

**Period:13/ Week: 6****Date of planning: 9.10. 2022****UNIT 2: LIFE IN THE COUNTRYSIDE****Lesson 6: Skills 2****I. OBJECTIVES:****Knowledge**

- Practice listening for specific information about the topic of life in a mountainous village
- Practice writing a passage about how life changes today.
- Develop reading and writing skills.

**Skills** : Listening, Writing**Attitude:** understand the changes in the village**Competences:** Sts listen and write the changes in the village**II. TECHNIQUES:**

- Group work, individually, pairwork, ask and answer the questions, matching, multiple choice.

**III. TEACHING AIDS:**

- Text book, pictures, posters.

**IV. TIME:** 45 minutes**V. PROCEDURES:**

<b>T</b>	<b>Teacher's activities</b>	<b>Students' activities</b>	<b>Contents</b>
2'	- Have Ss discuss the question.	- Discuss and answer the questions.	<b>I. Warm up: Chatting</b> - Do you like city life or country life? - Why?
5'	- Give Ss time to look at the changes (A-F). Then play the recording and Ss tick	-Work individually then compare answers with their partner.	<b>II. New lesson:</b> <b>1. Listen to a boy talking about changes in his village and tick the changes he mentions.</b> <b>Key:</b>

6'	<p>the changes which are mentioned.</p> <p>- Have Ss read the sentences. Then listen to the recording again and complete the exercise.</p> <p>-Correct answers</p>	<p>-Work individually then compare answers with their partner.</p>	<p>A.....The roads in the village</p> <p>B...✓...Electrical appliances in the homes</p> <p>C...✓...Means of transport</p> <p>D.....Entertainment</p> <p>E...✓...School</p> <p>F...✓...Visitors</p> <p><b>2. Listen again and say if the sentences are true(T) or (F).</b></p> <p><b>Key:</b></p> <p>1. F    2. T    3. F    4. T    5. T</p>
7'	<p>- Ask Ss to read the questions first to see what kind of information they need to find.</p> <p>- Play the recording 2or 3 times</p>	<p>-Work individually to read the questions then listen and write down the answers and compare.</p> <p>-Listen and decide what word/phrase to write down for the answer. Then compare their answers with a partner.</p>	<p><b>3. Listen again and answer the questions in no more than 4 words.</b></p> <p><b>Key:</b></p> <p>1. His parents</p> <p>2. Life outside their village.</p> <p>3. Nearby/Near the village .</p> <p>4. The way of life.</p>
13'	<p>- Ask Ss to remind Ss of the changes in the village from the listening passage. Then use the information and the example given in 4 to write their opinions about the changes.</p>	<p>- Remind Ss of the changes in the village from the listening passage.</p>	<p><b>*Writing:</b></p> <p><b>4. What do you think?</b></p> <p><b>Which change(s) in the listening do you see as positive?Which do you see as negative.Support your opinion with a reason. Write it out.</b></p> <p>(Text book- page 23)</p>

<p>10'</p>	<p>-Ask ss to write a passage about the changes</p> <p>- Ask ss to write on the board</p> <p>- Give any corrections</p>	<p>- Work individually to write a passage about the changes.</p> <p>-Write on the board</p>	<p><b>* Production.</b></p> <p><b>6. Write a short paragraph about the changes.</b></p> <p><u>A suggested paragraph:</u></p> <p>I live in the countryside. There are a lot of changes in my village. Firstly, there is electricity everywhere. So people now have TV and many other electric appliances. Life is getting better and better. Secondly, people now live in comfortable houses such as brick houses and modern houses. Medical facilities are more accessible. Children go to school and have beautiful clothes. Every house has motorbike and bike. They have more time for entertainment.</p> <p><b>III. Homework :</b></p> <p>- Complete the writing and practice talking “How life changes in rural area”.</p> <p>-Do part 5 P. 23 in the textbook.</p> <p>-Do exercise in workbook.</p> <p>- Prepare for Looking back+ Project.</p>
<p>2'</p>	<p>-Give homework</p>	<p>-Copydown</p>	

**EVALUATION:**

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**Period:14/ Week: 6**

**Date of planning: 9.10. 2022**

## **UNIT 2: LIFE IN THE COUNTRYSIDE**

### **Lesson 7: Looking Back and Project**

#### **I. OBJECTIVES**

##### **Knowledge**

- Review and do exercises about the vocabulary and the grammar notes they have learnt during this unit.

- **Grammar:** Use comparative forms of adverbs of manner

**Skills:** Reading, Speaking

**Attitude:**

**Competences:** Sts do some exercises

#### **II. TECHNIQUES:**

- Group work, individually, pairwork, ask and answer the questions, matching, multiple choice.

#### **III. TEACHING AIDS:**

-Text book, pictures, posters.

**IV. TIME:** 45 minutes

#### **V. PROCEDURES:**

T	Teacher's activities	Students' activities	Contents
5'	-Have Ss complete this exercise individually or in pairs.	- Complete the task individually or in pairs.	<p><b>I. Warm up:</b> <u>Match words and phrases in the box to describe the pictures (1p.24)</u></p> <p><b>Key:</b></p> <p><u>Picture a:</u> peaceful, vast, quiet, pasture, paddy field</p> <p><u>Picture b:</u> quiet, colourful, paddy field, harvest time, rice</p> <p><u>Picture c:</u> peaceful, vast, quiet, nomadic life, inconvenient, ger, pasture, cattle, horses</p>

12'	<p>- Have Ss look at each picture and complete this exercise individually or in pairs. Then compare with others.</p> <p>-Call Ss to answer</p> <p>- Correct</p>	<p>- Complete the task individually or in pairs. Then compare with others.</p> <p>- Answer</p> <p>- Copy down</p>	<p><b>II.New lesson:</b></p> <p><b>2. Look at the pictures and write a sentence describing what each person is doing.Use the verbs in brackets.</b></p> <p><b>*Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. A boy is riding a horse</li> <li>2. A man is herding his cattle/sheep.</li> <li>3. A girl is picking apples.</li> <li>4. A boy is flying a kite.</li> <li>5. The children are running around in the fields/countryside.</li> <li>6. A woman is collecting water from the river.</li> </ol>
9'	<p>- Have Ss do the exercises in activities 3,4 page 24</p> <p>- Give feedback.</p>	<p>- Complete these tasks individually and share the answers with a partner.</p> <p>- Copy down</p>	<p><b>3. Look at the pictures and complete the sentences, using suitable comparative forms of the adverbs in brackets.</b></p> <p><b>*Key:</b></p> <ol style="list-style-type: none"> <li>1. faster than</li> <li>2. earlier than</li> <li>3. better-than</li> <li>4. more skillfully than</li> <li>5. more beautifully-than</li> </ol>
10'	<p>-Read the situations and complete the sentences with forms of the adverbs in brackets.</p> <p>- Share your partner</p> <p>- Give feedback</p> <p>- Have Ss work in groups. They take turns to ask the questions</p>	<p>- Work individually</p> <p>- Share</p> <p>- Answer</p>	<p><b>4. Read the situations and complete the sentences with forms of the adverbs in brackets.</b></p> <p><b>*Key:</b></p> <ol style="list-style-type: none"> <li>1...faster than a camel.</li> <li>2...more happily than those in the city.</li> <li>3...more heavily on the weather than people in many other jobs.</li> <li>4...worse than I do</li> </ol>

6'	<p>and note down the answers.</p> <p>The group then assigns a group representative to report their findings to the class.</p>	<p>- Work in groups to ask the questions and note down the answers.</p> <p>The group then assigns a group representative to report their findings to the class.</p>	<p><b>*Production</b></p> <p><b>5. Work in groups_</b></p> <p>Ss take turns to ask the questions and note down the answers.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><b>Person's name</b></td> <td style="text-align: center;"><b>Activity</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> </tr> </table>	<b>Person's name</b>	<b>Activity</b>	1		2		3		4	
<b>Person's name</b>	<b>Activity</b>												
1													
2													
3													
4													
3'	<p>- Give and guide ss to do</p>	<p>-Listen and copy down</p>	<p><b>III.Homework:</b></p> <p>- Review all vocabularies and grammars of Unit 2.</p> <p>- Complete exercises of Unit 2 in workbook.</p> <p>-Do part project in the textbook.</p> <p>-Prepare for Unit 3(Getting Started)</p>										

**\*EVALUATION** .....

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**Period:15/ Week: 6****Date of planning: 9.10. 2022****UNIT 3: PEOPLES OF VIET NAM****Lesson1:Getting Started****I. OBJECTIVES****Knowledge**

- Use the lexical items related to “Cultural groups of Viet Nam”
- Practice listening and speaking with the lexical items related to the topic

**Vocabulary:** ethnic - ethnic group (n), ethnic minority  
 people (n) - custom (n),...

**Grammar:** Use articles a, an, the

**Skills:** Reading, listening

**Attitude:** know some peoples of  
 Viet Nam

**Competences:** Sts read and understand some peoples of Viet Nam

**II. TECHNIQUES:**

- Group work, individually, pairwork, ask and answer the questions, gap-fill, matching.  
 Quick quiz


**III. TEACHING AIDS:**

- Text book, TV,CD, cassette,









**IV. TIME:** 45 minutes

**V. PROCEDURES:**

T	Teacher's activities	Students' activities	Contents
3'	- Have Ss talk about the picture. <i>1. What can you see in the picture?</i> <i>2. Do you know these characters?</i>	- Look at the picture and guess.	<b><u>I. Warm up:</u></b> Have Ss look at the picture on to guess who the 3 persons in the picture are and what they are talking about.

<p>5'</p> <p>12'</p> <p>8'</p>	<p>3. <i>Where are they now?</i></p> <p>4. <i>What are they talking about?</i></p> <p>-Give feed back.</p> <p>- Introduce the topic “Cultural groups of Viet Nam”</p> <p>-Elicit vocabulary</p> <p>+Situation</p> <p>+Example</p> <p>+Visual</p> <p>+ picture</p> <p>+ picture</p> <p>- To know what they are talking about, let’s listen to the dialogue</p> <p>- Play the recording.</p> <p>- Ask ss to practice in groups of three</p> <p>- Ask Ss to the read the conversation again and do the exercise in pairs</p> <p>- Feedback</p> <p>- Have Ss work in pairs and let them check the answers in pairs or groups, then gives the keys.</p>	<p>- Listen</p> <p>-Listen and repeat (chorally/individually)</p> <p>-Listen and read</p> <p>- Groupwork</p> <p>- Pairs to find the correct words</p> <p>- In pairs to practice in front of class.</p>	 <p><b>II. <u>New lesson:</u></b></p> <p><b>* Presentation</b></p> <p><b>1. <u>Listen and read:</u></b></p> <p><b>*<u>Vocabulary:</u></b></p> <p>-ethnic (a) : (thuộc) dân tộc</p> <p>-ethnic group (n) : nhóm dân tộc</p> <p>-ethnic minority people (n) : người dân tộc thiểu số</p> <p>-custom (n) : phong tục , tập quán</p> <p>-discriminate (v) : phân biệt</p> <p>-museum of Ethnology(n) : bảo tàng Dân tộc học</p> <p><b>Practice:</b></p> <p><b>a. Find the opposite of these .....</b></p> <p>Key: 1. interesting 2. largest 3. minority 4. southern</p> <p><b>b. Read the conversation again and .....</b></p> <p><b>Key:</b></p> <p>1. They are in the Museum of Ethnology.</p> <p>2. They want to know about the ethnic groups of Viet Nam.</p> <p>3. There are 54 (ethnic groups).</p>
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<p>10'</p>	<p>- Let Ss work in pairs and match write the words/ phrases under the right pictures. Then have Ss listen, repeat and check.</p>	<p>- Listen and correct.</p> <p>- Work in pairs and write the words/ phrases under the right pictures. Then have Ss listen, repeat and check.</p>	<p>4. The Viet have the largest population. 5. Yes, they do.</p> <p><b>2. Use the words and phrases ..... .</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">               1. _____         </div> <div style="text-align: center;">               2. _____         </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">               3. _____         </div> <div style="text-align: center;">               4. _____         </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">               5. _____         </div> <div style="text-align: center;">               6. _____         </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">               7. _____         </div> <div style="text-align: center;">               8. _____         </div> </div> <p><b>Key:</b></p> <p>1. five-coloured stickey rice              2. terraced fields              3. festival              4. folk dance</p>
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<p>5'</p>	<p>- Have Ss work individually to do the task. Then check their answers.</p> <p>- Explain how to play the game and call some Ss to talk before the class.</p> <p>- Give corrections</p>	<p>- Work individually to do the task and compare the answers with a partner</p> <p>- Give the answers</p> <p>- Have to write and take notes, then some of them talk and report their result to the class.</p> <p>-Answer</p>	<p>5. Open-air market          6. Musical instrument</p> <p>7. costume                      8. stilt house</p> <p><b>3. Complete the following sentences</b> ...</p> <p>Key: 1.ethnic                  2.heritage site</p> <p>3.stilt houses                4.festivals</p> <p>5.member                      6.terraced fields</p> <p><b>*Production:</b></p> <p><b>4. Game: Quick quiz</b> <i>Students' asking and answering</i></p> <p>Key:</p> <p>1. Which ethnic group has the smallest population?</p> <p>2. Do the Hmong have their own language?</p> <p>3. Where do the Coho live? 4. What colour is the Nung's clothing?</p> <p>5. Which group has a larger population, the Tay or the Thai?</p> <p>6. Whose arts are displayed at a museum in Da Nang?</p> <p><b>III.Homework :</b></p> <p>- Learn vocabulary by heart.</p> <p>-Practice the conversation fluently.</p> <p>-Do 1c,d P. 27 in the textbook.</p> <p>- Do exercise 1,2 P.16 in workbook</p> <p>- Prepare for (A closer look 1)</p>
<p>2'</p>	<p>-Give homework</p>	<p>-group work- Copydown</p>	

**\*EVALUATION:**.....  
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**Period:16/ Week: 6****Date of planning: 9.10. 2020****UNIT 3: PEOPLES OF VIET NAM****Lesson 2: A closer look 1****I. OBJECTIVES****Knowledge**

- Use the lexical items related to “Cultural groups of Viet Nam”
- Pronounce words containing the clusters /sk/, /sp/ and /st/ correctly in isolation and in context


**Vocabulary:** insignificant, complicated, basic, waterwheel**Grammar:** Use articles a, an, the**Skills:** Speaking, listening**Attitude:** know some traditional symbols of peoples of Viet Nam**Competences:** Sts do some exercises**II. TECHNIQUES:**





- Group work, individually, pairwork, ask and answer the questions, matching.







**III. TEACHING AIDS:**

- Text book, TV,CD,computer.

**IV. TIME:** 45 minutes**V. PROCEDURES:**

<b>T</b>	<b>Teacher's activities</b>	<b>Students' activities</b>	<b>Contents</b>
3'	<ul style="list-style-type: none"> <li>-Have ss look at these pictures and write the names of each picture for 15s</li> <li>- Feedback</li> <li>- Congratulate the group which wins the game</li> </ul>	<ul style="list-style-type: none"> <li>-Look at these pictures and write the names of each picture.</li> <li>- Write on the board</li> </ul>	<b><u>I. Warm up</u></b> : Kim's game 

	<p>- To know more some words about the topic “ Peoples of Viet nam”, Let’s study “A closer look1”</p> <p><b>*Presentation</b></p> <p>-Elicit vocabulary</p> <p>-Synonym</p> <p>- Synonym</p> <p>- Picture</p> <p>-Picture</p> <p>- Explanation</p> <p>- Picture</p> <p><b>*Practice</b></p> <p>- Let Ss work in pairs to match the adjectives with their opposites.</p> <p>- Feedback</p> <p>- Give ss some words if they don’t know the meanings</p> <p>- Have Ss work individually to do the task. Some Ss may write</p>	<p>-Guessing and getting meaning of the vocab.</p> <p>- Work in pairs.</p> <p>- Share the answers</p> <p>- Copy</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;">     </div> <p><b>II. <u>New lesson</u></b></p> <p><b>*Vocabulary</b></p> <ul style="list-style-type: none"> <li>- insignificant (a) : không quan trọng</li> <li>- complicated (a) : phức tạp , rắc rối</li> <li>- waterwheel (n ) : bánh xe nước</li> <li>- basic ( adj) : cơ bản</li> </ul> <p><b>1. <u>Match the adjectives in A.....</u></b></p> <p><b>Key:</b> 1.d      2.c      3.g           4.a      5.f      6.e      7.b</p> <p><b>2. <u>Use some words in 1 to complete.....</u></b></p> <p><b>Key:</b> 1. written      2. traditional      3. important 4. simple, basic      5. rich</p> <p><b>3. <u>Work in pairs. Discuss what .....</u></b></p>
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<p>7'</p>	<p>the answers on the board. Check their answers.</p> <p>- Have Ss work in pairs and discuss what the words is for each picture. Check the answers with the class.</p>	<p>- Work individually to do the task. Some Ss may write the answers on the board. Check their answers.</p> <p>- Work in apairs and discuss what the words is for each picture. Check the answers with the class.</p>	  <p>1. c _____ y</p> <p>2. p _____ a</p>
<p>8'</p>			  <p>3.t.....e</p> <p>4.w.....l</p>   <p>5.s.....l ( khan pieu)      6.b.....t</p>
<p>5'</p>	<p>- Call ss to answer</p> <p>- Feedback</p>	<p>- Answer</p> <p>- Copy down</p>	<p><b>Key:</b></p> <p>1. ceremony    2. pagoda    3. temple (Ly Son)</p> <p>4. waterwheel (in the north)</p> <p>5. shawl (of the Thai women)</p> <p>6. basket (of the Sedang)</p> <p>:</p> <p><b>PRONUNCIATION /sk/, /sp/ and /st/</b></p> <p><b>4. <u>Listen and repeat.....</u></b></p>

5'	<ul style="list-style-type: none"> <li>- Have ss watch video</li> <li>- Play the recording and let Ss listen and repeat as many times as required.</li> </ul>	<ul style="list-style-type: none"> <li>- Watch</li> <li>- Listen and repeat.</li> </ul>	<p><b>* <u>Production.</u></b></p> <p><b>5. <u>Listen again and put .....</u></b></p> <p><b>Key:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 33%;">/sk/</td> <td style="text-align: center; width: 33%;">/sp/</td> <td style="text-align: center; width: 33%;">/st/</td> </tr> <tr> <td>skateboard</td> <td>speech</td> <td>stamp</td> </tr> <tr> <td>school</td> <td>display</td> <td>first</td> </tr> <tr> <td>basket</td> <td>crisp</td> <td>station</td> </tr> <tr> <td>task</td> <td>space</td> <td>instead</td> </tr> </table>	/sk/	/sp/	/st/	skateboard	speech	stamp	school	display	first	basket	crisp	station	task	space	instead
/sk/	/sp/	/st/																
skateboard	speech	stamp																
school	display	first																
basket	crisp	station																
task	space	instead																
2'	<ul style="list-style-type: none"> <li>- Play the recording again and let Ss listen carefully and put the words in the right columns.</li> <li>- Play the recording and let Ss listen and repeat as many times as required.</li> </ul> <p>- Give homework</p>	<ul style="list-style-type: none"> <li>- Listen carefully and put the words in the right columns.</li> <li>- Listen and repeat.</li> </ul> <p>- Copy down</p>	<p><b>* <u>Homework</u></b></p> <ul style="list-style-type: none"> <li>- Learn by heart all the new words.</li> <li>-Practice saying about “Cultural groups of Viet Nam”</li> <li>-Do part 6 P. 28 in the textbook.</li> <li>- Prepare: <b>Closer Look 2</b></li> </ul>															

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Period:17/ Week: 6

**UNIT 3: PEOPLES OF VIET NAM**

Date of planning: 9.10. 2022

**Lesson 3: A Closer Look 2****I. OBJECTIVES:****Knowledge**

- Use the lexical items related to “Cultural groups of Viet Nam”
- Use WH Question and articles “a, an, the”

**Vocabulary:**multicultural, diverse**Grammar:** Use articles a, an, the**Skills:** Speaking, reading**Attitude:** know some information about the village**Competences:** Sts do some exercises**II. TECHNIQUES:**

- Group work, individually, pairwork, ask and answer

**III. TEACHING AIDS:**

- Text book, CD, cassette,

**IV. TIME:** 45 minutes**V. PROCEDURES:**

T	Teacher's activities	Students' activities	Contents
2'	- Have Ss play a game  - Control	- Whole class play game.	<b><u>I. Warm up:</u></b>  Give 9 words about “WH-Questions” on the board and let Ss play game “Bingo”
3'	<b>Presentation</b> - Elicit to teach vocab. - Example - Translation  <b>Practice</b>	-Listen and repeat (chorally/individually)	<b><u>II. New lesson</u></b>  +Vocab: - multicultural (a) : đa văn hóa - diverse (a) : đa dạng  <b>Grammar: Questions: review</b>

3'	<p>-Give Ss about five minutes to read the passage. T may call on some Ss to read aloud to the class</p>	<p>- Read the passage. - Listen and take note.</p>	<p><b>1. <u>Read the passage.</u></b></p>
5'	<p>- Let Ss work in groups or in pairs and write questions for the answers given. - Have some Ss come up and write their questions on the board.  - Give feedback and correct.</p>	<p>- Work in groups or in pairs and write questions for the answers given.  - Openpairs</p>	<p><b>2. Now write questions for these answers.</b> <b>Suggested answers:</b> 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?</p>
5'	<p>- Ask Ss to work individually to complete the task. Then Ss compare their answers with a partner. - Give feedback</p>	<p>- Work individually to complete the task. Then compare their answers with a partner.  -Copy down</p>	<p><b>3. Complete the questions using.....</b> Key: 1. Who 2. Which 3. Which 4. Which 5. What  <b>Articles: a, an, and the</b> <b>a:</b> - used before a countable singular noun: Pao needs a costume for the festival. - used to mean any, every': A lion lives in the jungle. <b>an:</b> used instead of a before a noun beginning with a vowel sound:</p>



	<p>- Have Ss read the grammar box, then explain these uses of the articles.</p>		<p>There is an exhibition of Cham arts in the city.</p> <p><b>the:</b> - used before a noun that has already been mentioned or is easily understood:</p> <p>- used to refer to a noun that is the only, or obvious one of their kind:</p> <p>The Kinh speak Vietnamese.</p> <p>- used before superlative comparison of adjectives and adverbs:</p> <p>The Odu have the smallest number of people.</p>
5'	<p>- Let Ss work individually to do the task 5. Then share with your partner.</p>	<p>- Listen and copy down</p>	<p><b>5. Underline the correct article to.....</b></p> <p><b>Key:</b> 1. a      2. the          3. the      4. the          5. the      6. a</p>
5'	<p>- Give corrections.</p>	<p>- Work individually to do the task 5. Then share with a partner.</p>	<p><b>*Production:</b></p> <p><b>6. Insert <u>a, an, the</u> in each gap to finish the passage.</b></p> <p><b>Key:</b> 1. a              2. a/the      3. the          4. an/the      5. the      6. an*</p> <p><b>* Homework</b></p> <p>- Learn by heart all the use of a,an.the</p>
2'	<p>- First, have Ss read the passage without paying attention to the blanks.</p> <p>- Have Ss work individually to do the task 6.</p> <p>- Helping Ss to do</p>	<p>- Correct</p> <p>- Read the passage without paying attention to the blanks.</p> <p>- Work individually to do the task 6.</p> <p>- Correct mistakes</p> <p>- Listen and copy</p>	<p>- Do exercise 2, 3 P17.18</p> <p>- Do part 4 P. 29 in the textbook.</p> <p>- Prepare: Communication</p>

**\*EVALUATION****TEST 15 MINUTES No 1****Đề bài****I. Choose the best answer for each blank.**

1. My dad doesn't mind \_\_\_\_\_ my mom from work every day.  
A. pick up      B. picked up      C. picking up      D. picks up
2. Using computers too much may have harmful effects \_\_\_\_\_ your minds and bodies  
A. on      B. to      C. with      D. onto
3. I love the people in my village. They are so \_\_\_\_\_ and hospitable.  
A. friendly      B. vast      C. slow      D. inconvenient
4. People in the countryside live \_\_\_\_\_ than those in the city.  
A. happy      B. more happily      C. happily      D. less happy
5. He \_\_\_\_\_ chess for 2 years.  
A. has played      B. played      C. playing      D. plays
6. Nga likes \_\_\_\_\_ when she is free.  
A. to cook      B. cooking      C. cook      D. cooked

**II. Find the word which has a different sound in the part underlined.**

7. A. safety      B. electricity      C. myself      D. anything
8. A. tiger      B. fire      C. stripe      D. prince
9. A. fun      B. sun      C. surf      D. cut
10. A. high      B. sight      C. this      D. find

**\*Keys**

1. C	2. A	3. A	4. B	5. A	6. B	7. C	8. D	9. C	10. C
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