. inconvenient D. peaceful

6. Their family have moved to the city \_\_\_\_\_\_\_\_ 2001.

A. at B. for C. in D. since

7. The Kinh have the largest number of people, \_\_\_\_\_\_\_\_ for 86% of the population.

A. holding B. taking C. accounting D. numbering

8 ‘I find it hard to build a toy car.’ ‘But \_\_\_\_\_\_\_\_’

A. my pleasure B. it’s my fault.

C. it sounds great! D. it’s right up your street!

**B. Supply the correct tense or form of the verbs in brackets. (1pt)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you/ ever/ take) a trip to the countryside? It’s really interesting!

2. When I was a kid, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (spend) hours gleaning rice from paddy fields.

3. Do you fancy \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (come) on a day trip to my uncle’s form next Saturday?

4. Nomadic children learn \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (herd) the cattle when they are small.

**C. Choose the underlined word or phrase, A, B, C or D that needs correcting. (1pt)**

1. The students ought to learn the lessons careful before the exams.

A. to learn B. students C. careful D. exams

1. It is interested to watch Disney channel everyday.

A. is B. interested C. watch D. everyday

3. When you like play game online, be careful when you make friends with strangers.

A. game online B. play C. careful when D. with

4. The clothing of one group is quite differently from that of other groups.

A. clothing B. one group C. differently D. of other

**Part III. Reading : (2pts)**

**A. Choose the word which best fits each gap . (1pt).**

***In addition –In short -In my opinion -Besides***

My favorite leisure activity is listening to music. (1)\_\_\_\_\_\_\_\_\_\_, listening to music not only helps me relax but also provides me with musical knowledge. I also like the time that I can lie lazily in bed, put on the small earphone with my iPod and enjoy any favorite songs of many kinds of music: pop, hip-hop, rock or jazz. I like pop music very much because I think it is gentle and suitable for teenagers. I listen to rock music when I am sad and after that I feel cheerful and happy. I think music from other countries is also good for teenagers to understand other cultures. (2)\_\_\_\_\_\_\_\_\_ that, the lyrics are easy to understand and interesting. (3)\_\_\_\_\_\_\_\_\_, it can improve my English and listening skills. (4)\_\_\_\_\_\_\_\_\_, music is an important part of my life and it helps me love my life more.

**B. Read the passage and answer the questions. (1pt)**

**The Tay**

The Tay live mainly in the Northeastern part of Viet Nam. They live in large and crowded villages with hundreds of houses. They live in houses built on stilts. They are mainly farmers and they grow rice on terraced fields. They also raise cattles and poultry.Tay traditional dress is made from homegrown cotton. There is usually not much embroidery or other decorations. Women wear skirts or trousers, with short shirts inside and long one on the outside. They have many festivals and holidays in a year. The Lunar New Year and the mid-July festivals are the most lavishly organized. During festivals, people in many places play Con throwing, badminton, tug-of-war, dragon dancing, or chess. The Tay eat mainly sticky rice. On festival occasions, they make many kinds of cakes, such as banh chung (sticky rice square cakes), banh day (sticky rice round cakes) or banh khao (cakes made of white rice flour).

1. Where does The Tay live?

2. What does Tay women wear?

3. Which festivals are the most lavishly organized?

4. Do people play Con throwing, badminton, dragon dancing on festivals?

**Part IV. Writing (2,0pts)**

**A. Complete the sentences with the words given** ( 1pt)

1. My parents/ often/ tell/ stories/ their life/ the past
2. Which ethnic group/ second largest population/ Vietnam?.

3. We / adored /do / aerobics / free time.

4. They / decorate / their houses / since 8 p.m

**B. .Complete the second sentence so that it means the same as the sentence before it( 1,5pts)**

1. Mount Everest is the highest mountain in the word-> No mountain ................................

2. He spent two hours watching TV everyday . -> It took .............................................

3. It is 5 years since Tom and Mary got married . -> Tom and Mary have....................................

4. Lan is fond of hanging out with her friends on Sunday -> Lan Likes ..............................................