

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

SÁCH HỌC SINH

TẬP MỘT

8



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

[baitap365.com](http://baitap365.com)

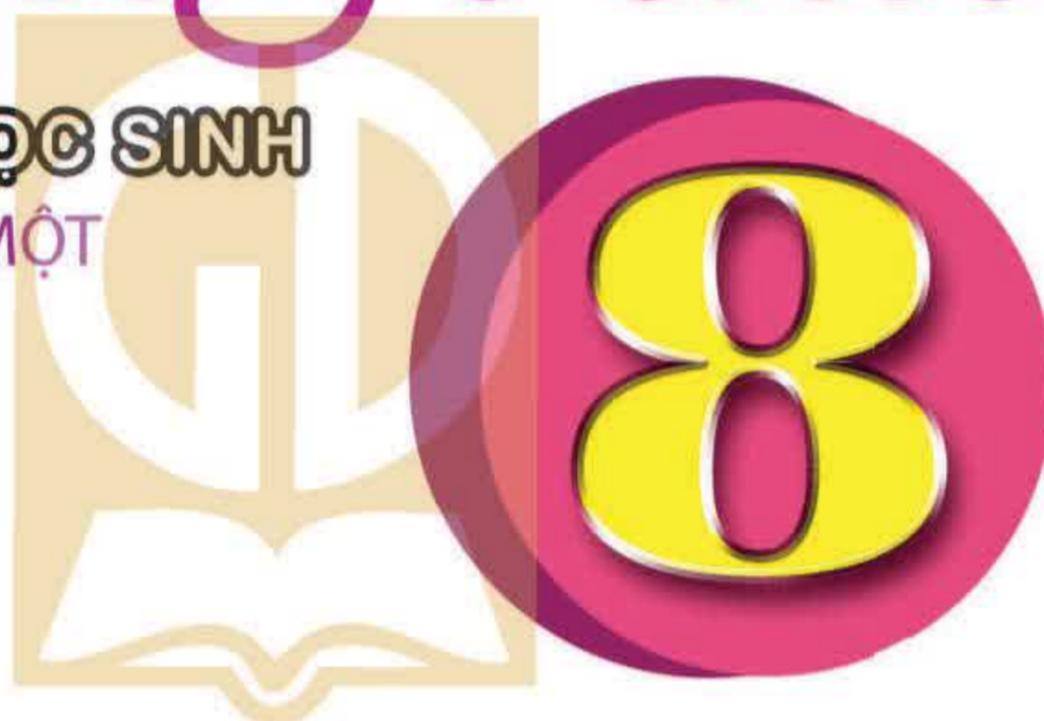
PEARSON

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)  
NGUYỄN THỊ CHI – LÊ KIM DUNG – PHAN CHÍ NGHĨA – NGUYỄN THỤY PHƯƠNG LAN – VŨ MAI TRANG  
Với sự cộng tác của DAVID KAYE

# Tiếng Anh

SÁCH HỌC SINH  
TẬP MỘT



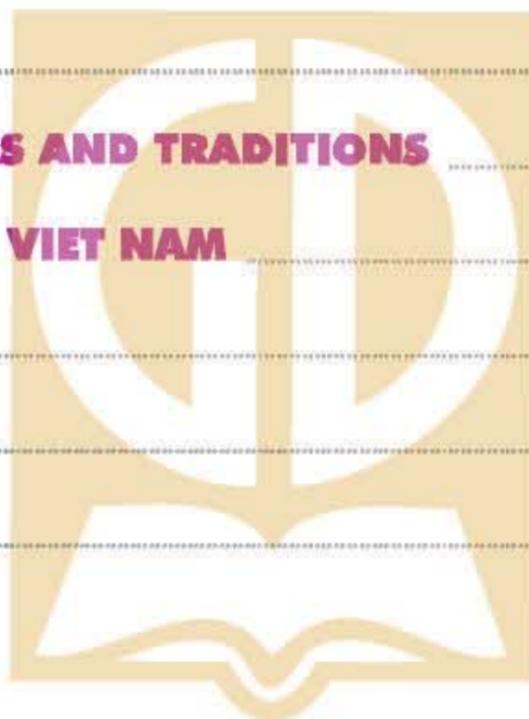
NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

[baitap365.com](http://baitap365.com)

# CONTENTS

	Page
<b>BOOK MAP</b> .....	4
<b>UNIT 1: LEISURE ACTIVITIES</b> .....	6
<b>UNIT 2: LIFE IN THE COUNTRYSIDE</b> .....	16
<b>UNIT 3: PEOPLES OF VIET NAM</b> .....	26
<b>REVIEW 1</b> .....	36
<b>UNIT 4: OUR CUSTOMS AND TRADITIONS</b> .....	38
<b>UNIT 5: FESTIVALS IN VIET NAM</b> .....	48
<b>UNIT 6: FOLK TALES</b> .....	58
<b>REVIEW 2</b> .....	68
<b>GLOSSARY</b> .....	70



## LỜI NÓI ĐẦU

**Tiếng Anh 8, Tập Một** được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh thí điểm cấp Trung học cơ sở do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 01/QĐ-BGDĐT ngày 03 tháng 01 năm 2012, tiếp theo **Tiếng Anh 7**. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp) để phát triển năng lực giao tiếp bằng tiếng Anh thông qua bốn kỹ năng nghe, nói, đọc và viết, trong đó, ưu tiên phát triển hai kỹ năng nghe và nói. Trong **Tiếng Anh 8, Tập Một**, việc học là trung tâm, học sinh là chủ thể của quá trình dạy học, trong đó tâm lý lứa tuổi của học sinh Trung học cơ sở, các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh, được đặc biệt coi trọng.

**Tiếng Anh 8, Tập Một** được biên soạn xoay quanh hai chủ điểm (Theme) gắn gũi với học sinh: *Our Communities* và *Our Heritage*. Mỗi chủ điểm được chia thành ba đơn vị bài học (Unit) tương ứng với ba chủ đề (Topic) của Chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kỹ năng ngôn ngữ học sinh đã được học và rèn luyện.

**Tiếng Anh 8, Tập Một** được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy tiếng Anh Trung học cơ sở ở Việt Nam với sự hợp tác chặt chẽ về chuyên môn và kỹ thuật của Tập đoàn Xuất bản Giáo dục Pearson.

Các tác giả rất mong nhận được những ý kiến đóng góp của các nhà giáo, học sinh, phụ huynh học sinh và đông đảo bạn đọc quan tâm để sách được hoàn thiện hơn.

*Các tác giả*

		Reading	Listening
	<b>Unit 1: Leisure activities</b>	- Reading for general and specific information about the possible effects of spending too much time on the computer	- Listening for specific information about ways of spending time with friends
	<b>Unit 2: Life in the countryside</b>	- Reading for specific information about an unusual lifestyle in the countryside: Mongolian nomadic life	- Listening for specific information about changes in the countryside
	<b>Unit 3: Peoples of Viet Nam</b>	- Reading for specific information about an ethnic group	- Listening for specific information about a traditional speciality
<b>REVIEW 1</b>			
	<b>Unit 4: Our customs and traditions</b>	- Reading for specific information about family customs and traditions	- Listening for specific information about a traditional dance of an ethnic group in Viet Nam
	<b>Unit 5: Festivals in Viet Nam</b>	- Reading for specific information about two festivals in Viet Nam	- Listening for general and specific information about a traditional festival
	<b>Unit 6: Folk tales</b>	- Reading for specific information about a fairy tale	- Listening for specific information about a fairy tale
<b>REVIEW 2</b>			

Speaking	Writing	Language Focus
- Talking about 'good' and 'bad' sides of leisure activities	- Writing to discuss an opinion about leisure activities	- Verbs of liking + gerunds - Verbs of liking + to-infinitives - Clusters: /br/ and /pr/
- Talking about what you like or dislike about life in the countryside	- Writing about changes in the countryside.	- Comparative forms of adjectives: review - Comparative forms of adverbs - Clusters: /bl/ and /cl/
- Talking about life of an ethnic group	- Writing about how to cook a traditional dish	- Questions: review - Articles (some uses) - Clusters: /sk/, /sp/ and /st/
- Talking about family customs and traditions	- Writing about a traditional dance	- <i>Should</i> and <i>shouldn't</i> : review - <i>have to</i> - Clusters: /spr/, /str/
- Talking about the reasons for going to a festival and the things to take when attending a festival	- Writing about a festival	- Simple sentences and compound sentences: review - Complex sentences - Stress of words ending in <i>-ion</i> and <i>-ian</i>
- Talking about a legend/ folk tale/ fairy tale/ fable	- Narrating a legend/ folk tale/ fairy tale/ fable	- Past simple: review - Past continuous - Intonation in exclamatory sentences

**GETTING STARTED****It's right up my street!****THIS UNIT INCLUDES:****VOCABULARY**

Leisure activities

**PRONUNCIATION**

Clusters: /br/ and /pr/

**GRAMMAR**

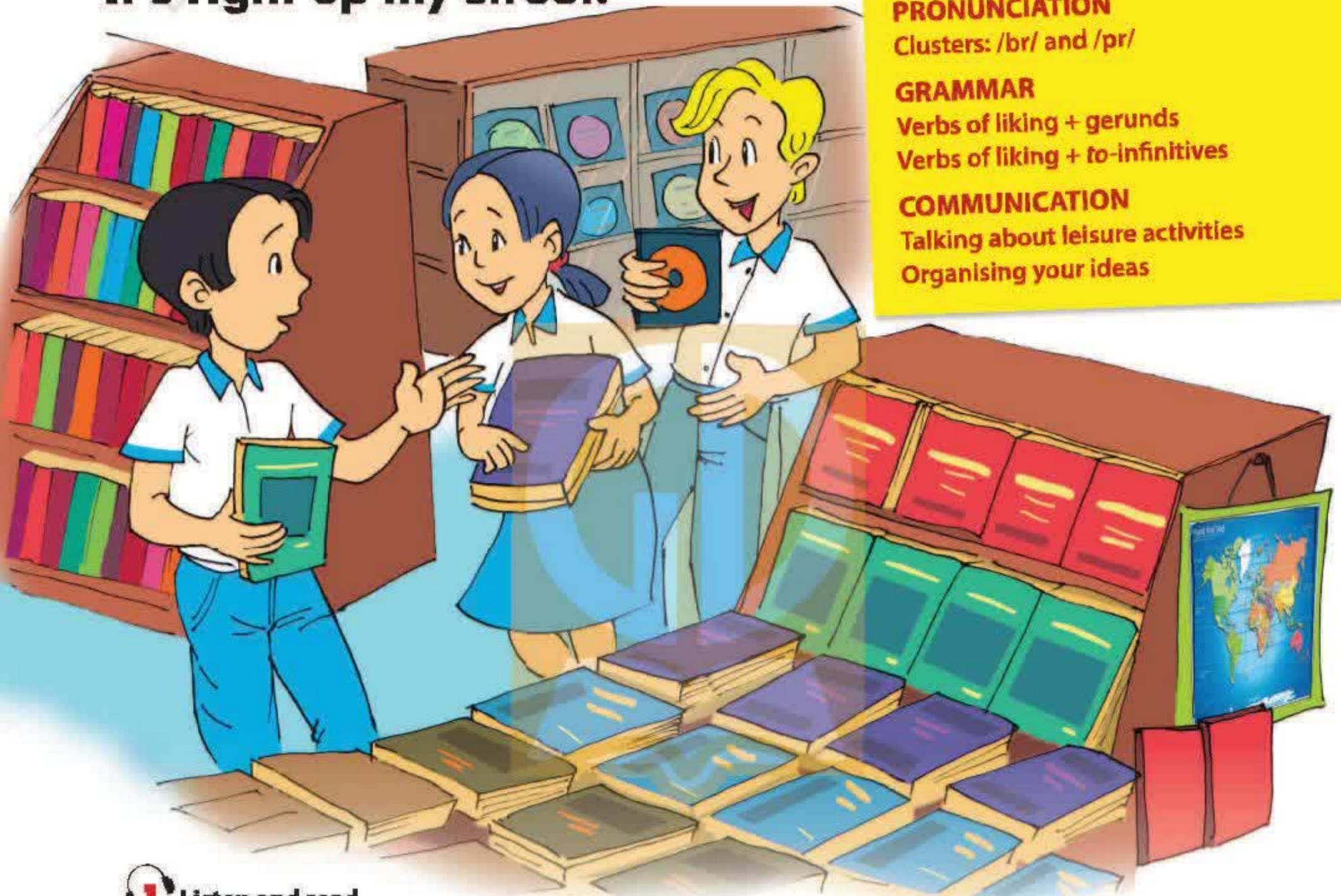
Verbs of liking + gerunds

Verbs of liking + to-infinitives

**COMMUNICATION**

Talking about leisure activities

Organising your ideas

**1 Listen and read.**

**Mai:** Check out this book, Phuc. 'My Mini Guide to Dog Training'.

**Phuc:** Sounds great! Max'll like it too. Last weekend we learnt some tricks. I love to watch him. It's so much fun... Have you found your craft kit?

**Mai:** Yes, I've found this one. It's got everything: beads, stickers, wool, buttons... I don't know, it'll take all my savings.

**Phuc:** But it's right up your street! Nick, what's that?

**Nick:** It's a CD of Vietnamese folk songs. I'll listen to it tonight.

**Mai:** And you'll be able to improve your Vietnamese!

**Nick:** Ha ha, not sure about that. But I think I'll enjoy listening to the melodies.

**Phuc:** Look at the language website I sent you. It'll help you learn Vietnamese more easily.

**Nick:** Yes, I liked reading Doraemon comics while I was learning Japanese.

**Phuc:** Stop reading comics! I'll bring you my favourite short story this Sunday when we play football.

**Mai:** Sorry but we have to hurry. Mum and dad are waiting. We need to buy some tools to build a new house for Max this weekend.

**a Circle the correct answer.**

1. Phuc, Mai, and Nick are in a library/ bookstore/ sports club.
2. Phuc is looking for a book/ dog/ craft kit.
3. Max is Phuc's cat/ goldfish/ dog.
4. Mai has found a book/ CD/ craft kit for herself.
5. Nick's CD is of folk music/ pop music/ rock music.
6. Nick is trying to learn Vietnamese/ Japanese/ English.

**b Which leisure activities do you think Phuc, Mai, and Nick have? Tick (✓) the boxes. Then find the information from the conversation to explain your choice.**

	Phuc	Mai	Nick
1. pet training			
2. making crafts			
3. reading			
4. listening to music			
5. learning languages			
6. playing sports			
7. helping parents with DIY projects			

**Learning tip**

**DIY: Do It Yourself:** Work on the house that you do yourself without the help of experts, e.g. *painting a room, fixing the garden fence, building a dog house, etc.*

**c Answer the questions.**

1. What does Mai mean when she says 'Check out this book'?
2. What does Phuc mean when he says 'It's right up your street!'?



**2 Find words/ phrases in the box to describe the photos. Then listen to check your answers.**

playing beach games      texting  
 playing football      visiting museums  
 making crafts      doing DIY  
 playing computer games



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**3 Complete the following sentences with the words in the box. In some cases, more than one answer can be relevant.**

good      relaxing      fun  
 satisfied      exciting      boring

1. You do leisure activities in your free time and they make you feel \_\_\_\_\_.
2. You can do \_\_\_\_\_ activities such as yoga, or \_\_\_\_\_ ones such as mountain biking or skateboarding.
3. Hobbies such as making crafts or collecting things are \_\_\_\_\_.
4. You can surf the Internet but some people say this is \_\_\_\_\_.
5. You can spend time with family and friends, or become a volunteer for the community. This will make you feel \_\_\_\_\_.

**4 GAME: CHANGING PARTNERS**

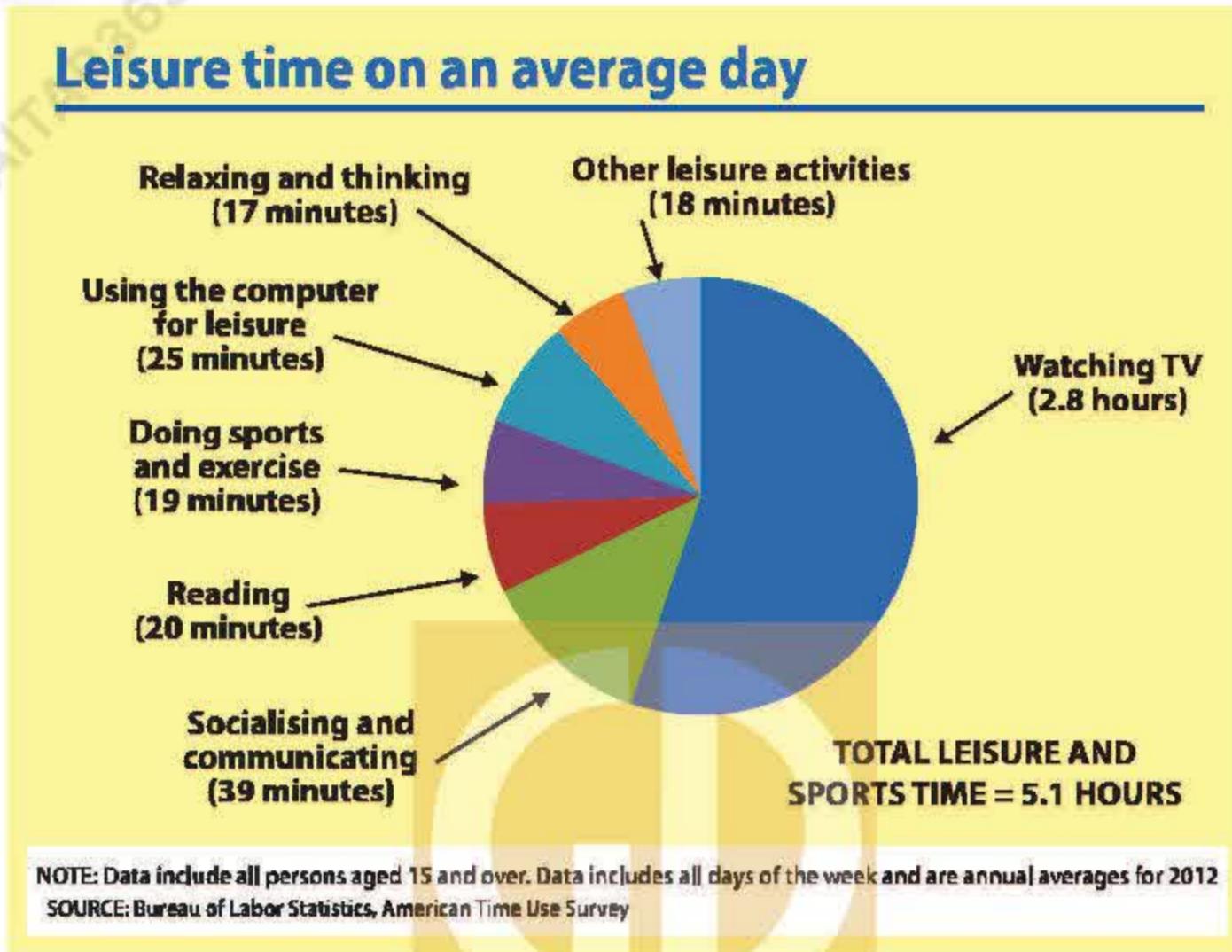
Choose one leisure activity from **2** or **3**. In pairs, talk about it. Try to keep going for one minute each. When the time is up, find a new partner and talk about another activity. You may:

- describe the leisure activity
- say if you have done this activity or not
- share your feelings about the activity

# A CLOSER LOOK 1

## Vocabulary

1 Look at the following pie chart on leisure activities in the US and answer the questions.



- How much leisure time did people in the US have on an average day in 2012?
- What did they do in their leisure time?
- What were the three most common activities?



3 Look at the words. Match them to the category labels.

- skateboarding, football, badminton
- a novel, poetry, a magazine
- the news, a reality show, a comedy
- a new language, a skill
- collecting stamps, making origami
- going to local performances, visiting museums
- visiting relatives, going shopping, doing DIY
- texting, going to the cinema, hanging out

2 Complete the table with information from the pie chart.

Name of activity	Verb
relaxing	relax

a. Learning something interesting

b. Reading

c. Spending time with family

d. Having hobbies

e. Playing sports

f. Watching TV

g. Socialising with friends

h. Going to cultural events/ places

Now add more words to each category.

4 How much time do you spend a day on leisure activities? What are the three activities that you do the most? Share your ideas with a partner.

## A CLOSER LOOK 2

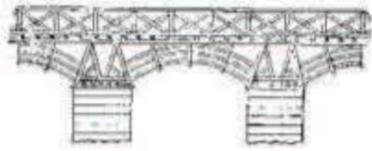
### Pronunciation

Clusters: /br/ and /pr/

- 5** Complete the words under the pictures with /br/ or /pr/. Listen to check your answers and repeat.



1. a \_\_\_icot



2. \_\_\_ridge



3. \_\_\_acelet



4. \_\_\_ead



5. \_\_\_incess



6. \_\_\_esident



7. \_\_\_esent



8. \_\_\_occoli

- 6** Listen and repeat.

1. She loves making apricot jam.
2. My dad likes making bread in his free time.
3. Hien is our club president.
4. Mai keeps all her bracelets in a beautiful box.
5. You will need a brush if you want to paint your room.
6. This is a wonderful present. Thanks so much!

### Grammar

Verbs of liking + gerunds

Verbs of liking + to-infinitives

If we want to follow a verb with another action, we must use a gerund or an infinitive.

- 1** Read the conversation in Getting Started again. Underline verbs that are followed by a gerund.

### Look out!

The verbs **love**, **like**, **hate**, and **prefer** can be used with both gerunds and to-infinitives without much change in meaning.

She **loves** going out with her friends.  
= She **loves** to go out with her friends.



### Learning tip

Verbs of liking

adore  
love  
like, enjoy, fancy  
don't mind  
dislike, don't like  
hate  
detest

Degree



- 2** Tick (✓) the appropriate box. Then listen to check.

	followed by gerund only	followed by both gerund and to-infinitive
1. love		
2. enjoy		
3. detest		
4. prefer		
5. fancy		

**3 Write the correct form of the verbs.**

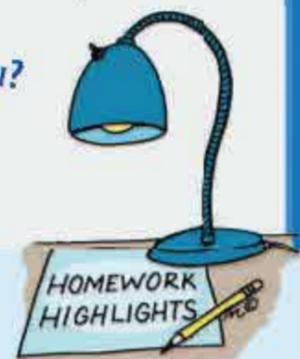
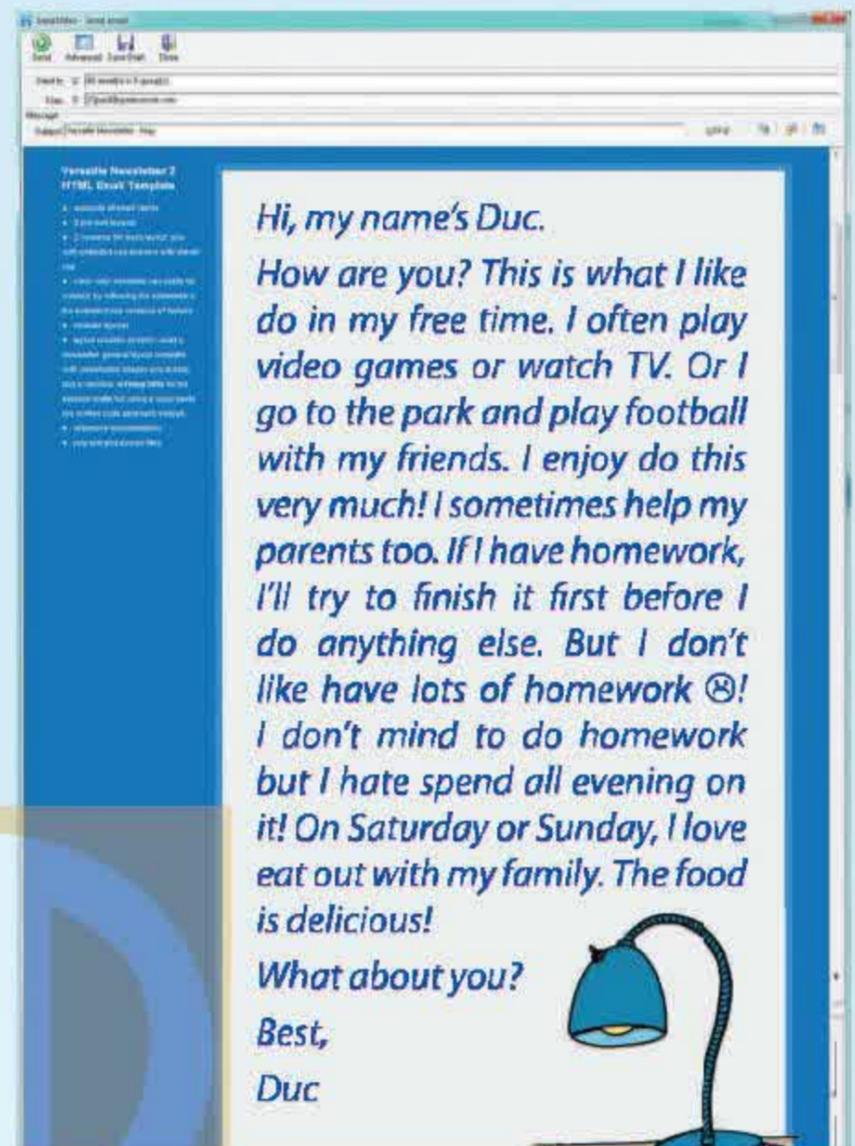


1. Mai enjoys \_\_\_\_\_ (make) crafts, especially bracelets.
2. People in Britain love \_\_\_\_\_ (watch) TV in their free time.
3. Do you fancy \_\_\_\_\_ (skateboard) in the park this Sunday?
4. Nick likes \_\_\_\_\_ (learn) Vietnamese.
5. Ngoc hates \_\_\_\_\_ (sit) at the computer for too long.

**4 Write sentences about what you like or don't like doing in your free time, beginning with the following. Then share what you have written with your partner.**

1. I adore \_\_\_\_\_.
2. I love \_\_\_\_\_.
3. I fancy \_\_\_\_\_.
4. I don't mind \_\_\_\_\_.
5. I don't like \_\_\_\_\_.
6. I detest \_\_\_\_\_.

**5 Look at the following email that Minh Duc wrote to a new penfriend.**



**a There are six grammar mistakes in his email. Can you find and correct them?**

**b Answer the questions.**

1. How many activities does Duc mention in his email?
  2. Which two activities do you think he enjoys the most?
- 6 Write a similar email to tell your friend about your free time, using the verbs of liking + gerunds or verbs of liking + to-infinitives. Swap your work with a partner and check for mistakes.**



# COMMUNICATION

Extra vocabulary  
 window shopping                      to sound weird  
 to be hooked on something            to be addicted to something

1 Read the following article on the magazine **4Teen** website.

This week 4Teen has opened a forum for friends around the world to share how they spend their free time.



**Hang**  
(Phan Thiet, Viet Nam)

I love hanging out w/ my best friend Helen in my spare time, like going 'window shopping'. J4F! We also work as volunteers for an animal protection organisation. 2moro we r going to a farm.  
*posted Tue 3.20 pm*



**Minh**  
(Sa Pa, Viet Nam)

This may sound weird, but I adore cloud watching. Find an open space, lie on ur back, n' look at the clouds. Use ur imagination. EZ! DYLI too?  
*posted Wed 8.04 pm*



**Manuel**  
(Buenos Aires, Argentina)

This year my city is the European Capital of Culture, so lots goin' on. At weekends my bro n' I go 2 our city community centre where we dance, paint, and do drama. I'm hooked on drama! <3 it!  
*posted Thu 6.26 pm*



**Emily**  
(Perth, Australia)

I like doing sports – I'm in my school's football team. But what I mostly do in my free time is help my aunt. She has cooking classes 4 small groups of tourists. It's WF 4 me!  
*posted Fri 7.19 pm*



**Linn**  
(Umeå, Sweden)

I've been kind of addicted to the net. I just love sitting in front of my computer for hours! But now my mum has said it's NUFF! I'll start my judo class this weekend. It's OK. WBU?  
*posted Fri 8.45 pm*

2 Can you understand the abbreviations in the text? Use this 'netlingo' dictionary if necessary.

2moro	tomorrow
4	for
<3	love
bro	brother
DYLI	Do you love it?
EZ	easy
J4F	just for fun
goin'	going
n'	and
NUFF	enough
r	are
ur	your
w/	with
WBU	What about you?
WF	way fun

Now add to the dictionary other abbreviations used for online chatting/texting that you know.

3 Find information in the text to complete the table.

Who?	What activity is mentioned?	What does he/she think of it?
Emily		

4 Work with your partner and put the activities in 3 in order from the most interesting to the most boring. Then compare your ideas with other pairs.

# SKILLS 1

## Reading



**1** What are the benefits of using computers or mobile phones for leisure activities? What are the harmful things it may bring us?

**2** Read the text and choose the correct answer.

### THE 'NET GENERATION'

Quang is watering his garden and can't wait to pick the ripe fruit. He spends most of his spare time looking after the garden. Sounds great, doesn't it? But his garden is a virtual one!

In today's world, teenagers rely on technology more than in the past. This can be a problem because using computers too much may have harmful effects on both their minds and bodies. They prefer watching TV and playing computer games to reading books, perhaps because they don't have to think and imagine as much. They don't join clubs or have hobbies and they don't play sports. They sit in front of the computer all the time. They don't get out of the house, even for a walk. They are in a world that doesn't exist.

While Quang now knows the names of many plants, and his English seems to be improving as he chats with his 'gaming friends' from all over the world, his parents are getting worried. They want him to get out more. They are even thinking of banning him from using the computer.



- 1.** The text is about \_\_\_\_\_.
- teenagers' leisure time in the past
  - teenagers' leisure time in the present
  - adults' leisure time in the present

- 2.** The text discusses \_\_\_\_\_.
- the positive side of using technology in your free time
  - the negative side of using technology in your free time
  - both A and B

**3** Write the questions for the answers based on information from the text.

- \_\_\_\_\_?  
No, it isn't real. It is a computer game.
- \_\_\_\_\_?  
It can harm both the mind and the body.
- \_\_\_\_\_?  
They don't go out but just sit in front of the computer all the time.
- \_\_\_\_\_?  
Quang knows the names of many plants, and his English seems to be improving.

## Speaking

### Language notes

*Giving an opinion:* I think that...; In my opinion...

*Asking for an opinion:* What do you think? How do you feel about that?

*Agreeing:* I agree with you.; That's so true.; Exactly.

*Disagreeing:* I'm afraid I don't agree.; I don't think so.

**4** Quang and his parents are talking about how he should spend his free time. Decide which statements are from Quang and which are from his parents.

Go out and play a sport. It's good for you!

Sitting for too long in front of the computer makes your eyes tired.

My English is much better because I surf the net.

I think computer games train my mind and my memory.

I've made lots of friends from the game network.

You see your real friends less and less.

**5** Role-play: **WHAT'S THE SOLUTION?** Quang, his parents, and his teacher are discussing the impacts of his using the computer. Play the following roles.

You are Quang. You want to persuade your parents of the benefits of using the computer.

You are Quang's parents. You want to let Quang know that using the computer too much can be harmful. You are thinking of completely banning him from using it.

You are Quang's teacher. You see both the negative and positive sides of using the computer. You offer a solution that can make both Quang and his parents happy.

## SKILLS 2

### Listening

**1** What do you usually do with your friends in your free time?

**2** Listen to the radio programme and answer the questions.

1. What is the topic of this week's programme?
2. Which two main ways does the programme suggest you can hang out with your friends?

**3** Listen again and complete the table.

HANGING OUT WITH YOUR BEST FRIENDS	
What to do	Why
Watching _____ (1) at home, eating popcorn	comfortable feeling, better than a _____ (2)
Making _____ (3)	creative, feeling satisfied
Playing _____ (4)	good for your _____ (5)
Watching _____ (6) downtown	fun
Going to _____ (7)	educating yourself

### Writing

#### Writing to give an opinion

#### Organising your ideas

##### Introducing your opinion

*In my opinion,*

*I believe*

##### Explaining your opinion

*Firstly, secondly, thirdly, finally*

*besides, also, in addition*

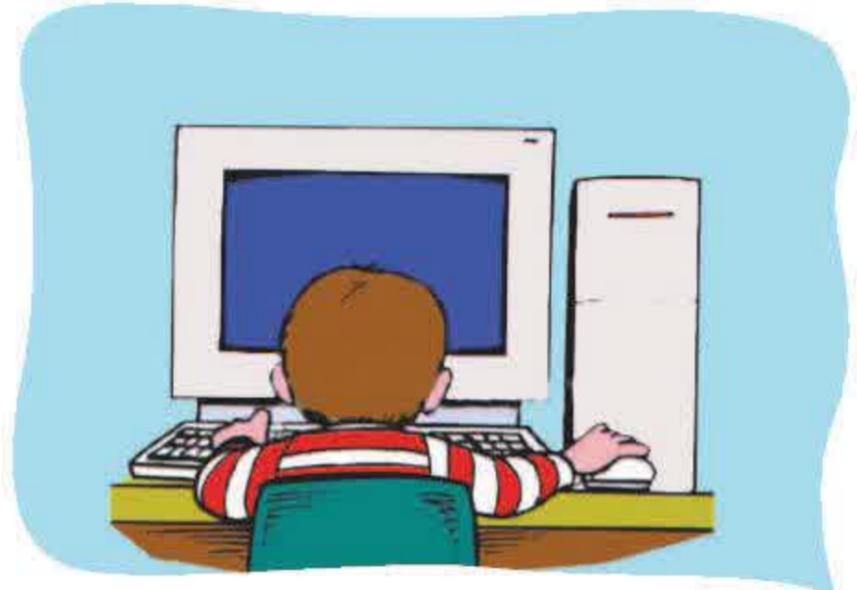
##### Concluding/Summarising your opinion

*For these reasons,*

*In short,*

*As I have noted,*

**4** Complete the following paragraph with the words in the "Organising your ideas" box.



(1) \_\_\_\_\_, using the computer as your hobby can be harmful to both your health and your social life. (2) \_\_\_\_\_, sitting all day in front of the computer can cause health problems such as eye-tiredness and obesity. (3) \_\_\_\_\_, you may get irritated easily. (4) \_\_\_\_\_, if you use the computer too much you won't have time for your family and friends. (5) \_\_\_\_\_, computers should only be used for a limited time.

**5** Now write a similar paragraph to answer one of the following questions.

1. What do you think is the best leisure activity for teenagers?
2. Should parents decide how teenagers spend their free time?



# LOOKING BACK

## Vocabulary

### 1 Which one is the odd one out?

1. a comedy, a movie, DIY, a thriller
2. emailing, hanging out, blogging, surfing the net
3. cinema, museum, hospital, community centre
4. love, fancy, like, enjoy, detest
5. good, boring, exciting, relaxing
6. ☺, <3, computer, how r u?

### 2 Rearrange the letters to find the name of the activities.

1. SOSINGCIALI with friends

2. REXINGLA

3. COMNICATINGMU with friends

4. DIONG DIY

5. USGIN computers

6. IGMKN crafts

## Grammar

### 3 Fill the gaps with the correct form of the verbs.

1. She adores \_\_\_\_\_ with young children. (work)
2. She likes \_\_\_\_\_ English with the new teacher. (learn)
3. They hate \_\_\_\_\_ their son texting his friends all day. (see)
4. He doesn't mind \_\_\_\_\_ homework. (do)
5. I enjoyed \_\_\_\_\_ him last week in the library. (meet)
6. We prefer \_\_\_\_\_ outdoor games. (play)

### 4 Complete the following sentences with your own ideas.

1. My best friend doesn't mind \_\_\_\_\_.
2. Do you fancy \_\_\_\_\_?
3. My father used to hate \_\_\_\_\_, but now he likes doing it.
4. I love \_\_\_\_\_.
5. My cousin detests \_\_\_\_\_.

### 5 Read this paragraph from [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) by CEOP, the UK government agency that helps protect children from harm online and offline in the UK and internationally. Choose the most suitable words/ phrases to fill the gaps.

When you game online, be careful when you 'make friends' with strangers. What should you do? (1) \_\_\_\_\_, remember that it's easy to lie online and some of these 'online friends' may be adults who want to harm you. (2) \_\_\_\_\_, never give your personal information such as your full name or your hometown. (3) \_\_\_\_\_, only play online games when you have updated antivirus software. (4) \_\_\_\_\_, tell your parents what games you're playing and what you love about them. (5) \_\_\_\_\_, just like in the real world, you need to be careful when playing with strangers.

- Because      Firstly      In short  
Secondly      If      In addition      Thirdly

## Communication

### 6 Choose from the leisure activities in this unit:

- one activity you think is fun
- one activity you think is boring
- one activity you think is exciting
- one activity you think is good for physical health
- one activity you think is good for mental health

**Explain why you think so. Then exchange your ideas with a partner.**

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>• talk about leisure activities</li> <li>• use verbs of liking+gerunds and to-infinitives</li> <li>• pronounce words containing the clusters /br/ and /pr/ correctly in isolation and in sentences</li> <li>• use signal words to write about my opinion in an organised way</li> </ul>			

# Join our leisure activity!



*In a small group decide on a leisure activity that you would like to organise. It could be a team sport, or a craft-making activity. Plan a poster advertising your activity. Include the following on your poster:*

- Explain the activity and include some pictures
  - Explain why this activity is fun/ exciting/ interesting
  - Give information about the meeting time and place
  - Tell classmates what they should bring to do the activity
- Use the poster to present the activity to the rest of the class. See how many classmates will sign up to your activity.**



**GETTING STARTED**

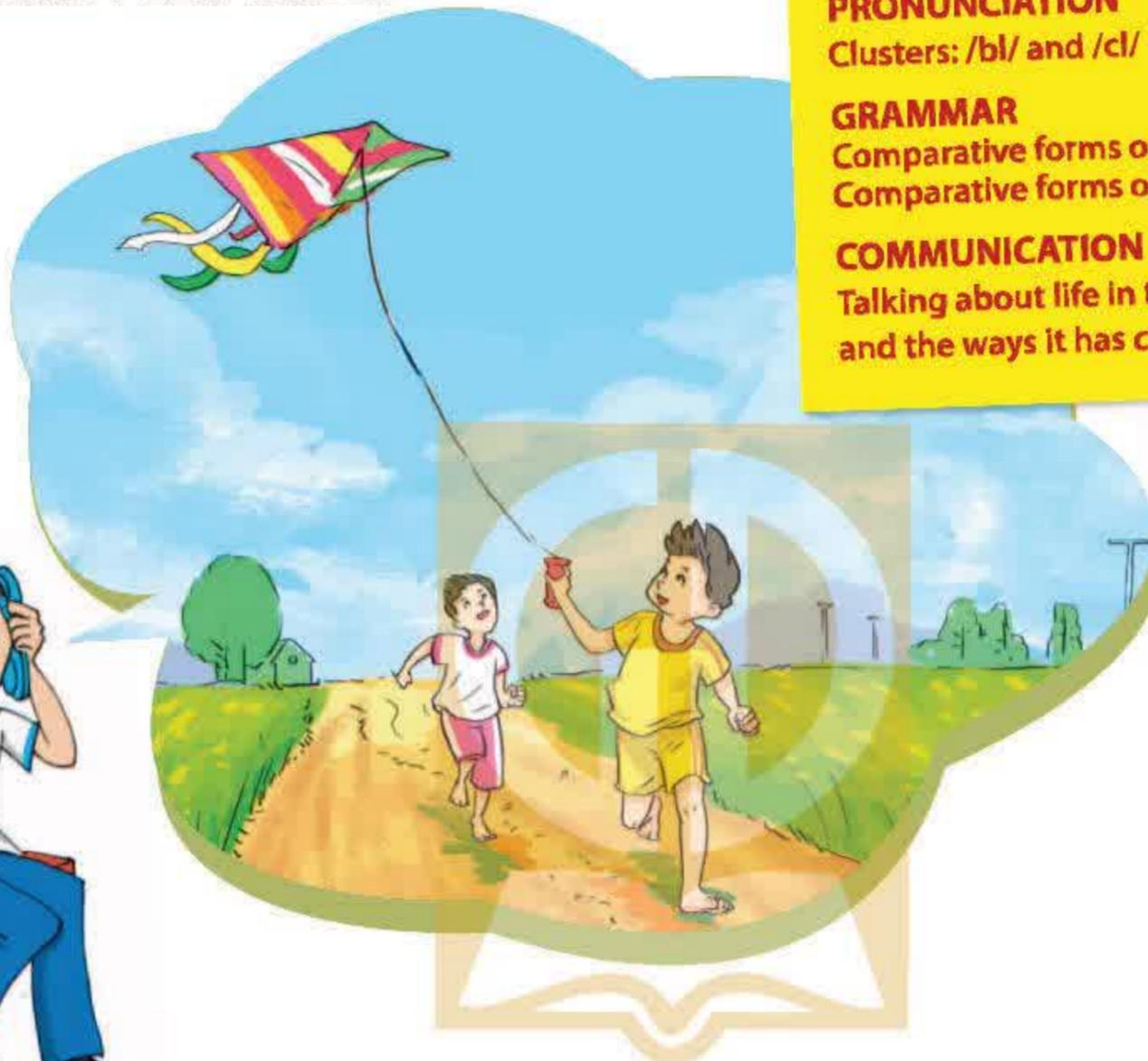
It's harvest time.

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

Life in the countryside

**PRONUNCIATION**

Clusters: /b/ and /c/

**GRAMMAR**Comparative forms of adjectives: review  
Comparative forms of adverbs**COMMUNICATION**Talking about life in the countryside  
and the ways it has changed**1 Listen and read.**

**Nguyen:** Nguyen speaking.

**Nick:** Hi Nguyen, how's your stay there?

**Nguyen:** Hi Nick! Well, it's more exciting than I expected.

**Nick:** What are you doing?

**Nguyen:** Lots of things. It's harvest time, so we help load the rice onto buffalo-drawn carts, ride it home and dry it. Have you ever ridden a cart?

**Nick:** No, but I'd like to.

**Nguyen:** And sometimes I go herding the buffaloes with the boys.

**Nick:** You've made new friends?

**Nguyen:** Yeah – right on my first day. They came and we went flying kites together.

**Nick:** Where can you buy a kite in the countryside?

**Nguyen:** The people here don't buy kites – they make them. My grandfather's made me the largest, most colourful kite I've ever had. It looks great up there in the sky.

**Nick:** Oh, I'm so envious!

**Nguyen:** Ha...ha... I guess. I live more happily here, and there's still a lot more to explore.

**Nick:** Sounds great!

**Nguyen:** And everything seems to move more slowly here than in the city.

**Nick:** I wish I could join ...

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

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

**b Answer the following questions.**

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

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

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

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

**d In groups, discuss and find how Nguyen feels about his stay in the countryside. Tick (✓) the appropriate box. Look for expressions from the conversation to support your ideas.**

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

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

1. flying a kite



2. herding buffaloes



3. riding a horse



4. collecting water



5. drying the rice



6. loading the rice



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

*Example:*

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

**Share your list with the class.**

**4 GAME: COUNTRYSIDE CHARADES**

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

# A CLOSER LOOK 1

## Vocabulary



**1** Listen and repeat the words.

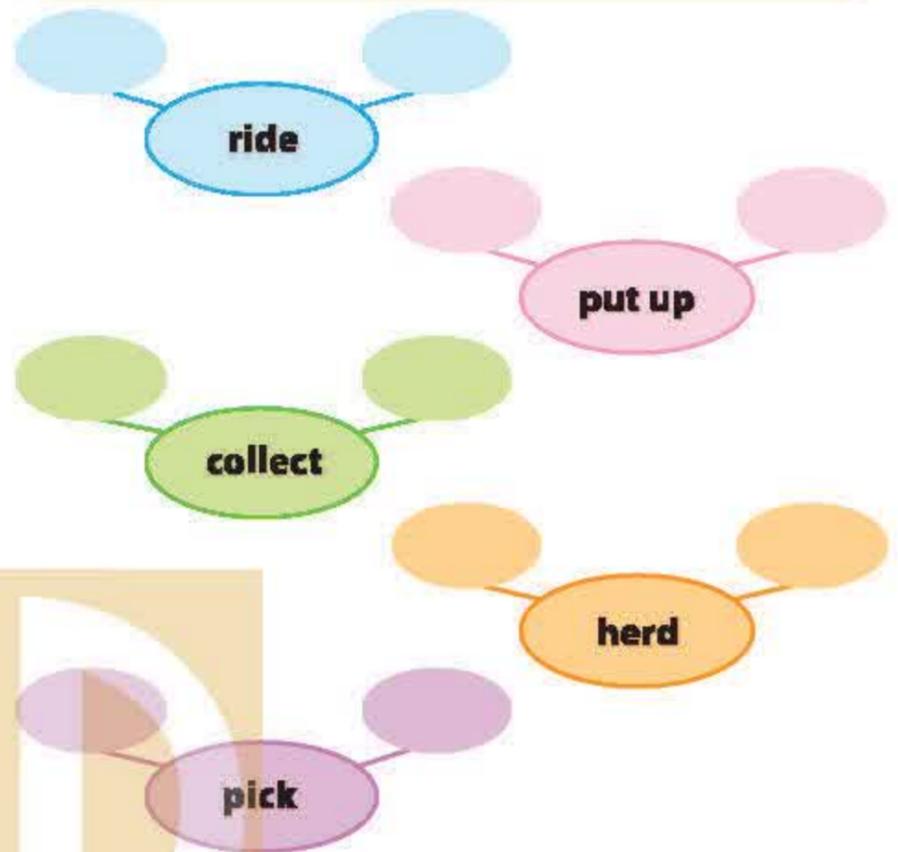
- |              |                 |
|--------------|-----------------|
| 1. slow      | 6. boring       |
| 2. colourful | 7. inconvenient |
| 3. friendly  | 8. vast         |
| 4. hard      | 9. peaceful     |
| 5. brave     | 10. nomadic     |

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

To describe...	Words
people	
life	
scenery	

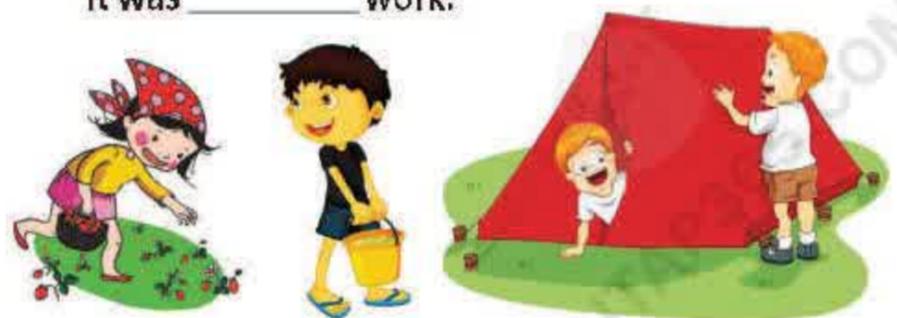
**3** Match the nouns/ noun phrases in the box with each verb.

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



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

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



## Pronunciation

Clusters: /bl/ and /d/

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

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

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

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

**7** Listen to the sentences and repeat.

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



## A CLOSER LOOK 2

### Grammar

Comparative forms of adjectives: review

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



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

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

### Comparative forms of adverbs

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

**Examples:**

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

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

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

**Example:**

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

**3.** Some irregular forms of adverbs of manner:

well → better  
badly → worse

**Example:**

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

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



traditionally  
soundly  
generously  
slowly  
healthily



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

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

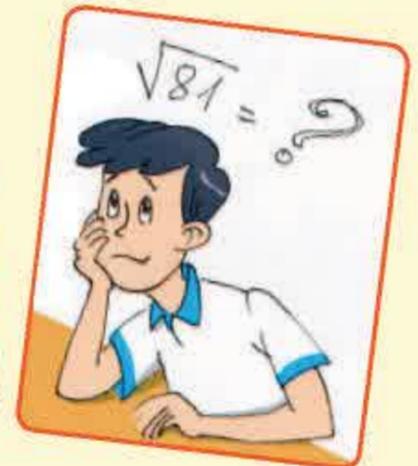


1. Your exam score is low. I am sure you can do \_\_\_\_\_.
2. We'll be late for the fair. Can you drive \_\_\_\_\_?
3. On Sunday, we can get up \_\_\_\_\_ than usual.
4. The farmers have to work \_\_\_\_\_ at harvest time.
5. You look tired. Are you feeling \_\_\_\_\_ than you did this morning?
6. My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

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

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

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



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

# COMMUNICATION

Extra vocabulary  
disturbing  
beehives



## THE COUNTRYSIDE THROUGH VISITORS' EYES

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

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

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

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

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

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

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

Country life doesn't excite me at all. So boring and inconvenient.  
*Bob from Hong Kong*

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

	Positive 😊	Neutral 😐	Negative 😞
Dennis from London			
Julie from Paris			
Phirun from Phnom Penh			
Yumi from Seoul			
Emi from Tokyo			
Lan from Ha Noi			
Bob from Hong Kong			

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

*Example:*

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

*Helen from Devonshire*

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

*Vu from Da Nang*

**Discuss and share your replies with the class.**

# SKILLS 1

## Reading



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

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

### NOMADIC LIFE ON THE GOBI HIGHLANDS

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

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

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

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

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

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

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

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

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

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

## Speaking

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

*Example:*

- A: What do you like about their nomadic life?  
B: Well, the children learn to ride a horse.  
A: And what don't you like about it?  
B: They can't live permanently in one place.

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

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

Explain your choice.

**b** Report your findings to the class.

*Example:*

Both of us love picking fruit in the summer. It can be hard work but very satisfying.



## SKILLS 2

### Listening

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



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

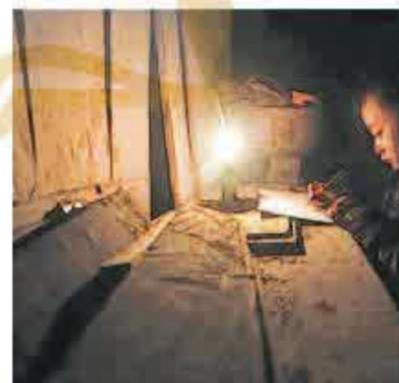
**2** Listen again and say if the sentences are true (T) or false (F).

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

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

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

### Writing



**4** What do you think?

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

Support your opinion with a reason. Write it out.

*Example:*

It's good for the villagers to have TVs. They can now have more fun and learn more about different people and different places.

**5** Work in groups. Discuss and find some changes in a rural area. Make notes of the changes.

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

# LOOKING BACK

## Vocabulary

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



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

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



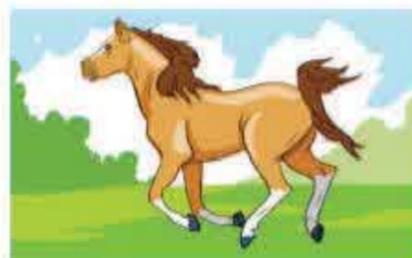
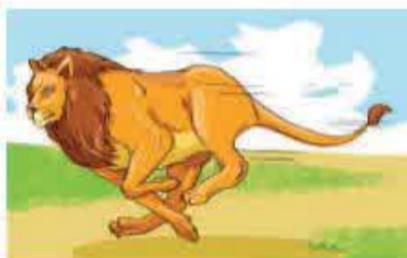
1 (ride) \_\_\_\_\_ 2 (herd) \_\_\_\_\_ 3 (pick) \_\_\_\_\_



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

## Grammar

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



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



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



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



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



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

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

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

→ A horse can run \_\_\_\_\_

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

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

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

→ Farmers depend \_\_\_\_\_

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

→ My sister swims \_\_\_\_\_

## Communication

### 5 Work in groups.

You are planning a trip to the countryside. Work together and answer the question:

*What will you do during the trip to the countryside?*

Write the answers in the table below.



Person's name	Activity
1	
2	
3	
4	

Report your findings to the class.

Finished! Now I can....	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>• use words/ phrases to describe life in the countryside</li> <li>• use comparative forms of adverbs of manner</li> <li>• pronounce words containing clusters /b/ and /c/ correctly in isolation and in sentences</li> <li>• talk and write about life in the countryside and ways it has changed</li> </ul>			

## PROJECT

Work in groups of four or five. Take turns to draw a group picture of a place you would like to live in the countryside. Then make a list of:

1. the things you have in your picture
2. the activities you can do there

Show your drawing to the class and talk about it.

*Example:*



- |   |   |
|---|---|
| <p><b>1.</b></p> <ul style="list-style-type: none"> <li>▪ a wooden house</li> <li>▪ a beautiful river</li> <li>▪ a boat</li> <li>▪ a field of wild flowers</li> </ul> | <p><b>2</b></p> <ul style="list-style-type: none"> <li>▪ biking along the river</li> <li>▪ picking wild flowers</li> <li>▪ swimming in the river</li> <li>▪ boating on the river</li> </ul> |
|---|---|

## I love the countryside

Our place in the countryside has...



## GETTING STARTED

## At the Museum of Ethnology



**BẢO TÀNG DÂN TỘC HỌC VIỆT NAM**  
VIETNAM MUSEUM OF ETHNOLOGY  
MUSÉE D'ETHNOGRAPHIE DU VIETNAM



## Listen and read.

**Duong & Nick:** Good morning.

**Guide:** Good morning. Can I help you?

**Nick:** Yes, we'd like to know something about the cultural groups of Viet Nam.

**Duong:** Right. Is it true that there are 54 ethnic groups in our country?

**Guide:** Exactly.

**Nick:** How interesting! I'm curious about them now. Which group is the largest?

**Guide:** Well, the Viet (or Kinh) have the largest number of people, accounting for about 86% of the population. 53 others are called 'ethnic minority peoples'.

**Nick:** And where do they live?

**Guide:** All over the country. Some groups like the Tay, Hmong, Yao... live mostly in the mountainous regions in the north, and the Cham, Khmer, Ede... live in the Central Highlands and some southern provinces.

**Nick:** I see. And do they speak their own languages?

**Guide:** Yes, and they have their own ways of life, and customs and traditions.

**Nick:** That's awesome! I'd like to find out more about them.

**Guide:** OK. I'll show you round and tell you some interesting...

## THIS UNIT INCLUDES:

## VOCABULARY

Different cultural groups of Viet Nam

## PRONUNCIATION

Clusters: /sk/, /sp/ and /st/

## GRAMMAR

Questions: review

Articles

## COMMUNICATION

Talking about ethnic groups

Talking about their ways of life

**a** Find the opposite of these words in the conversation.

1. boring
2. smallest
3. majority
4. northern

**b** Read the conversation again and answer the questions.

1. Where are Duong and Nick?
2. What do they want to know?
3. How many ethnic groups are there in Viet Nam?
4. Which ethnic group has the largest population?
5. Do the ethnic minority peoples have their own customs and traditions?

**c** Can you find the following expressions in the conversation? Try to explain what they mean.

1. Exactly.
2. How interesting!
3. I see.
4. That's awesome!

**d** Work in pairs. Use facts from the conversation to make short role-plays using the expressions in **c**.

Example:

Some groups live in mountainous regions.

How interesting!

Can you use *How* + other adjectives in your conversation?

### Look out!

Can you tell the difference between 'people' and 'peoples'?



**2** Use the words and phrases in the box to label each picture.

costume      five-coloured sticky rice  
open-air market      stilt house      folk dance  
musical instrument      festival      terraced fields



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

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



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

4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**3** Complete the following sentences with the words and phrases in the box.

heritage site      stilt houses      terraced fields  
member      ethnic      festivals

1. In our country, it is against the law to discriminate against any \_\_\_\_\_ or religious group.
2. My Son in Quang Nam Province has been recognised by UNESCO as a world \_\_\_\_\_.
3. \_\_\_\_\_ have been popular among many of Viet Nam's ethnic groups for a long time.
4. Lunar January is the time for important \_\_\_\_\_ in the whole country, especially in the north.
5. The exhibition building of the Museum of Ethnology was designed by the architect Ha Duc Linh, a \_\_\_\_\_ of the Tay ethnic group.
6. The \_\_\_\_\_ of Sa Pa have entered in the Top 11 most beautiful terraces in the world, according to Touropla.

### 4 GAME: QUICK QUIZ

Work in pairs. Ask and answer, using these cues.

1. - Which/ smallest population?  
- The Odu group
2. - The Hmong/ own language?  
- Yes
3. - Where/ the Coho/ live?  
- Lam Dong Province
4. - What colour/ the Nung's clothing?  
- Dark indigo
5. - Which/ larger population/ the Tay or the Thai?  
- The Tay
6. - Whose arts/ displayed/ a museum/ Da Nang?  
- The Cham's

# A CLOSER LOOK 1

## Vocabulary

1 Match the adjectives in A with their opposites in B.

A

1. major
2. simple
3. modern
4. spoken
5. rich
6. developed
7. important

B

- a. written
- b. insignificant
- c. complicated
- d. minor
- e. basic
- f. poor
- g. traditional

2 Use some words from 1 to complete the sentences.

1. Many ethnic groups have their own languages, and some even have \_\_\_\_\_ languages.
2. People in some far-away mountainous regions still keep their \_\_\_\_\_ way of life.
3. Gathering and hunting still play a(n) \_\_\_\_\_ role in the economy of the Laha.
4. Ethnic peoples in the mountains have a \_\_\_\_\_ way of farming. They use \_\_\_\_\_ tools to do the farm work.
5. The Muong in Hoa Binh and Thanh Hoa are well-known for their \_\_\_\_\_ folk literature and their traditional songs.

3 Work in pairs. Discuss what the word is for each picture. The first and last letters of each word are given.



1. c \_\_\_\_\_ y



2. p \_\_\_\_\_ a



3. t \_\_\_\_\_ e



4. w \_\_\_\_\_ l



5. s \_\_\_\_\_ l (khan pieu)



6. b \_\_\_\_\_ t

## Pronunciation

Clusters: /sk/, /sp/ and /st/

4 Listen and repeat the following words.

- |            |       |         |
|------------|-------|---------|
| skateboard | stamp | speech  |
| display    | first | station |
| instead    | crisp | school  |
| basket     | space | task    |

5 Listen again and put them in the right column according to their sounds.

/sk/	/sp/	/st/

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 here.
3. This 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 some schooling.

## A CLOSER LOOK 2

### Grammar

#### Questions: review

#### 1 Read the passage.



In a small village in the north, there is a stilt house. In the house, a Tay family are living together: the grandparents called Dinh and Pu, the parents called Lai and Pha, and three children called Vang, Pao and Phong. Every day the grandparents stay at home to look after the house. Mr Lai and Mrs Pha work in the fields. They grow rice and other plants. Mrs Pha goes to the market twice a week to buy food for the family. Mr Lai sometimes goes hunting or cutting wood in the forests. Pao and Phong go to the primary school in the village, but Vang studies at the boarding school in the town about 15 kilometres away. He goes home at the weekend.

The family live simply and they enjoy their way of life. There are a few difficulties of course. But they say they live more happily in their stilt house than in a modern flat in the city.

#### 2 Now write questions for these answers.

**Example:** Answer → In the north.  
Question → Where is the small village?

#### Answers:

1. A Tay family.  
→ \_\_\_\_\_?
2. Three children.  
→ \_\_\_\_\_?
3. Yes, they stay at home to look after the house.  
→ \_\_\_\_\_?
4. Twice a week.  
→ \_\_\_\_\_?
5. It is about 15 kilometres.  
→ \_\_\_\_\_?
6. At the weekend.  
→ \_\_\_\_\_?
7. They live happily.  
→ \_\_\_\_\_?
8. No. They like living in their stilt house.  
→ \_\_\_\_\_?

### 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:

- Which way leads to the town? This one.
- Which of you has to cook dinner? I do.



#### 3 Complete the questions using the right question words.

1. A: \_\_\_\_\_ is the class monitor?  
B: Dan is.
2. A: \_\_\_\_\_ is the biggest house in this village?  
B: The communal house (nha rong) is.
3. A: \_\_\_\_\_ do you think is the most interesting museum in Ha Noi?  
B: The Museum of Ethnology.
4. A: \_\_\_\_\_ is more colourful, the Nung's or the Hoa's costume?  
B: The Hoa's, of course.
5. A: \_\_\_\_\_ is the waterwheel used for?  
B: It is used to get water to the fields.

#### 4 Work in pairs. Make questions and answer them.

1. Who/ do/ shopping/ your family?  
\_\_\_\_\_



2. Who/ principal/ our school?  
\_\_\_\_\_



3. Which subject/ like better/ English/ Maths?  
\_\_\_\_\_



4. What/ most important festival/ Viet Nam?  
\_\_\_\_\_



5. Which ethnic group/ larger population/ Khmer/ Cham?  
\_\_\_\_\_



### Articles: *a*, *an*, and *the*

**a:** - used before a countable singular noun:

*Pao needs a costume for the festival.*

- used to mean 'any, every':

*A lion lives in the jungle.*

**an:** used instead of *a* before a noun beginning with a vowel sound:

*There is an exhibition of Cham arts in the city.*

**the:** - used before a noun that has already been mentioned or is easily understood:

*There's a festival in my village. The festival is very old.*

- used to refer to a noun that is the only, or obvious one of their kind:

*The Kinh speak Vietnamese.*

- used before superlative comparison of adjectives and adverbs:

*The Odu have the smallest number of people.*

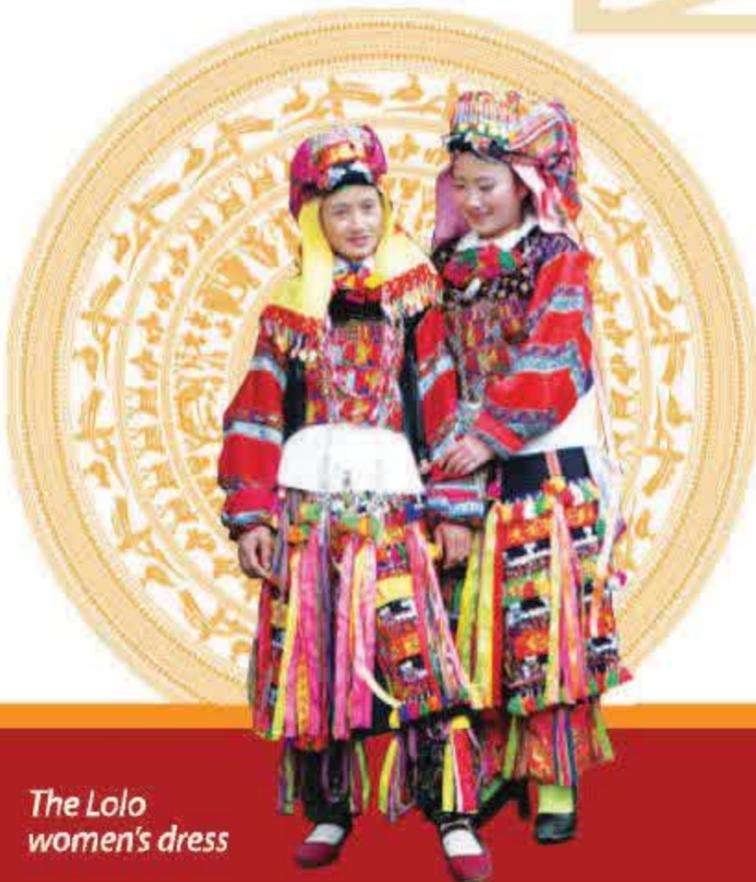
### Look out!

Whether we use *a* or *an* depends on the sound, not the spelling. Be careful with the following:

*an hour/ an honest person  
a uniform/ a university*



### 5 Underline the correct article to finish the sentences.



*The Lolo women's dress*

1. Viet Nam is (a/ an/ the) multicultural country with 54 ethnic groups.
  2. Among the ethnic minorities, (a/ an/ the) Tay have the largest population.
  3. (A/ An/ The) ethnic minority people in the village are very friendly.
  4. The Lao are one of (a/ an/ the) many Thai-speaking peoples.
  5. The Lolo women's dress is among (a/ an/ the) most striking styles of clothing worn by ethnic peoples.
  6. The Yao have (a/ an/ the) rich culture of folk literature and art, with tales, songs, and poems.
- 6** Insert *a*, *an* or *the* in each gap to finish the passage.



When you travel to a north-west mountainous region and you want to have (1) \_\_\_\_\_ great time, you can go to (2) \_\_\_\_\_ local open-air market. (3) \_\_\_\_\_ sight there is beautiful. Local people in colourful clothing are smiling as they sell or buy their local products. The goods there are diverse. You can buy all kinds of fruit and vegetables, which are fresh and cheap. You can also buy a nice costume of (4) \_\_\_\_\_ ethnic group you like. If you don't want to buy anything, just go round and enjoy looking. You can also taste some specialities of (5) \_\_\_\_\_ local people sold right there at the market. I am sure you will have (6) \_\_\_\_\_ unforgettable time.

# COMMUNICATION

**1 Quiz: What do you know about the ethnic groups of Viet Nam? Work in pairs to answer the questions.**

- What do most ethnic peoples in Viet Nam live on?
  - Hunting
  - Rice farming
  - Fishing
- Which ethnic groups live in the southern provinces?
  - The Khmer
  - The Thai
  - The Sedang
- Which group has the smallest population?
  - The Brau
  - The Chut
  - The Odu
- Where can we find terraced fields?
  - In the Central Highlands
  - In the northern mountainous regions
  - In the Mekong Delta
- Where do the Laha mostly live?
  - In Kon Tum
  - In Soc Trang
  - In Son La
- Which of the following groups has the most colourful clothing?
  - The Hoa
  - The Nung
  - The Tay

**2 Where do these ethnic groups mainly live?**

**Work in groups. Write down the names of the ethnic groups in the correct boxes. Can you add more?**

- |          |         |          |
|----------|---------|----------|
| ■ Bahnar | ■ Nung  | ■ Giarai |
| ■ Brau   | ■ Hmong | ■ Sedang |
| ■ Cham   | ■ Khmer | ■ Tay    |
| ■ Ede    | ■ Lao   | ■ Viet   |

## Northwest region

---



---



---

## Northeast region

---



---



---

## Red River Delta

---



---



---

## The Central Highlands

---



---



---

## Mekong River Delta

---



---



---

**3 Choose one group and talk about them.**



# SKILLS 1

## Reading

**1** Work in pairs. Answer the questions.

1. Where do the Thai people live?
2. What is their population?

Now read the text and check your answers.



The Thai have a population of about one and a half million people living in the provinces of Lai Chau, Son La, Yen Bai, Hoa Binh, Thanh Hoa, and Nghe An. The Thai language belongs to the Tay - Thai group.

The Thai are experienced farmers. They dig canals to bring water to their fields. Their main food is rice, especially sticky rice. The Thai also grow other crops on burnt-out land. They raise cattle and poultry for their own use. They also make bamboo items, and weave cloth. Thai cloth is well-known for being unique, colourful and strong.

Recently, Thai men prefer to wear the Kinh's style of dress, while Thai women keep their traditional costumes including short blouses, long skirts, scarves and ornaments. The Thai live in houses on stilts. Their villages comprise 40 to 50 houses, usually built side by side.

The Thai worship their ancestors. Every year they hold festivals and ceremonies with alternating songs between boys and girls, and many traditional games.

**2** Complete each sentence, using a word from the text.

1. The Thai are good \_\_\_\_\_, They grow different crops.
2. They can make household items from the \_\_\_\_\_ tree.
3. The Thai live in \_\_\_\_\_ houses.
4. They have a rich culture including folk \_\_\_\_\_ and games.
5. Many festivals and \_\_\_\_\_ are held by the Thai people every year.

**3** Answer the questions.

1. Do the Thai people have their own language?
2. What is the main food of the Thai people?
3. What is the Thai cloth well-known for?
4. Which still wear their traditional costumes, Thai men or Thai women?
5. Who do the Thai worship?

## Speaking

**4** Read some facts about the Bru-Van Kieu people and the Khmer people.



### The Bru-Van Kieu people

- ❖ Population: about 74,500
- ❖ Regions: Quang Binh, Quang Tri, Thua Thien - Hue
- ❖ Language: Mon-Khmer group
- ❖ Production activities: growing rice, terraced fields, raising cattle and poultry
- ❖ Festivals: ceremony held before sowing seeds



### The Khmer people

- ❖ Population: about 1,260,600
- ❖ Regions: provinces of Mekong Delta
- ❖ Language: Mon-Khmer group, writing system
- ❖ Production activities: growing rice, raising cattle and poultry, making sugar
- ❖ Festivals: two main holidays: Chaul Chnam Thmey (New Year) and Greeting-the-Moon festival

Work in groups. Choose one of the two ethnic groups and talk about it.

**5** Talk about YOUR own ethnic group.

## SKILLS 2

### Listening

1 Answer the questions.

1. Do you like sticky rice?
2. When do we traditionally have sticky rice?



2 Listen to the passage and tick (✓) true (T) or false (F).

Statements	T	F
1. Five-coloured sticky rice is a traditional dish.		
2. Five-coloured sticky rice is made with chemicals.		
3. The colours represent the elements of life.		
4. These elements create harmony between people.		
5. This rice is only made when there are guests.		

3 Listen again and complete the sentences.

1. Five-coloured sticky rice is made by ethnic minorities in the northern \_\_\_\_\_ regions.
2. The dish has five colours: red, yellow, green, \_\_\_\_\_ and white.
3. It is made using \_\_\_\_\_ roots and leaves.
4. The green colour symbolises \_\_\_\_\_.
5. Five-coloured sticky rice is made on special occasions, for festivals and \_\_\_\_\_.

### Writing

How to make yellow sticky rice

4 Read the notes on how to make yellow sticky rice.

#### Ingredients:

- Sticky rice: 500g
- Turmeric: three tbsp extract
- Shredded coconut: one cup
- Salt: 1/4 tsp

#### Notes:

1. Soak sticky rice – water – five hours +
2. Rinse rice – drain
3. Mix well w/ turmeric extract, wait – 10 mins.
4. Add coconut + salt – mix well
5. Steam – 30 mins – check cooked
6. Serve

5 Change the notes into cooking steps to show a foreign visitor how to make yellow sticky rice.

#### Organising your ideas

##### Introducing your dish

*This is a very easy dish to make*

*Try this delicious recipe*

##### Signposting the cooking steps

*First, Then, Next, After that, Finally*

*Once the (rice is rinsed), (add) the (salt)*

##### Giving advice

*Remember to...*

*Don't forget to...*

*Try to...*

##### Concluding

*Serve this dish with...*

*This dish is delicious with...*



#### Example:

This delicious dish is very easy to make.

First, you need to soak the sticky rice for at least five hours...

# LOOKING BACK

## Vocabulary

1 Complete the sentences with the words/phrases from the box.

costumes	activities	ethnic	diverse
unique	communal	cultural	groups

- At the Museum of Ethnology, you can see many ways of life of different \_\_\_\_\_ in our country.
- In each village of the Bahnar there is a \_\_\_\_\_ house, where public \_\_\_\_\_ are held.
- Young women of each ethnic group in Viet Nam have their own characteristics and \_\_\_\_\_, making the beauty of the 54 ethnic groups more \_\_\_\_\_ and attractive.
- Many special schools have been built to improve the education standards of \_\_\_\_\_ people.
- Although ethnic groups have their own \_\_\_\_\_ culture, they have established good relations and cooperation with each other.

2 Use the correct form of the words in brackets to finish the sentences.

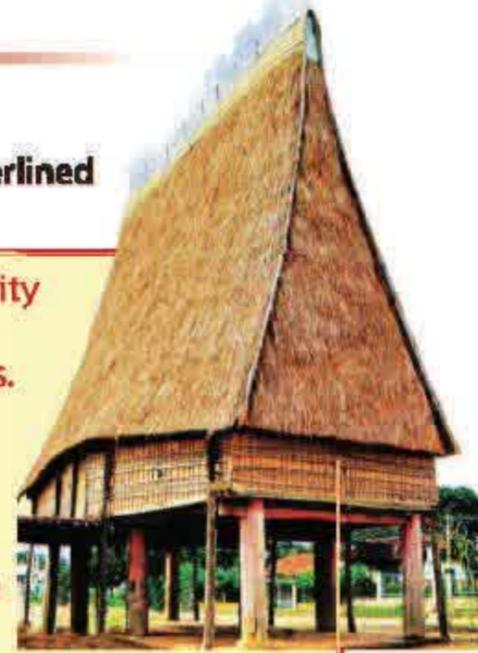


- Everywhere in our country we can find elements of the (culture) \_\_\_\_\_ values of different ethnic groups.
- The peoples of Viet Nam are diverse but very (peace) \_\_\_\_\_.
- The Muong in Hoa Binh are well-known for the (rich) \_\_\_\_\_ of their folk literature and traditional songs.
- The exhibition in the museum shows the (diverse) \_\_\_\_\_ of different cultural groups.
- The Raglai people have a (tradition) \_\_\_\_\_ musical instrument made of bamboo called the *chapi*.

## Grammar

3 Make questions for the underlined parts in the passage.

Most of the ethnic minority peoples in the Central Highlands live in stilt houses. These houses are built on columns and beams. They have two or four roofs, and some have decorations on the peaks and the sides. The entrance is on the side.



The communal house is usually the largest, tallest and most elaborate building in the village. It is used for village meetings, receiving guests, or as a place of worship, and village festivities. Single men can sleep in this house.

- \_\_\_\_\_ ?
- \_\_\_\_\_ ?
- \_\_\_\_\_ ?
- \_\_\_\_\_ ?
- \_\_\_\_\_ ?

4 Each sentence has an error. Find and correct it.

- They travel to a nearest town to go shopping.
- Some ethnic minority children of this region are studying at the boarding school in a city.
- Although they speak different languages, an ethnic groups in this region live near to one another.
- In the past, some ethnic groups lived the semi-nomadic life.
- All an ethnic peoples of Viet Nam have equality in every field.

5 Fill each gap with *a*, *an*, or *the* to complete the passage.

If you are in Ha Noi and you want to have (1) \_\_\_\_\_ overview of the ethnic groups of Viet Nam, you should visit the Museum of Ethnology. It is situated in Nguyen Van Huyen Street, Cau Giay District. The Museum is (2) \_\_\_\_\_ valuable centre for the exhibition and preservation of the cultural heritage of (3) \_\_\_\_\_ 54 ethnic groups in the whole country. There are thousands of objects and photographs representing ways of life and creative activities of these peoples. Moreover, typical houses have been taken from their original sites and rebuilt in (4) \_\_\_\_\_ museum gardens. These houses model (5) \_\_\_\_\_ traditional architecture of ethnic minorities. The museum also has a lot of information about all (6) \_\_\_\_\_ different ethnic peoples in Viet Nam.

## Communication

### 6 GAME: CULTURAL KNOWLEDGE CHALLENGE

Work in pairs. See how much you can remember about the cultural groups of Viet Nam. 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.

#### Example:

A: Are you ready?

B: Yes.

A: What is the population of the largest ethnic group?

B: About 74 million. It's the 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!

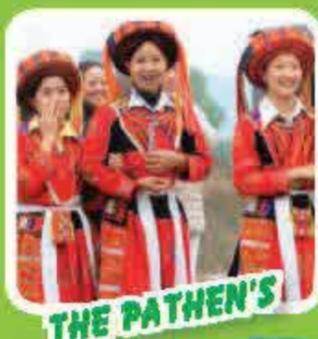
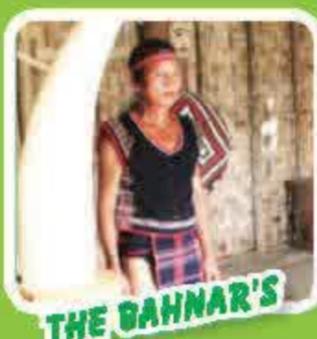
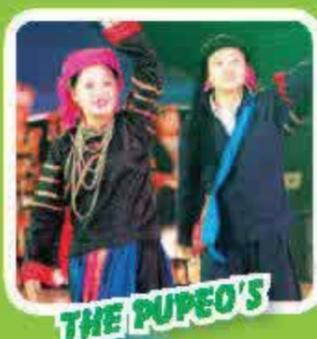
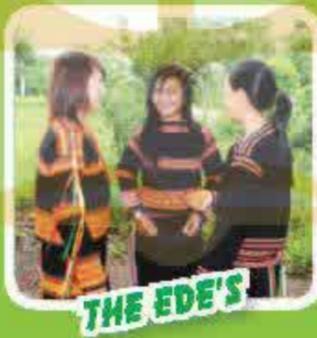
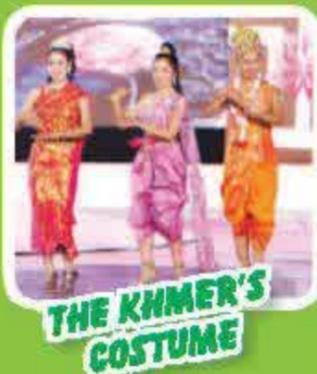


Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about different ethnic groups			
• ask and answer different question types			
• use articles: <i>a</i> , <i>an</i> , and <i>the</i>			
• pronounce words containing clusters /sk/, /sp/, and /st/ correctly in isolation and in sentences			
• write a paragraph about how to cook a traditional dish			

## 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 colours.

3 Organise an exhibition of the costume designs you have made among your group or class members. Talk about them.

# REVIEW 1 (UNITS 1 - 2 - 3)

## LANGUAGE

### Pronunciation

1 Listen and repeat the following words and phrases.

- |                  |                    |
|------------------|--------------------|
| spaceship        | colourful clothing |
| toothbrush       | risky              |
| English practice | bloom              |
| blow             | Brau people        |
| presence         | stamp collecting   |

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.



- I used to climb trees when I was small.
- How can we improve our speaking skills?
- How annoying, the stadium has closed!
- I want to buy a blue skirt for my mother.
- 'On a dark day, I saw a witch riding a broom in the sky ...'

### Vocabulary

3 Organise these words and phrases into pairs of opposites and write them in the blanks.

- |              |           |          |          |
|--------------|-----------|----------|----------|
| peaceful     | hard      | boring   | forget   |
| traditional  | easy      | love     | modern   |
| noisy        | city life | majority | hate     |
| country life | minority  | remember | exciting |

_____	_____
_____	_____
_____	_____
_____	_____

4 Put a verb in the correct form in each gap to complete the sentences.

- Duong doesn't \_\_\_\_\_ playing football. He enjoys \_\_\_\_\_ to music or \_\_\_\_\_ museums more.
- Don't \_\_\_\_\_ to lock the door before you go to bed, Quan.
- Children in this village love \_\_\_\_\_ kites on summer afternoons.

- My sister doesn't \_\_\_\_\_ cooking, but she hates \_\_\_\_\_ the washing up after meals.
- The Hmong boys like \_\_\_\_\_ the game *danh quay* in spring.



### Grammar

5 Complete the sentences with the correct comparative form of adverbs from the adjectives in brackets.

- On Saturday night we may stay up \_\_\_\_\_ than usual. (**late**)
- In his free time, Linh enjoys doing jigsaw puzzles \_\_\_\_\_ than anything else. (**much**)
- We speak English \_\_\_\_\_ now than last year. (**fluent**)
- You should buy the blue sweater. It suits you \_\_\_\_\_ than the red one. (**good**)
- Ethnic people in the mountainous regions live \_\_\_\_\_ than people in the city. (**simple**)
- Everyone in the race ran fast, but John ran \_\_\_\_\_ than all the others. (**fast**)
- If you write \_\_\_\_\_, you will make fewer mistakes. (**careful**)

6 Fill each blank with an article (*a, an, or the*) to complete the passage.

If you are tired of your busy and noisy city life, at the weekend you can go to (1) \_\_\_\_\_



green and peaceful place with friendly people in

the Mekong region. Most of Viet Nam's rice is grown here. You will have (2) \_\_\_\_\_ opportunity to enjoy the beauty of typical Southern Vietnamese countryside and (3) \_\_\_\_\_ view of immense rice paddies, coconut plantations and beautiful rivers. (4) \_\_\_\_\_ Mekong Delta is also famous for its fascinating floating markets and fruit orchards where you can taste delicious local fruits especially (5) \_\_\_\_\_ dragon fruit. It will be (6) \_\_\_\_\_ special treat for you!

## 7 Everyday English

Match the sentences in A with those in B. Then practise with a friend.

- A**
1. Small children in my village often climb that hill and swim in this river.
  2. Is it true that there are busy floating markets on the rivers in the Mekong region?
  3. I'm sure you will love this new cartoon.
  4. Flying kites is very exciting, but we can never do this in the city.
  5. My dad enjoys doing DIY. He made this dining table set.
- B**
- a. Yes, it's right up my street.
  - b. How interesting!
  - c. No, we can't.
  - d. That's awesome!
  - e. Exactly.

### SKILLS

#### Reading

1 Read the following letter from Kim to her pen friend, Jon.



Dear Jon,  
 Thank you for the letter and all your news. Well, in this letter I'll tell you what I often do in my leisure time.  
 One thing I like to do is visiting museums. On Saturday afternoons I love to visit Da Nang Museum of Cham Sculpture. You know, this museum preserves sculptures featuring the cultural and spiritual life of the Cham people. About 300 clay and stone objects are on display at the museum. This museum has the world's largest collection of Cham artifacts. Sometimes I also visit Da Nang Museum. This is a new museum with about 2,500 pictures, documents and objects. You can learn about history and people's life here. Next time you come, I'll take you to these museums. I'm sure you will like them, and you will learn a lot of interesting things.  
 Bye for now,  
 Kim

2 Tick (✓) true (T) or false (F).

	T	F
1. Kim likes to visit museums at the weekend.		
2. The Museum of Cham Sculpture has the largest collection of Cham artifacts.		
3. The Museum of Cham Sculpture has about 2,500 items.		
4. Da Nang Museum is a new museum.		
5. Jon thinks it is a good thing to visit museums.		

b Write questions for the underlined phrases in the letter.

1. \_\_\_\_\_ ?
2. \_\_\_\_\_ ?
3. \_\_\_\_\_ ?

#### 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.

#### Listening

3 Listen to the passage and choose the correct answer.

1. What percentage of Britain's population dream of living in the country?  
 A. 18%      B. 80%      C. 20%
2. English village communities are often small and \_\_\_\_\_.  
 A. close      B. poor      C. unknown
3. Which is village life good for, according to Maggie?  
 A. Children  
 B. People who have money  
 C. People who don't have money
4. People in English villages use private transport \_\_\_\_\_.  
 A. a little      B. less      C. more
5. The environment of English villages is \_\_\_\_\_.  
 A. spoil      B. not spoilt much      C. not safe

#### Writing

4 Giving your opinion

Write a paragraph giving your opinion about life in the countryside. You may begin like this:

In my opinion/ I think life in the countryside has many good points. Firstly, ...

you may use the following cues:

- people (friendly ...)
- life (peaceful, simple, slow ...)
- food (fresh, cheap ...)
- traditional activities

**GETTING STARTED****A lesson on customs and traditions****1 Listen and read.**

**Teacher:** Today we're going to learn about customs and traditions. Do you think they're the same?

**Mi:** I think they're different, but it's hard to explain how.

**Nick:** In my opinion, a custom is something that has become an *accepted* way of doing things. And a tradition is something we do that is *special* and is passed down through the generations.

**Teacher:** Yes, spot on! Give me an example of a custom.

**Mai:** My family has this custom of eating dinner at 7 p.m. sharp.

**Teacher:** Really?

**Mai:** Yes, we have to be at the dinner table on time.

**Teacher:** That's interesting! How about a tradition, Phong?

**Phong:** We have a family tradition of visiting the pagoda on the first day of every lunar month.

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

Types of customs and traditions  
Expressions with 'custom' and 'tradition'

**PRONUNCIATION**

Clusters: /spr/ and /str/

**GRAMMAR**

*Should* and *shouldn't*: review  
*Have to*

**COMMUNICATION**

Describing customs and traditions  
Giving advice and expressing obligation about customs and traditions

**Nick:** You're kidding!

**Phong:** No, no. We've followed this tradition for generations.

**Teacher:** You've mentioned family, but what about social customs and traditions, Nick?

**Nick:** Well, in the UK there are lots of customs for table manners. For example, we have to use a knife and fork at dinner. Then, there's a British tradition of having afternoon tea at 4 p.m.

**Teacher:** Sounds lovely! Now, for homework, you should find information about a custom or tradition. You're doing mini presentations next week...



**a Find a word/ phrase that means:**

1. agreed
2. grandparents, parents, and children
3. totally correct
4. exactly on time
5. relating to human society
6. a polite way of eating at the dinner table

**2 a Match the pictures with the customs and traditions in the box.**



a. \_\_\_\_\_



b. \_\_\_\_\_

**Watch out!**

- 'You're kidding!' is a common expression. It's used to show you are surprised at something that somebody has just said.
- Do you know another expression that has the same meaning?



**b Tick (✓) true (T) or false (F).**

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. Nick's explanation of customs and traditions is correct.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Only families have customs and traditions.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In the UK there's a tradition of having afternoon tea.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In the UK there is no accepted way of behaving at the dinner table. | <input type="checkbox"/> | <input type="checkbox"/> |

**c Answer the following questions.**

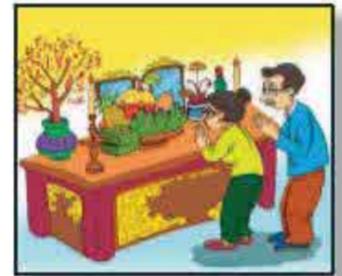
1. What is Mai's family custom?
2. How does Nick feel when Phong talks about one of his family traditions?
3. What is the similarity between a custom and a tradition?
4. What is the difference between them?
5. What should the students do for homework?

**d Find these sentences in the conversation and fill in the missing words.**

1. We \_\_\_\_\_ be at the dinner table on time.
2. You \_\_\_\_\_ find information about a custom or tradition.

**What do you think these sentences mean?**

1. smiling to accept a compliment
2. worshipping ancestors
3. wrapping gifts in colourful paper
4. having lunch together on the second day of Tet
5. placing the chopsticks on top of the rice bowl when finishing a meal
6. children in the family standing in a row to greet guests
7. wearing *ao dai* on special occasions
8. giving children lucky money at Tet



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_



h. \_\_\_\_\_

**b Write C (custom) or T (tradition) under each picture in a. In pairs, compare your answers.**

**3 GAME: CUSTOMS AND TRADITIONS EXPERTS**

1. Work in small groups.
2. Take five minutes to write down as many local customs and traditions as you can think of.
3. Present your list to the other groups.
4. The group with the most ideas are the experts!

# A CLOSER LOOK 1

## Vocabulary

### Watch out!

The words 'custom' and 'tradition' can be countable or uncountable.



1 Match the first halves of the sentences (A) with the second halves (B).

A

B

1. Although they are not Christian,	a. the first person to step into your house in the new year should be a man.
2. It's the custom	b. making sponge cakes for the Mid-Autumn Festival instead of mooncakes.
3. According to tradition,	c. the tradition of living with their parents.
4. There is a tradition in our school that	d. in that country for women to get married in white.
5. They broke with tradition by	e. the family has the custom of giving presents at Christmas.
6. Many young people do not follow	f. morning exercise at 5 a.m.
7. In my family there is a custom of doing	g. girls should wear <i>ao dai</i> on the first day of school.

2 Read the full sentences in 1 again and complete the expressions below.

1. It's the \_\_\_\_\_ for somebody to do something
2. there's a \_\_\_\_\_ that + clause
3. \_\_\_\_\_ to tradition, + clause
4. follow the \_\_\_\_\_ of doing something
5. break \_\_\_\_\_ tradition by doing something
6. have the custom \_\_\_\_\_ doing something
7. there is a custom of \_\_\_\_\_ something

3 Read the following customs and traditions. Make sentences to say if you have these in your province or area, using any of the expressions in 2. Remember to change the verb tense if necessary.

According to tradition, we have fireworks on New Year's Eve.

My area broke with tradition by not having firecrackers on New Year's Eve.

There's a tradition in our province of having fireworks on New Year's Eve.

1. having fireworks on New Year's Eve
2. waiting until the guests finish eating before leaving the dinner table
3. touching children's heads
4. decorating the house on special occasions
5. women shaking strangers' hands

4 Now complete the following sentences with your own ideas.

1. It's the custom in my country that \_\_\_\_\_.
2. We broke with tradition by \_\_\_\_\_.
3. There's a tradition in my family that \_\_\_\_\_.
4. We have the custom of \_\_\_\_\_.
5. According to tradition, \_\_\_\_\_.

## Pronunciation

Clusters: /spr/ and /str/

5 Complete the words under the pictures with *spr* or *str*. Then listen and repeat.



1. \_\_\_\_\_ aw



2. \_\_\_\_\_ eet



3. \_\_\_\_\_ ing



4. \_\_\_\_\_ ay



5. a \_\_\_\_\_ onaut



6. fru \_\_\_\_\_ ated



7. e \_\_\_\_\_ esso



8. new \_\_\_\_\_ int

6 Listen and circle the words with /spr/ and underline the words with /str/. Then say the sentences.

1. In my family, all the traditions of our ancestors are strictly followed.
2. The custom of saying hello to strangers has spread through our community.
3. In our district, it's the custom for residents to sweep the streets on Saturday mornings.
4. That filmstrip really highlighted our customs and traditions.
5. Parents usually want their offspring to follow the family traditions.

# A CLOSER LOOK 2

## Grammar

**Should and shouldn't to express advice: review**

**1** Look at the pictures and complete the sentences with *should* or *shouldn't*.



1. You \_\_\_\_\_ respect old people.

2. According to tradition, you \_\_\_\_\_ sweep the floor on the first day of Tet.



3. Children \_\_\_\_\_ take things from adults with both hands.

4. You \_\_\_\_\_ wear shorts when going to the pagoda.



5. You \_\_\_\_\_ bring a gift when you visit someone's house.

**2** Match the situations in A and the advice in B.

**A**

**B**

1. Your sister is chewing and talking at the same time.

a. You should arrive on time.

2. Your brother is noisy at the pagoda.

b. You shouldn't do that. It's not very polite.

3. Your foreign friend has been invited to dinner in a Vietnamese house.

c. Shhhh! You should be quiet in here.

4. You don't know what to do when going into a Japanese house.

d. You should take off your shoes at the entrance.

5. You have been invited to dinner with a British family.

e. After taking food from the plate, you should put it into your bowl before eating.

### Have to to express obligation or necessity

*have to* is used to express obligation or necessity. It shows external obligation, i.e., someone else makes a decision about what you must do.

(+) *have to / has to* + infinitive

Example: We *have to* clean the house carefully before Tet.

(-) *don't / doesn't have to* + infinitive

Example: She *doesn't have to* wear a company uniform.

(?) *Do / Does* + subject + *have to* + infinitive

Example: Do we *have to* follow the tradition of cleaning the house before Tet?

### Remember!

*Don't have to* is used when it is not necessary to do something.

Example: My mother *doesn't have to* work on Saturdays.

If you want to tell somebody not to do something as an obligation, use *must not / mustn't* instead.

Example: You *mustn't* wear short skirts in here.



**3 Complete the sentences with the correct form of *have to*.**

1. My mother says that I \_\_\_\_\_ be home by 9 p.m. sharp.
2. We \_\_\_\_\_ go now because our dad is waiting for us.
3. She \_\_\_\_\_ wear that costume because it's the family tradition.
4. In the past, men \_\_\_\_\_ wear *ao dai*, but today they \_\_\_\_\_ wear it.
5. Before leaving the dinner table, \_\_\_\_\_ your son \_\_\_\_\_ ask for permission?
6. We \_\_\_\_\_ go to school today because it was raining heavily.

**4 Choose A or B to convey the meaning of the first sentence.**

1. You have to take your hat off when going inside the main worship area of the temple.  
A. You can take your hat off if you want to.  
B. You're not allowed to wear your hat.
2. You don't have to tip in Viet Nam.  
A. It's not necessary to tip in Viet Nam.  
B. You're not allowed to tip in Viet Nam.
3. Students mustn't run or be noisy in the school building.  
A. Running and being noisy aren't allowed in the school building.  
B. They can run and be noisy if they want to.
4. In the past, Vietnamese people had to live with their parents even after they got married.  
A. They could live with their parents after they got married.  
B. They were obliged to live with their parents after they got married.

**5 Mi is going to visit her friend Eri in Japan. Read Eri's email. There are six mistakes in it. Can you find and correct them?**

From: eri@fastmail.com

To: mi@quickmail.com

Hello Mi,

I'm so excited about your trip. It's going to be amazing!

I shouldn't give you some advice, so you can prepare for Japan. We have lots of customs and it can get a bit confusing for visitors. 😊

Firstly you has to take off your shoes when you go inside. You shouldn't wear slippers in the house - but you didn't have to bring any, we have extra pairs for guests. Then you have use different slippers in the bathroom and in the garden, but you'll get used to it! You should worry - I'll be there to help you.

All for now, gotta go...

Eri x



**6 Work in pairs. Imagine that you both have a friend who is coming to Viet Nam this summer. List three pieces of advice and three obligations your friend should follow.**

**Share your ideas with the whole class.**

# COMMUNICATION

## Extra vocabulary

prong                  cutlery                  palm  
tray                    mat                      host/hostess

**1** Look at the pictures below. In pairs, discuss the differences between them.



**2** Read the following sentences about table manners in Britain. Work in pairs. Write T (true) or F (false).

1. The knife is held in the left hand and the fork is held in the right hand. \_\_\_\_\_
2. You shouldn't point the prongs of the fork upwards during the meal. \_\_\_\_\_
3. People use the same cutlery to eat the main course and the dessert. \_\_\_\_\_
4. When the meal is finished, you should place the knife and fork on the plate. \_\_\_\_\_
5. You can use your fork to take more food from the serving dish. \_\_\_\_\_

6. You should use your knife to cut the bread. \_\_\_\_\_
7. Guests should start eating before the host starts eating. \_\_\_\_\_
8. You should ask someone to pass you a dish. \_\_\_\_\_

**3** Now listen to Nick giving a presentation on table manners in Britain and check your answers.



**4** Work in pairs. Discuss if you follow these table manners in your family. Are there other table manners you follow?

1. We sit around a tray on a mat to have meals.
2. We use rice bowls and chopsticks.
3. When chewing food, we shouldn't talk.
4. The host/ hostess invites everybody to start eating.
5. The host/ hostess offers to serve the food for the guests.
6. When we have finished eating, we place our chopsticks on top of our rice bowl.

**5** There is a British exchange student in your class. You invite her to dinner at your home. Play the following roles.

*You are Minh. You invite your British friend to come for dinner. She asks a lot of questions about Vietnamese table manners.*

*You are Jessica from Britain. You want to learn about Vietnamese table manners so you can feel comfortable at dinner. You compare these with British table manners.*

**Start the role-play like this:**

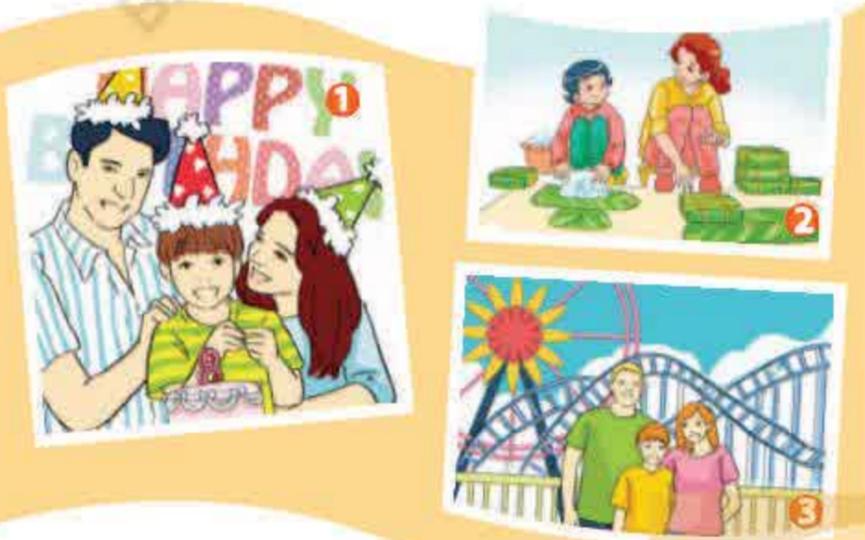
- Minh:** Hey Jessica! My family would like to invite you to dinner.
- Jessica:** Oh, that's nice but... I don't know anything about Vietnamese table manners.
- Minh:** Well, what do you want to know?
- Jessica:** Well, do you eat around the dinner table like in Britain?
- Minh:** No, actually we sit on a mat with the food in the middle.
- Jessica:** You're kidding!
- Minh:** ...

# SKILLS 1

## Reading

**1** Look at the pictures and answer the questions.

1. What are the people doing in each picture?
2. Does your family ever do the same things?



**2** Read Mi's presentation on customs and traditions. Is she writing about her family or her society?

In my opinion, customs and traditions are very important. Like other families, we have our own customs and traditions.

**A** Firstly, there's a tradition in our family of having lunch together on the second day of Tet. Everyone has to be there before 11 a.m. We have followed this tradition for three generations.



**B** Secondly, we have the custom of spending Sunday together. We usually go to the cinema or go for a picnic. We don't have to do it, but it makes us closer as a family.

**C** Thirdly, we celebrate our grandparents' wedding anniversary on the first Sunday of October because they don't remember the exact date. The custom is that we have to cook a new dish each year. Last year, my mum cooked lasagne, an Italian dish. This year, we prepared five-coloured sticky rice served with grilled chicken.



We all enjoy these customs and traditions because they provide our family with a sense of belonging.

**3** Now decide in which paragraph each detail below is mentioned. Write A, B, or C in the blank.

1. the name of an Italian dish \_\_\_\_\_
2. the time family members have to gather for lunch \_\_\_\_\_
3. the date of the wedding anniversary \_\_\_\_\_
4. an outdoor activity \_\_\_\_\_
5. the length of time a tradition has existed \_\_\_\_\_
6. the reason for spending time together \_\_\_\_\_

**4** Read the text again and answer the questions.

1. What are the three customs or traditions Mi mentions?
2. What does Mi's family usually do on Sundays?
3. What is the date of her grandparents' wedding anniversary?
4. What did they make for the grandparents' wedding anniversary this year?
5. Why do they love family customs and traditions?

## Speaking

**5** Work in pairs and discuss the questions.

1. What are the three customs and traditions you like most in your family? Describe them in detail.
2. How do you feel when you take part in these customs and traditions?
3. Why is it important to continue family customs and traditions?

**6** Interview another pair to get their answers to the questions in 5. Note down their answers in the table below. Then present what you have found out to the class.

Names of interviewees	Question 1	Question 2	Question 3

## SKILLS 2

### Listening

- 1** Look at the picture. What tradition do you think this is? Share your ideas with a partner.



- 2** Listen to Mai's presentation and complete the table with no more than three words from the recording.

What is the tradition?	The <i>xoe</i> dance
What does the dance express?	Working life and wishes for a (1) _____ life
Where do people perform <i>xoe</i> ?	Public and (2) _____
How many <i>xoe</i> dance forms are there?	More than (3) _____
What is the most popular form?	(4) _____
Why is it the most popular?	It expresses (5) _____ unity
How do people perform it?	Make a circle around the (6) _____ and dance to (7) _____
Why should they continue this tradition?	It reflects Thai (8) _____

- 3** Listen again and tick (✓) true (T) or false (F).

- |   |                          |                          |
|---|--------------------------|--------------------------|
|   | T                        | F                        |
| 1. The <i>xoe</i> dance is a spiritual tradition of Thai ethnic people.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There are 16 ancient forms of <i>xoe</i> .                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Only young people perform the circle dance.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Dances with conical hats, paper fans or scarves are some forms of <i>xoe</i> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The importance of <i>xoe</i> is expressed in an old Thai song.                 | <input type="checkbox"/> | <input type="checkbox"/> |

### Writing



- 4** Work in pairs. Read about a traditional Japanese dance. Make complete sentences, using the information given.

#### Example:

*The Obon dance is a traditional Japanese dance.*

What's the tradition?	The Obon dance
What does the dance express?	People honouring their ancestors
When do people perform the Obon dance?	Obon festival, in mid-August in many regions of Japan and in mid-July in other regions
How many Obon dance forms are there?	Different forms in different regions
What is the most typical form?	Circle dance
How do people perform it?	Make a circle around a <i>yagura</i> , a high wooden stage; some dancers move clockwise, and some counter-clockwise
Why should they continue this tradition?	One of the most important traditions; lots of people come back to reunite with their families during the Obon festival

- 5** Imagine that you are joining a writing contest about customs and traditions and have chosen to write about the Obon dance. Now write a description of this dance. Begin with the following sentence.

*There is a tradition in Japan that people perform the Obon dance during the Obon festival.* \_\_\_\_\_

- 6** When you have finished, swap your work with a partner. Did they add anything different? Can you spot any mistakes in their work? Share your ideas.

# LOOKING BACK

## Vocabulary

1 Complete the sentences with the words from the box.

cutlery	generations	wrap
worshipping	host	respect

- We should \_\_\_\_\_ our customs and traditions.
- A lot of countries in the world have the tradition of \_\_\_\_\_ their ancestors.
- You shouldn't \_\_\_\_\_ a gift in black or white paper.
- In a lot of countries, the \_\_\_\_\_ usually invites everybody to start eating.
- In Viet Nam, the \_\_\_\_\_ we mostly use is chopsticks.
- For \_\_\_\_\_, my family has visited this pagoda.

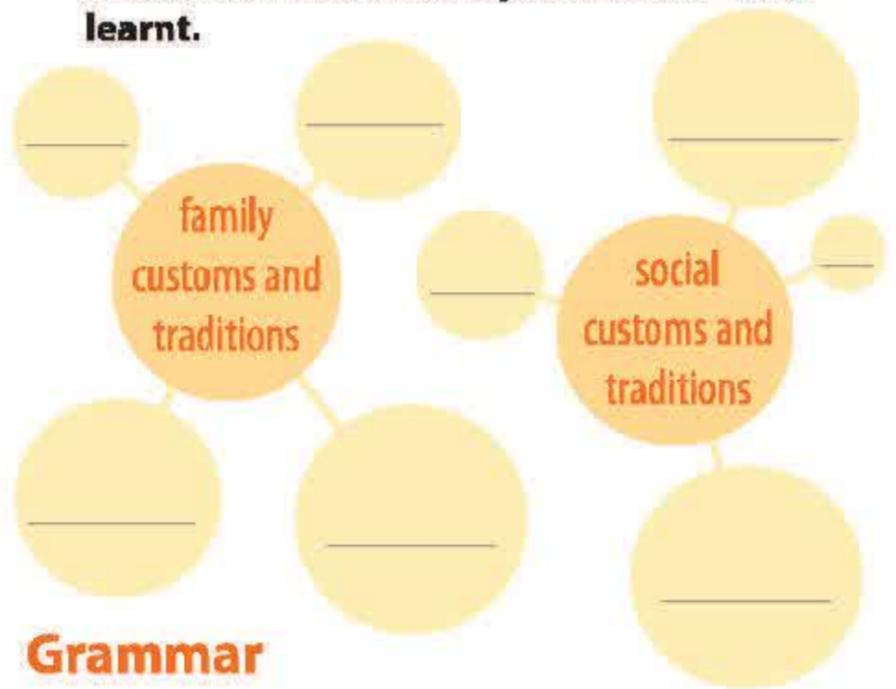


2 Write sentences with the following expressions.

*there's a tradition that  
according to tradition  
follow the tradition of  
break with tradition by  
have the custom of*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 Complete the following wordwebs with the customs and traditions you know or have learnt.



## Grammar

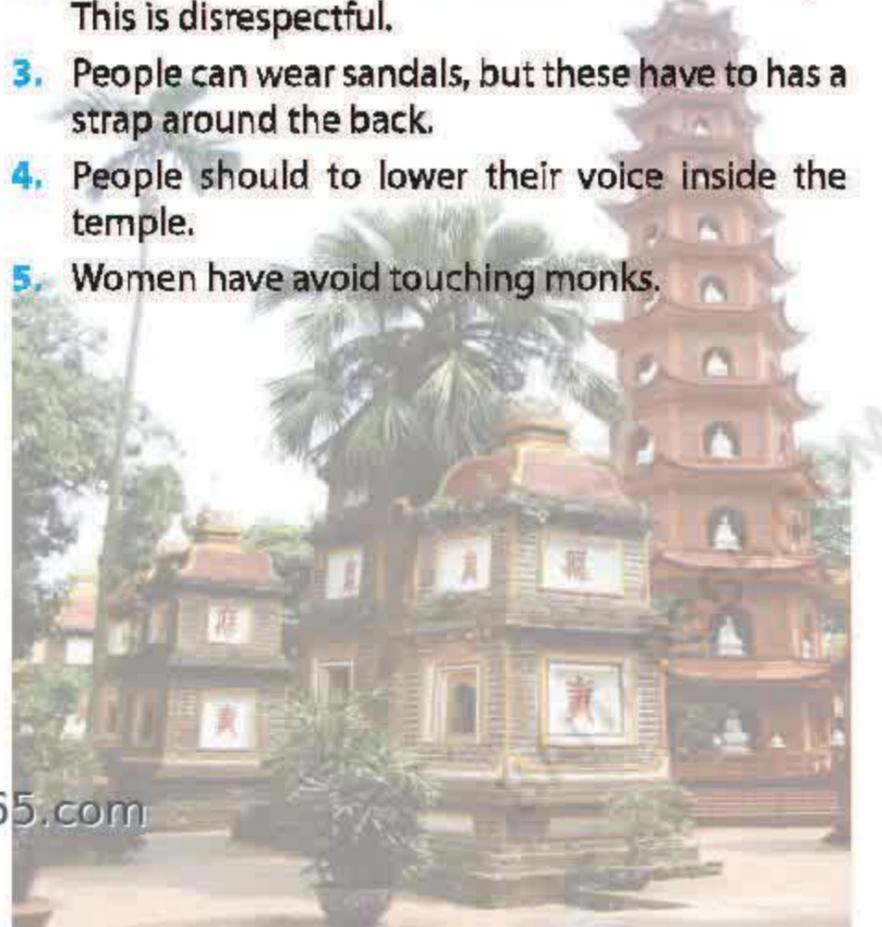
4 Complete the sentences, using *should* or *shouldn't* and a verb from the box.

use	break	wait	touch	follow
-----	-------	------	-------	--------

- In Viet Nam you \_\_\_\_\_ for the eldest person to sit before you sit down.
- In Viet Nam you \_\_\_\_\_ only the first name to address people older than you.
- You \_\_\_\_\_ your promise to the children.
- If you are Vietnamese, you \_\_\_\_\_ your customs and traditions.
- You \_\_\_\_\_ another person's head because it's disrespectful.

5 Underline one mistake in each of the following sentences. Correct it.

- When you visit a temple in Thailand, you has to follow some important customs.
- People should wear short shorts and tank tops. This is disrespectful.
- People can wear sandals, but these have to has a strap around the back.
- People should to lower their voice inside the temple.
- Women have avoid touching monks.



## Communication

### 6 GAME: WHAT SHOULD I DO?

In small groups, take turns to choose one of these scenarios for each other. Once everyone has had a turn at answering, vote for the person who gave the best advice.



I've been invited to dinner with a British family.



I'm going to visit a pagoda in Viet Nam.



I'm going to Japan to stay with my Japanese friend.



I'm going to visit a temple in Thailand.



I want to join in the Tet celebrations.



Finished! Now I can ....	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use different expressions to talk about customs and traditions</li> <li>use <i>should</i> and <i>have to</i> to express advice and obligation about customs and traditions</li> <li>pronounce words containing clusters /spr/ and /str/ correctly in isolation and in sentences</li> <li>write a description of a traditional dance</li> </ul>			

## PROJECT

Customs and traditions:

## How they have changed



1. Work in groups of three or four. Decide on a Vietnamese custom or tradition you want to research.
2. Individually, interview an older person (your grandmother or your neighbour) about this custom or tradition.
3. Then interview a younger person (your mother or your teacher) to see if this custom or tradition has changed today.
4. Back in your group, compare and combine your research results. Then together plan your presentation. Decide which of you will lead each part of the presentation.
5. Give your presentation to the rest of the class.

## GETTING STARTED

## Which festival should I see?



## 1 Listen and read.

**Peter:** Hey, I'm visiting Viet Nam this spring. I really want to see a festival there.

**Duong:** Really? Well, how about the Hue Festival?

**Peter:** What's that? And when is it?

**Duong:** It's in April. There's lots to see – a grand opening ceremony, an *ao dai* fashion show, a *Dem Phuong Dong* or oriental night show, royal court music performances... and sporting activities like human chess, boat races...

**Peter:** Sounds great! How about festivals in February or March?

**Duong:** Well, there's the Tet holiday. Why don't you come for that?

**Peter:** Are you sure? But it's your family reunion.

**Duong:** Sure! Come and join the celebration. To welcome Tet, we prepare a five-fruit tray and make jam and *chung* cakes. It's hard to explain on the phone. Just come, you won't regret it.

**Peter:** Thanks, Duong!

## THIS UNIT INCLUDES:

## VOCABULARY

Festivals

Festival activities

## PRONUNCIATION

Stress of words ending in *-ion* and *-ian*

## GRAMMAR

Simple and compound sentences: review

Complex sentences

## COMMUNICATION

Talking about festivals in Viet Nam

**Duong:** Yes,... Then on the 12<sup>th</sup> day of the first lunar month I'll take you to Bac Ninh Province, which is north of Ha Noi, to see the Lim Festival.

**Peter:** Slow down, Duong! The 'what' festival?

**Duong:** Lim – there's traditional *quan ho* singing which is performed on dragon boats, and folk games like swinging on huge bamboo swings, wrestling...



**a** Tick (✓) true (T) or false (F).

- |  |                          |                          |
|--|--------------------------|--------------------------|
|  | <b>T</b>                 | <b>F</b>                 |
| 1. Peter will come to Viet Nam in spring.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Peter wants Duong to recommend somewhere to go.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Duong says that Peter should come to Hue and Da Nang.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Peter doesn't want to come to the Hue Festival.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Duong recommends Peter to see the Hue Festival, the Lim Festival, and to celebrate the Tet holiday with his family. | <input type="checkbox"/> | <input type="checkbox"/> |

**b** Read the conversation again and answer the questions.

- When is the Hue Festival held? What can visitors see there?
- What does Duong's family do to welcome Tet?
- Why does Duong say 'It's hard to explain on the phone'?
- Where and when is the Lim Festival held?
- Why do you think Duong recommends the Lim Festival?

**c** Can you find the following expressions in the conversation? Try to explain their meaning.

- Why don't you come for that?
- Sounds great!
- You won't regret it.
- Are you sure?

**d** Work in pairs. Make short conversations with the four expressions in **c**.

**Example:**

Why don't you come with us to the Lim Festival? You won't regret it.

Sounds great! / Are you sure?

**2** Use the words from the box to label the pictures.

- |          |             |             |
|----------|-------------|-------------|
| ceremony | performance | procession  |
| reunion  | carnival    | anniversary |

 a. _____	 b. _____	 c. _____
 d. _____	 e. _____	 f. _____

**3** Match the words with the pictures of festivals.



- |                                     |
|-------------------------------------|
| 1. Do Son Buffalo-fighting Festival |
| 2. Cow Racing Festival              |
| 3. Le Mat Snake Festival            |
| 4. Whale Festival                   |
| 5. Elephant Race Festival           |



**4** Match the festivals in **3** with their descriptions.

Festival	Description
	a. This is held in Don Village, Dak Lak Province. Elephants and their riders race to the sound of drums, gongs and the cheering crowds.
	b. This is held in An Giang Province. Each race includes two pairs of cows, and they are controlled by two young men.
	c. This is a traditional, buffalo-fighting ceremony to worship the Water God in Do Son, Hai Phong City.
	d. This is a festival to worship the whale and pray for the good fortune of the fishermen in Quang Nam.
	e. This festival uses a bamboo snake performance to retell the story of Le Mat Village.

# A CLOSER LOOK 1

## Vocabulary

1 Match the words to their meanings.

1. to preserve	a. a show
2. to worship	b. an act of special meaning that you do in the same way each time
3. a performance	c. to keep a tradition alive
4. a ritual	d. to remember and celebrate something or someone
5. to commemorate	e. to show respect and love for something or someone

2 Complete the sentences using the words in 1.

- The Giong Festival is held every year to \_\_\_\_\_ Saint Giong, our traditional hero.
- At Huong Pagoda, we offer Buddha a tray of fruit to \_\_\_\_\_ him.
- Thanks to technology, we can now \_\_\_\_\_ our culture for future generations.
- In most festivals in Viet Nam, the \_\_\_\_\_ often begins with an offering of incense.
- The Le Mat Snake \_\_\_\_\_ is about the history of the village.



3 Match the nouns with each verb. A noun can go with more than one verb.

a ceremony	a show	a celebration
an anniversary	a hero	good fortune
a ritual	a god	a reunion

- WATCH \_\_\_\_\_
- HAVE \_\_\_\_\_
- WORSHIP \_\_\_\_\_
- PERFORM \_\_\_\_\_

## Pronunciation

Stress in words ending in *-ion* and *-ian*

4 a Look at the table below. What can you notice about these words?

competition	commemoration	procession
preservation	confusion	magician
musician	vegetarian	companion

### Remember!

With the words ending in the suffix *-ion* or *-ian*, stress the syllable immediately before the suffix.

Example:

commemo'ration  
vegeta'rian



b Now listen and repeat the words.

5 Listen and stress the words below. Pay attention to the endings.

- |                |               |
|----------------|---------------|
| 1. procession  | 5. politician |
| 2. companion   | 6. musician   |
| 3. production  | 7. historian  |
| 4. competition | 8. librarian  |

6 Read the following sentences and mark (') the stressed syllable in the underlined words. Then listen and repeat.



- Elephants are good companions of the people in Don Village.
- The elephant races need the participation of young riders.
- The elephant races get the attention of the crowds.
- Vietnamese historians know a lot about festivals in Viet Nam.
- It's a tradition for us to burn incense when we go to the pagoda.

## A CLOSER LOOK 2

### Grammar

Simple and compound sentences: review

1 Write S for simple sentences and C for compound sentences.

1. I enjoy playing tennis with my friends every weekend.
2. I like spring, but I don't like the spring rain.
3. I've been to Ha Long twice, and I joined the carnival there once.
4. My family and I went to the Nha Trang Sea Festival in 2011.
5. I like the Mid-Autumn Festival and look forward to it every year.

2 Connect each pair of sentences with an appropriate conjunction in the box to make compound sentences.

and but or so yet

1. At the Mid-Autumn Festival children carry beautiful lanterns. It's a memorable childhood experience.
2. During Tet, Vietnamese people buy all kinds of sweets. They make *chung* cakes as well.
3. The Hung King's sons offered him many special foods. Lang Lieu just brought him a *chung* cake and a *day* cake.
4. To welcome Tet, we decorate our house with peach blossoms. We can buy a mandarin tree for a longer lasting display.
5. The Huong Pagoda Festival is always crowded. We like to go there to pray for good fortune and happiness.



3 Connect each pair of sentences with an appropriate conjunctive adverb in the box to make compound sentences.

however nevertheless moreover  
therefore otherwise

1. Chu Dong Tu and Giong are both legendary saints. They are worshipped for different things.
2. Tet is the most important festival in Viet Nam. Most Vietnamese return home for Tet.
3. Tet is a time for us to worship our ancestors. It's also a time for family reunion.
4. The Khmer believe they have to float lanterns. They may not get good luck.
5. The Hung King Temple Festival was a local festival. It has become a public holiday in Viet Nam since 2007.

### Look out!

In formal language, conjunctive adverbs **however, nevertheless, moreover, therefore, otherwise** go after a semi colon (;) and before a comma (,).

Example:

I like reading; **therefore**, I spend a lot of money on books.



### Complex sentences

1. **A complex sentence** includes one independent clause, and one (or more) dependent clause. The dependent clause can go before or after the independent clause.
  - If the dependent clause goes before the independent clause, it is followed by a comma (,).

Example:

While the elephants are racing, people cheer to encourage them.

*dependent clause*

*independent clause*

- If the independent clause goes before the dependent clause, there is no comma.

Example:

People cheer to encourage the elephants while they are racing.

2. A dependent clause begins with a subordinator such as **when, while, because, although/ even though, or if**

**4 Match the dependent clauses with the independent ones to make complex sentences.**

Dependent clause	Independent clause
1. <b>When</b> the An invaders came to Viet Nam,	a. it is an essential part of the ceremony to worship the Water God.
2. <b>Because</b> <i>quan ho</i> is the traditional folk song of Bac Ninh,	b. the three-year-old boy grew up very fast and defeated them, legend says.
3. <b>Even though</b> Tien Dung was a daughter of the 18 <sup>th</sup> Hung King,	c. the crowds encourage them with drums and gongs.
4. <b>If</b> a pair of cows in the Cow Racing Festival go outside the line,	d. only this kind of singing is allowed at the Lim Festival.
5. <b>Although</b> the Buffalo-fighting Festival sounds frightening,	e. she married a poor man, Chu Dong Tu.
6. <b>While</b> the dragon boats at Ghe Ngo are racing,	f. they cannot continue the race.

**5 Fill each blank with one suitable subordinator when, while, even though/ although, because or if.**

**ELEPHANT RACE FESTIVAL**

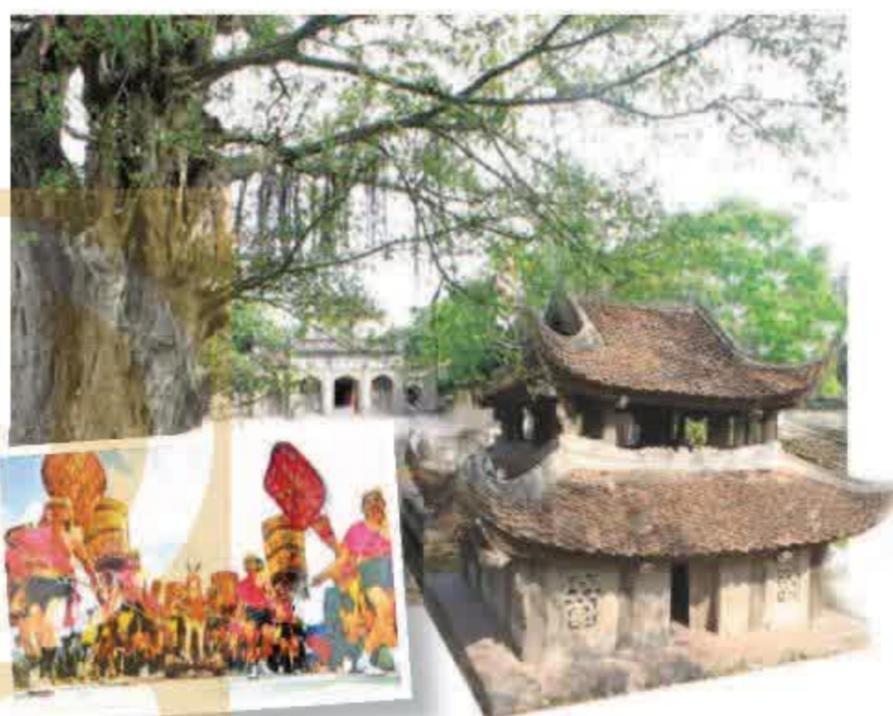
The Elephant Race Festival is held by the Mnong people in spring in Don Village or in the forests near Srepok River, Dak Lak Province. (1) \_\_\_\_\_ the space must be wide enough for around 10 elephants to race, villagers often choose a large, flat area. (2) \_\_\_\_\_ the race is held in the forests, the area must be without too many big trees.

The elephants are led to the starting line, and (3) \_\_\_\_\_ the horn command is given,

the race begins. The elephants are encouraged by the sounds of drums, gongs and the cheering crowds (4) \_\_\_\_\_ they are racing.

(5) \_\_\_\_\_ an elephant wins the race, it lifts its trunk above its head and waits for its prize. (6) \_\_\_\_\_ the prize is small, every rider is proud to be the race winner.

**6 Use your own words/ ideas to complete the sentences below. Compare your sentences with a partner.**



1. Although I like the Giong Festival, \_\_\_\_\_.
2. Because it's one of the most famous festivals, \_\_\_\_\_.
3. If you go to Soc Son, \_\_\_\_\_.
4. When people go to Huong Pagoda, \_\_\_\_\_.
5. While people are travelling along Yen Stream, \_\_\_\_\_.



# COMMUNICATION

## A Khmer Festival

### Extra vocabulary

bamboo archway green rice flakes  
coconut clasped hands floating lanterns

**1** Look at the pictures. Discuss the following questions with a partner and then write the right words under the pictures.

- What are the things in the pictures?
- Do you know the festival at which they appear?



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



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



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



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

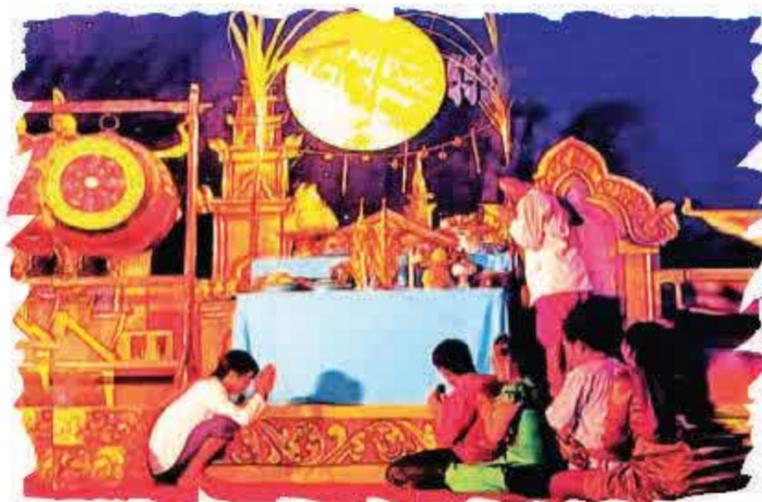


7. \_\_\_\_\_



8. \_\_\_\_\_

**2** Now listen to an interview between a TV reporter and a man about a festival to check your answers.



**3** Listen to the interview again and complete the table below with the answers to the suggested questions.

Where?	1. _____
When?	2. _____
Who is worshipped?	3. _____
What activities?	4. _____ 5. _____ 6. _____

**4** Role-play in groups of three. One of you is a reporter; two of you are locals. Do an interview about a local festival. It can be a real or an imaginary festival.



**Example:**

- A: Good morning. Can I ask you some questions about this festival?  
 B: Yes, of course.  
 A: What is the festival called?  
 B: It's \_\_\_\_\_. It's held in \_\_\_\_\_.  
 A: Who do you worship at the festival?  
 C: We worship \_\_\_\_\_.

# SKILLS 1

## Reading

**1** Below are pictures from websites about festivals in Viet Nam. Work in groups to answer the following questions.

1. What are the people doing in each picture?
2. Who do people worship at the Hung King Temple Festival?
3. Who do people worship at the Huong Pagoda Festival?

### A. HUNG KING TEMPLE FESTIVAL



### B. HUONG PAGODA FESTIVAL



**2** Now read the information about these festivals to check your ideas.

**A** The Hung King Temple Festival takes place from the 8<sup>th</sup> to the 11<sup>th</sup> day of the third lunar month in Phu Tho. This festival is held to worship the Hung Kings who are the founders and also the first emperors of the nation. The festival features a procession from the foot of the Nghia Linh mountain to the High Temple on top of the mountain. Here, there is a ceremony of offering incense and specialities such as *chung* cakes, *day* cakes and five-fruit trays to the Kings. Moreover, there are also many joyful activities including bamboo swings, lion dances, wrestling and *xoan* singing performances.

**B** This Buddhist Festival is held annually and lasts for three months from the first to the third lunar month. During the festival, visitors come from all over the country and from overseas to join the procession and make offerings of incense, flowers, fruit and candles to worship Buddha at the pagoda. In addition to the ceremonies, people enjoy activities at this festival such as hiking in the mountains, exploring caves and taking photos of the beautiful scenery.

**3** Find words/ phrases in the passages that have similar meaning to these words or phrases.

1. kings
2. includes as an important part of something
3. interesting, full of fun
4. from abroad
5. going for a long walk
6. natural surroundings

**4** Read the information again and answer the following questions.

1. When does the Hung King Temple Festival take place?
2. What is included in the offerings to the Hung Kings?
3. Why is it joyful to go to the Hung King Temple Festival?
4. What do people do to worship Buddha at the Huong Pagoda Festival?
5. Which of the activities at the Huong Pagoda Festival do you like most?

## Speaking

**5** Work in pairs. Your teacher is organising a trip. You have two options: going to Huong Pagoda or going to Hung King Temple. You have to decide the following:

1. Which place do you prefer to go to? Explain your choice.

*Example:*

I prefer to go to Huong Pagoda because I really want to travel along Yen Stream by boat. How about you?

2. What things should you take with you? Why?

*Example:*

I think we should take a bottle of water because we'll need it when we're climbing the mountain.



**b** Now report your decisions to the class. Which location is more popular and why?

## SKILLS 2

### Listening

**1** Work in pairs. Describe the picture and answer the questions.

- Who is Saint Giong?
- What did he do for the country?



**2** Listen to a tour guide giving information about the Giong Festival and circle the correct answer A, B, or C.

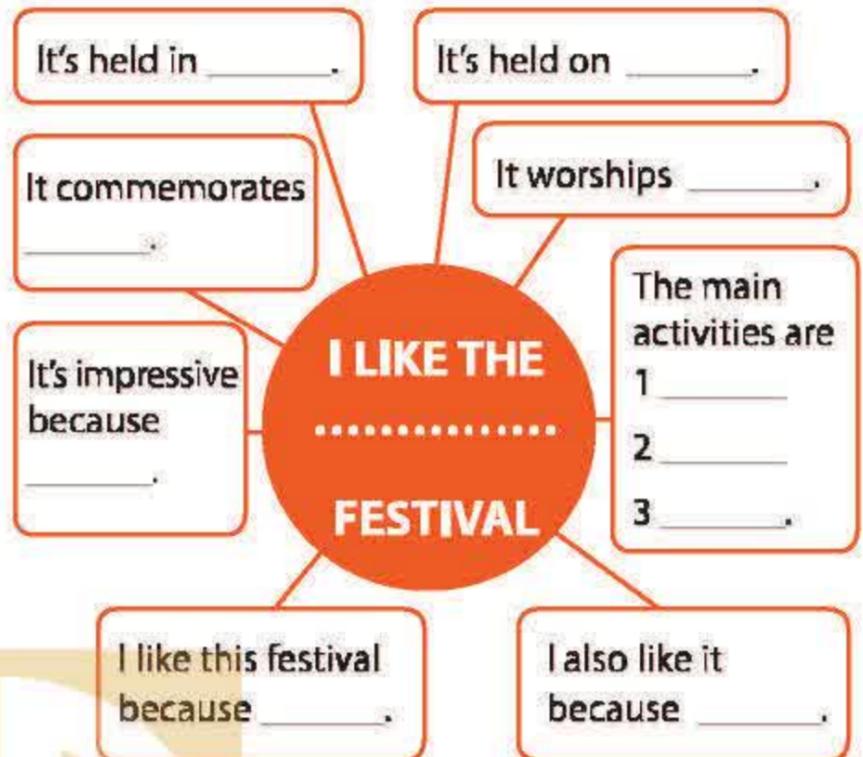
- The Giong Festival is held in \_\_\_\_\_ District, Ha Noi.
  - Dong Anh
  - Soc Son
  - Dong Da
- This festival is held to commemorate Saint Giong who defeated \_\_\_\_\_.
  - the An
  - the Ming
  - the Mongols
- The festival is held \_\_\_\_\_.
  - on the 6<sup>th</sup> day of the 4<sup>th</sup> lunar month
  - on the 12<sup>th</sup> day of the 4<sup>th</sup> lunar month
  - from the 6<sup>th</sup> to the 12<sup>th</sup> of the 4<sup>th</sup> lunar month

**3** Listen to the talk again and write answers to the questions below.

- How different is Saint Giong from other heroes in Viet Nam?
- When do the preparations for the festival begin?
- What kind of ceremony takes place after the procession?
- What happens when night falls?
- How important is this festival?

### Writing

**4** Work in pairs. Discuss with your partner the festival in Viet Nam that you like best. Use the word web below to take notes.



**5** Now use the notes to write an article about this festival for the school website. Remember to add any necessary connectors below to make compound and complex sentences.

when and first      while but then      because so moreover



# LOOKING BACK

## Vocabulary

1 Rearrange the letters to label the pictures.



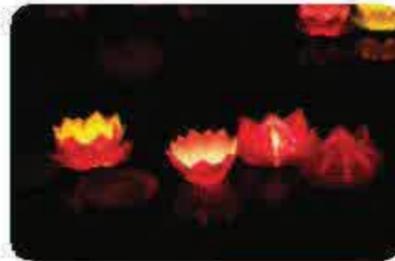
1. icnesen



2. ofernfigs



3. pary



4. Inerants



5. csrwod



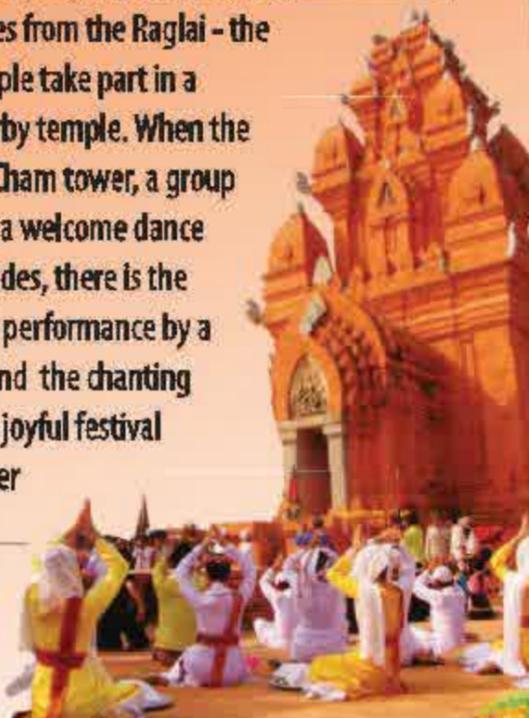
6. cehergin

2 Complete the text about the Kate Festival with the words in the box.

commemorates    performances    ancient  
 procession      ethnic              ritual  
 respect            perform

The Kate Festival is held by the Cham (1) \_\_\_\_\_ group in Ninh Thuan in the central part of Viet Nam. This festival (2) \_\_\_\_\_ their heroes - the Gods Po Klong Garai and Po Rome and shows their (3) \_\_\_\_\_ to these Gods.

At the festival, the Cham people have to do a (4) \_\_\_\_\_ to welcome the costumes from the Raglai - the (5) \_\_\_\_\_ Cham. People take part in a (6) \_\_\_\_\_ to the nearby temple. When the procession arrives at the Cham tower, a group of dancers (7) \_\_\_\_\_ a welcome dance in front of the tower. Besides, there is the *Poh Bang* (door opening) performance by a magician in the temple and the chanting of a hymn. This is a really joyful festival which features many other activities like (8) \_\_\_\_\_ of the Ginang drum and the Saranai flute and the Apsara dance.



## Grammar

3 Choose the correct answer.

1. *When/ If* you are Vietnamese, you should know the story of *chung cakes* and *day cakes*.
2. *Even though/ When* the *New Year's Eve* is late at night, children stay awake to welcome the New Year and to watch the firework display.
3. Children like the Mid-Autumn Festival *because/ although* they are given many sweets and toys.
4. *While/ If* children are waiting for the moon to rise, they sing, dance and listen to the story of *Hang Nga* and *Cuoi*.
5. *Because/ When* you come to the Lim Festival, you can enjoy the singing of the most skilled *lien anh* and *lien chi*.

4 Use your own words/ ideas to complete the sentences below. Compare your sentences with a partner.

1. When the Lim Festival begins, \_\_\_\_\_
2. Because we have many festivals in January, \_\_\_\_\_
3. If you go to the Hue Festival, \_\_\_\_\_
4. Although sticky rice is very tasty, \_\_\_\_\_
5. While we are boiling *chung cakes*, \_\_\_\_\_

## Communication

5 Put the following things and activities in the correct columns.

mooncakes    lion dance    floating lanterns  
 family reunion    visiting relatives    kumquat  
 welcome-the-moon party    firework displays  
 the first-footer    *Hang Nga* and *Cuoi* stories

New Year Festival	Mid-Autumn Festival

**6** Work in pairs, find out which festival your partner prefers. Which three things or activities does your partner like best in the festival he/ she chooses? Why?

*Example:*



Finished! Now I can ....	✓	✓✓	✓✓✓
• talk about festivals in Viet Nam and the reasons they are held			
• use compound and complex sentences to talk about festivals			
• stress and pronounce correctly multi-syllable words ending in <i>-ion</i> and <i>-ian</i>			
• write about a festival I like			

## PROJECT

# TALENT SHOW

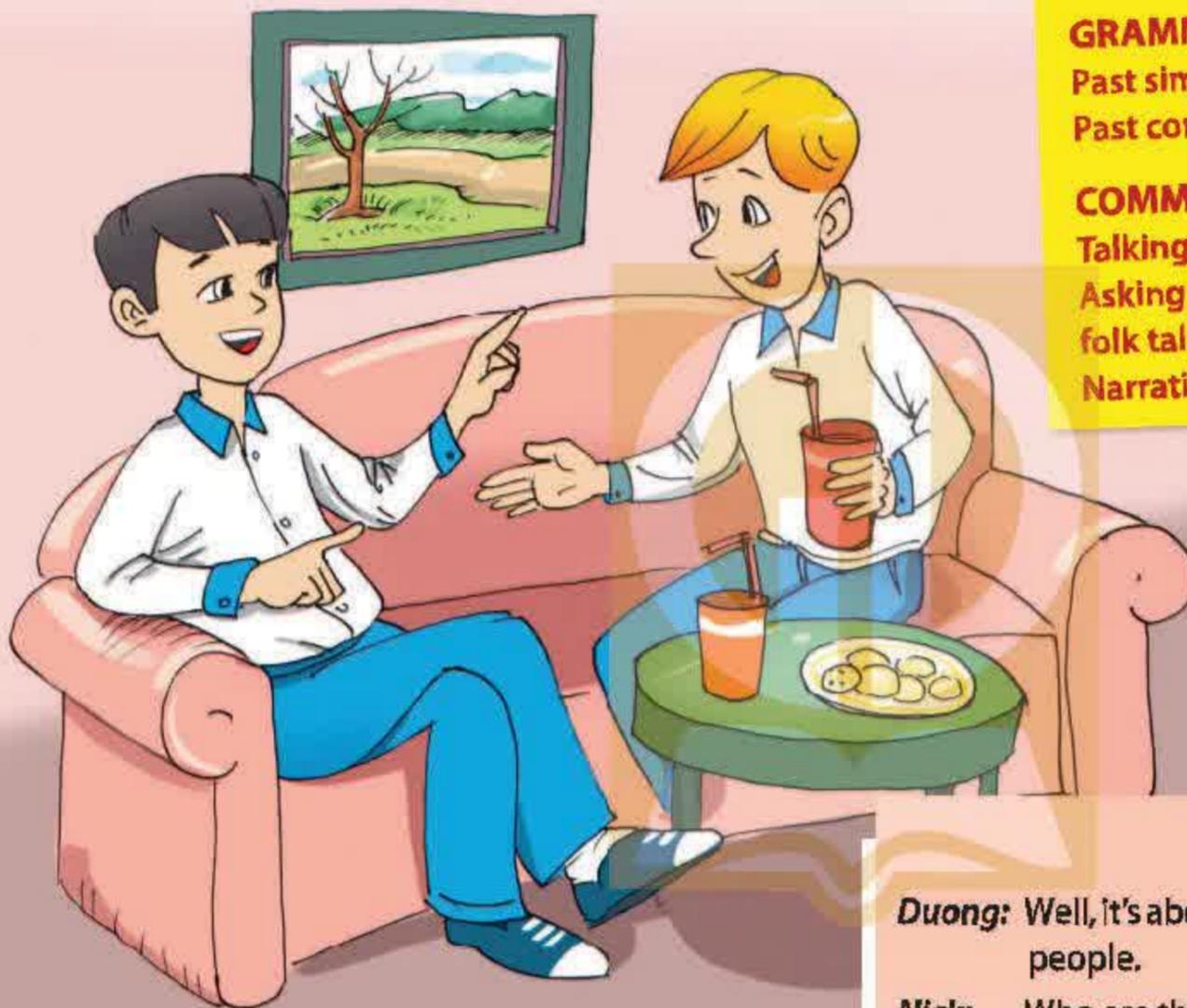


**1** Look at the pictures. Ask and answer the questions.

1. What kind of singing are the people in the pictures performing?
2. When/ Where do they perform these songs?
3. Can you sing any of these?

**2** Plan your performance.

1. Work in groups.
2. Choose a song that is often performed in a festival.
3. Search for information about the song.
  - What is the song?
  - Where and when is it often performed?
  - What special instrument is needed for the performance?
  - Is there anything special about the song?
4. Present the information to the whole class.
5. Perform the song.
6. Vote for the best performance.

**GETTING STARTED****A suggestion for Nick's project****THIS UNIT INCLUDES:****VOCABULARY**

Characters in a folk tale  
Adjectives describing characters

**PRONUNCIATION**

Intonation in exclamatory sentences

**GRAMMAR**

Past simple: review  
Past continuous

**COMMUNICATION**

Talking about folk tales  
Asking and answering questions about folk tales  
Narrating a folk tale

**1 Listen and read.**

**Duong:** I phoned you around 9 p.m. last night, but no reply.

**Nick:** Oh, I was doing some Internet research on Vietnamese legends for my project.

**Duong:** Have you found one you like yet?

**Nick:** Not really. Can you suggest anything?

**Duong:** We have lots of legends, folk tales, and fables. A popular one is the legend of *Lac Long Quan and Au Co*.

**Nick:** Oh yeah? What's it about?

**Duong:** Well, it's about the origins of the Vietnamese people.

**Nick:** Who are the main characters?

**Duong:** Lac Long Quan – the dragon king of the ocean, Au Co – a fairy, and their sons.

**Nick:** And what's the story?

**Duong:** Let me see... Lac Long Quan married Au Co. She gave birth to a bag of one hundred eggs, which produced one hundred baby boys.

**Nick:** One hundred baby boys? That's a lot.

**Duong:** And some years later, Lac Long Quan missed the sea so he took fifty of their sons to the sea, and Au Co took the others to the mountains. Those boys were the ancestors of the Vietnamese.

**Nick:** What an interesting legend it is! I think I've found the subject of my project!

**a Read the conversation again and choose the correct answers.**

1. What was Duong doing at 9 p.m. last night?
  - A. He was coming to Nick's house.
  - B. He was phoning Nick.
  - C. He was talking to Nick.
2. What was Nick doing at 9 p.m. last night?
  - A. He was watching a TV show.
  - B. He was talking about his project.
  - C. He was searching for information on the Web.
3. What legend did Duong recommend to Nick?
  - A. A legend about how Viet Nam began.
  - B. A legend about Vietnamese people being original
  - C. A legend that isn't well-known
4. Who was Lac Long Quan?
  - A. A fairy
  - B. Au Co's father
  - C. The dragon king of the ocean
5. Where did Au Co take half of the sons?
  - A. To the mountains
  - B. To the sea
  - C. To Lac Long Quan's land

**b Match the words to their meanings.**

- |                    |                                  |
|--------------------|----------------------------------|
| 1. title           | a. the people the story is about |
| 2. genre           | b. the content of the story      |
| 3. main characters | c. the name of the story         |
| 4. plot            | d. the type of story it is       |

**c Find the information in the conversation to complete the table.**

<b>Title</b>	<i>Lac Long Quan and Au Co</i>
<b>Genre</b>	
<b>Main characters</b>	
<b>Plot</b>	- Lac Long Quan married Au Co. - - -

**d What does this sentence from the conversation express?**

*Nick:* What an interesting legend it is!

**Do you know what kind of sentence it is?**

**Remember!**

- Exclamatory sentences are used to express surprise or strong feelings. We use *what* in exclamatory sentences:
  - What + a / an + adjective + N (singular countable) + S + V!
- Example:* What a naughty boy he is!
  - What + adjective + N (uncountable/ plural countable) + S + V!
- Example:* What naughty boys they are!  
What beautiful weather it is!
- We don't always use an adjective or a subject and a verb in exclamatory sentences.

*Example:* What a day!



**2 Match the words with their definitions. Then listen, check and repeat.**

<b>A</b> legend	1. traditional, imaginary short story that teaches a moral lesson; typically using animal characters
<b>B</b> folk tale	2. an imaginary story typically involving magic or fairies, usually for children
<b>C</b> fable	3. a very old, traditional story from a particular place that was originally passed on to people in a spoken form
<b>D</b> fairy tale	4. an ancient story about brave people or magical events that are probably not true

**3 GAME: GUESS THE STORY**

**a Think of a legend, folk tale, fable or fairy tale you know. Complete the table below.**

<b>Title</b>	
<b>Genre</b>	
<b>Main characters</b>	
<b>Plot</b>	

**b Work in pairs. Interview each other and try to guess the title of the story.**

*Example:*

**A:** What kind of story is it?

**B:** It's a fairy tale.

**A:** Who are the main characters?

**B:** Cinderella, her stepsisters, her stepmother, and a prince.

**A:** What's it about?

**B:** It's about Cinderella, a kind and beautiful girl who finally gets married to a prince.

**A:** Is it *Cinderella*?

**B:** Yes!

# A CLOSER LOOK 1

## Vocabulary

**1** These are popular characters in folk tales. Match the characters with the pictures. Can you add more?

- A. woodcutter B. emperor C. Buddha D. knight  
E. fairy F. princess G. giant H. witch



**2** These creatures are popular characters in folk tales. Match the creatures with the pictures. Can you add more?

- A. dragon B. wolf C. hare D. fox  
E. tortoise F. lion G. ogre H. eagle



**3a** The adjectives in the box are often used to describe characters in folk tales. Put them into the correct columns. Can you add more?

- cheerful generous greedy mean  
evil cunning wicked kind  
fierce cruel brave

Positive	Negative

**b** Now use these adjectives to describe some characters in one of your favourite folk tales.

*Example:*

There's a wolf in *Little Red Riding Hood*. He's cunning and wicked.

## Pronunciation

Intonation in exclamatory sentences

**4** Listen and repeat the sentences, paying attention to intonation. Do they have rising or falling intonation?

- What a colourful hat she is wearing!
- What a time we've had today!
- What beautiful eyes she has!
- What a nice day it is!
- What good news it is!

## Remember!

We use falling intonation for exclamatory sentences.



**5** Practise these sentences. Then listen and repeat.

- What a beautiful princess she is!
- What brave knights they are!
- What a big nose the wolf has!
- What a fierce ogre it is!
- What a handsome prince he is!

# A CLOSER LOOK 2

## Grammar

### Past continuous

**1a** Read part of the conversation from **GETTING STARTED**. Pay attention to the **underlined part**.

**Duong:** I phoned you around 9 p.m. last night, but no reply.

**Nick:** Oh, I was doing some Internet research on Vietnamese legends for my project.

### Form of the past continuous

#### (+) Positive

I / he / she / it + was + V-ing  
we / you / they + were + V-ing

#### (-) Negative

I / he / she / it + was not / wasn't + V-ing  
we / you / they + were not / weren't + V-ing

#### (?) Questions:

was + I / he / she / it + V-ing?  
were + we / you / they + V-ing?

#### \* Short answers to Yes/No questions:

(+) Yes, I / he / she / it was.  
Yes, we / you / they were.  
(-) No, I / he / she / it wasn't.  
No, we / you / they weren't.

**b** When do we use the past continuous?  
Can you think of the rule?

We use the past continuous to describe an action that was in progress at a stated time in the past.

#### Example:

At 3.30 the tortoise was running ahead of the hare.



We use the past continuous to describe an action that was in progress when another shorter action happened (this shorter action is expressed by the simple past).

#### Example:

She was crying when a fairy appeared.  
A fairy appeared while she was crying.



**2** Complete the following sentences by putting the verbs in brackets in the correct form.

- When the prince saw Cinderella at the party, she (wear) \_\_\_\_\_ a beautiful gown.
- What (you/ do) \_\_\_\_\_ this time yesterday?
- When Jack (go) \_\_\_\_\_ to the market, he met a magician.
- While the hare was sleeping, the tortoise (run) \_\_\_\_\_ to the finish as fast as he could.
- When the princess returned, the prince (not wait) \_\_\_\_\_ for her.



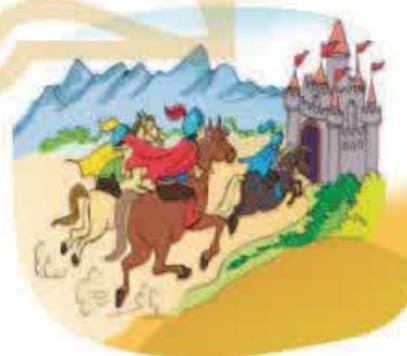
**3a** Use the past continuous and the suggested words to write sentences to describe what was happening in each picture.



1. servant/ spin/ in the woods



2. girl/ pick flowers/ by the side of the road



3. knights/ ride horses/ to the castle



4. Cinderella/ dance/ with the prince



5. Saint Giong/ fly/ to heaven



6. ogre/ roar/ with anger

**b** Work in pairs. Ask and answer questions about the pictures in **a**.

**Example:**

**A:** What was the servant doing?

**B:** She was spinning.

### Look out!

We use the past simple for a succession of actions.

**Example:**

When Tom *heard* the news, he *ran* to his car, *jumped* in it and *drove* home.



**4** Write the correct form of each verb. Use the past continuous or the past simple.

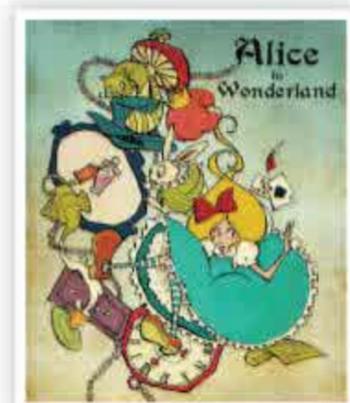
**1.** The prince (walk) \_\_\_\_\_ along the road when he met a princess, so he (stop) \_\_\_\_\_ and (have) \_\_\_\_\_ a chat with her.



**2.** When Saint Giong (lie) \_\_\_\_\_ on the bed, he (hear) \_\_\_\_\_ an announcement that the emperor (need) \_\_\_\_\_ brave men to protect his land.



**3.** Alice was walking alone in the woods when she suddenly (hear) \_\_\_\_\_ footsteps behind her. Someone (follow) \_\_\_\_\_ her. She was frightened and she (start) \_\_\_\_\_ to run.



**4.** When the crow (drop) \_\_\_\_\_ the cheese, the fox (eat) \_\_\_\_\_ it.



**5.** They (dance) \_\_\_\_\_ merrily when Cinderella suddenly (leave) \_\_\_\_\_ the party.



**6.** Lac Long Quan (miss) \_\_\_\_\_ his life under the sea, so he (decide) \_\_\_\_\_ to take fifty of his sons back there.



**5a** Read the fable and put the verbs in brackets into the past simple or the past continuous.

It was a nice day. The sun (1. shine) \_\_\_\_\_ and a tortoise (2. sleep) \_\_\_\_\_ in the sun. He opened his eyes and saw that an eagle was flying in the sky. "I want to fly like that!" the tortoise said. The eagle heard him and agreed to help. The eagle picked up the tortoise, and off they (3. go) \_\_\_\_\_. When they (4. fly) \_\_\_\_\_ very high in the sky, the eagle (5. open) \_\_\_\_\_ his claws for the tortoise to fly. But the poor tortoise (6. fall) \_\_\_\_\_ all the way down to earth.



**b** What is the moral of the fable?

**6a** Guess what your partner was doing last Sunday at these times.



**Example:**

I think Minh was having breakfast at 7 a.m. last Sunday.

**b** Ask your partner to check your guesses.

**Example:**

**A:** Were you having breakfast at 7 a.m. last Sunday?

**B:** Yes, I was./ No, I wasn't.

# COMMUNICATION



**1a** Look at pictures. Then put the parts of the fairy tale in order.



1



2



3



4



5



6



7



8

## Extra vocabulary

granny      scream      swallowed

- a.  When she was picking some flowers on the side of the path, she met a wicked wolf. He asked, "Where are you going?". "I'm going to see my grandmother," she said.
- b.  A woodcutter was working in the woods. He heard a loud scream and ran to the house.
- c.  Finally she said, "Granny, what big teeth you have!". "All the better to eat you with!" shouted the wolf.
- d.  Then she said, "Granny, what big ears you have!". "All the better to hear you with!" he replied.
- e.  So the wolf had a plan. He ran to Granny's house and swallowed Granny. He got into Granny's bed.
- f.  A little later, Little Red Riding Hood reached the house. She looked at the wolf and said, "Granny, what big eyes you have!". "All the better to see you with!" he replied.
- g.  He hit the wolf on the head. The wolf opened his mouth wide and shouted and Granny jumped out. The wolf ran away.
- h.  Little Red Riding Hood lived in a wood. One day, she went to visit her granny.

**b** Work in pairs. Compare your answers with a partner's. Discuss any differences.

**2** Work in groups. In turn, retell the fairy tale to your group members in your own words. Choose the best storyteller in your group.

**3** Work in groups. Discuss and write an ending for the fairy tale. Share it with other groups.



# SKILLS 1

## Reading

**1** Read the fable *The Starfruit Tree*. Then find the following words and underline them in the story. What do they mean?

fortune      starfruit tree      ripe  
filled      load      repay

Once upon a time, there was a rich man living in a village. When he died, he left his two sons a fortune. But the elder brother gave his brother only a starfruit tree. When the fruit was ripe, an eagle came and ate the fruit. The younger brother begged the eagle not to. The eagle promised to repay him in gold and told him to make a bag to carry it. The eagle took him on its back to a place of gold. There, he filled the bag with gold. When he got home he was rich. The elder brother was surprised, so he asked his brother to explain. After hearing the story, he offered to swap his fortune for the starfruit tree, and his kind brother accepted. When the eagle came, the elder brother asked it to take him to the place of gold. The greedy brother filled a very large bag and all his pockets with gold. On the way home, because the load was too heavy, the eagle got tired and dropped him into the sea.

**2** Read the story again and answer the questions.

1. What did the older brother give his younger brother?
2. What did the eagle promise to the younger brother?
3. What did the elder brother do when he found out how his younger brother became rich?
4. What did the elder brother do when he got to the place of gold?
5. What happened to the elder brother in the end?

**3** Now complete the details of the fable.

<b>Main characters</b>	<b>Character 1:</b> The younger brother. He is kind and honest. <b>Character 2:</b> The elder brother. He is (1) _____. <b>Character 3:</b> The eagle. It is grateful.
<b>Plot: beginning</b>	Once upon a (2) _____, there was a rich man living in a village.
<b>Plot: middle</b>	The man left his two sons a (3) _____ but the elder brother gave his brother only a starfruit tree. An eagle came and ate the fruit. It repaid the younger brother by taking him to a place of (4) _____. He brought home some gold and became very rich. The elder brother (5) _____ his fortune for his brother's tree. The eagle helped the elder brother take gold.
<b>Plot: end</b>	As the eagle was flying back, the load was too heavy. The eagle got tired and (6) _____ the elder brother into the sea.

## Speaking

**4** Read the story summaries below. Decide which story you would like to read.

**Title:** *Saint Giong*

**Genre:** legend

**Main characters:** Thanh Giong

**Plot:** Thanh Giong lived in the village of Phu Dong. He was already three years old, but he couldn't sit up or say any words. However, when the enemy invaded his country, he helped Emperor Hung Vuong the Sixth defeat the enemy and save the country. He flew to heaven and became a Saint.



**Title:** *The Tortoise and the Hare*

**Genre:** fable

**Main characters:** a hare and a tortoise

**Plot:** The hare always boasted about how fast he could run. The tortoise challenged him to a race. The hare soon left the tortoise behind. The hare believed that he would win, and he stopped to take a nap. When he woke up, he found that the tortoise arrived before him.

**Title:** *Chung Cakes, Day Cakes*

**Genre:** folk tale

**Main characters:** Prince Tiet Lieu, his wife, and Emperor Hung Vuong

**Plot:** Emperor Hung Vuong announced that the prince who made the most delicious food would become the new emperor. Prince Tiet Lieu and his wife pleased the emperor by creating two types of rice cakes that represented Heaven and Earth. Emperor Hung Vuong made Tiet Lieu the new emperor.



**5** Work in pairs. Ask and answer questions about the stories.

**Example:**

A: I want to read *Saint Giong*.

B: What kind of story is it?

A: It's a legend.

B: Who are the main characters in it?

A: ...

**6 GAME: WHO AM I?**

Work in groups. One student imagines he/ she is a character in a story in 4. The others can ask three Yes/ No questions to guess which character he/ she is.

**Listening**

**1** Listen to the fairy tale *The Princess and the Dragon* and correct the following statements.

1. Once upon a time, there was a king, a queen and a prince.
2. One night, a giant captured the princess and put her in his tower.
3. One day, a dragon heard the princess sing for help.
4. At the end of the story, the dragon made friends with the princess.



**2** Listen again. Fill the missing words.

Once upon a time, there was a king and a queen who lived in a (1) \_\_\_\_\_ with their beautiful daughter. One night an ugly ogre captured the princess and put her in his tall, dark tower. The king and the queen were very sad. They promised to (2) \_\_\_\_\_ to the knight that rescued the princess. Many knights wanted to rescue her. But they all ran away when they reached the tower and saw the ogre roaring (3) \_\_\_\_\_. One day a dragon was flying over the tower when he heard the princess cry for help. The dragon flew down to the tower, took a big fiery (4) \_\_\_\_\_ and blew the ogre far away. The dragon rescued the princess from the tower and gently put her on his (5) \_\_\_\_\_. They flew back to the castle. The king and the queen were so happy. The dragon turned into a handsome prince and married the princess. They all lived happily ever after.

**Writing**

**3** Make notes about one of your favourite fairy tales. You can invent your own story.

Title:	_____
Main characters:	_____
Plot: beginning	_____
Plot: middle	_____
Plot: end	_____

**4a** Use your notes in **3** to write the fairy tale. Use *The Princess and the Dragon* as a model.

**Remember!**

Fairy tales always begin with *Once upon a time...* and end with *... lived happily ever after.*



**b** Swap stories with your classmates and read each other's stories.

# LOOKING BACK

## Vocabulary

1 Think of an example for each type of story in the box.

legend    folk tale    fairy tale    fable

Example:

The Adventures of Robin Hood is a legend.

2 Write the correct words under the pictures.



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



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



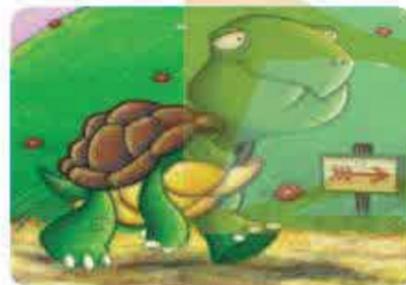
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

3 Put the words in the box into the correct columns.

woodcutter    fairy    generous    emperor    brave    eagle  
 knight    witch    giant    cunning    ogre    mean  
 tortoise    hare    cheerful    dragon    evil    cruel  
 greedy    wicked    kind    fierce    Buddha

Characters	Personality

## Grammar

4 The following people were at home at 5 p.m. yesterday. What were they doing? Work in pairs, ask and answer questions.



- Nam/ play video games  
 A: Was Nam playing video games?  
 B: No, he wasn't. He was playing the piano.
- Mrs Lan/ do the gardening
- Mr Hung/ write a letter
- Hoa and Hai/ play table tennis
- Duong/ listen to music
- Mai/ do homework

5 What were you doing at the following times? Work in pairs. Ask and answer questions, as in the example.

- At 10 p.m. yesterday evening  
 A: What were you doing at ten o'clock yesterday evening?  
 B: I was watching TV.
- At 5 a.m. this morning
- This time last week
- At lunchtime yesterday
- Two hours ago

6 Work in pairs. Make exclamatory sentences about your partner or other classmates.

Example:

What a lovely shirt you're wearing!

## Communication

**7** Number the lines of the dialogue in the correct order.

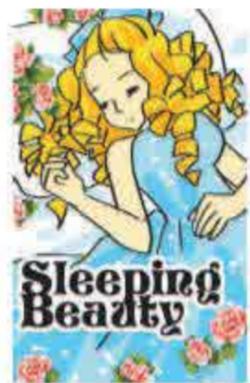
_____	A. I tried to call you. What film did you see?
_____	B. It's about a green ogre named Shrek. He rescues a princess named Fiona.
_____	C. Shrek.
_____	D. What were you doing yesterday afternoon around 3 p.m.?
_____	E. Not exactly. The characters are really funny and the story is surprising. You should see it.
_____	F. I don't know it.
_____	G. It sounds like a typical fairy tale.
_____	H. It's a cartoon. It was really good.
_____	I. Yesterday afternoon? I was watching a film. Why?
_____	J. What's it about?

Finished! Now I can ....	✓	✓✓	✓✓✓
• use words and phrases for different characters in folk tales			
• use the past continuous and distinguish it from the simple past			
• use exclamatory sentences to express emotions			
• talk about favourite folk tales			
• write a narrative of a fairy tale			

## PROJECT

### ENTRIES IN MY DIARY

**1** Read the fairy tale *Sleeping Beauty*.



Once upon a time, there lived a good king and his queen. They had no children for many years and were very sad. Then one day, the queen gave birth to a lovely baby girl. The king was very happy. He held a big celebration and all the fairies in his land were invited. But the king forgot to invite an old and wicked fairy. She came to the celebration anyway

but was very angry. She came near the baby and said, "When you are sixteen, you will touch a spindle and die!" A good fairy quickly chanted a magic spell to change the curse, "The princess will fall into a deep sleep instead of dying." When the princess was sixteen, she became a very beautiful girl. Her mother was always careful to keep her away from spindles. But one day, the princess saw an old servant spinning and so she sat down to spin. When the princess touched the spindle she fell into a deep sleep. At that moment, everyone in the castle was also put to sleep. The princess slept for one hundred years until a prince arrived at the castle. He kissed her, and she woke up. They fell in love, got married, and lived happily ever after.

**2** Imagine you are a character in *Sleeping Beauty*. You can be the king, the queen, the princess, the prince, a good fairy, or the old and wicked fairy. Write two or more entries in your diary from the point of view of your character. Then, draw a picture to describe what was happening on that day.

*Example:*

12<sup>th</sup> October  
My father  
and mother  
were away.



I had nothing  
to do. When I was wandering through  
the castle, I saw an old servant spinning.  
I asked her, "What is this? May I try?"  
"Of course, my pretty little girl," said  
the old lady. I sat down to spin ...

**3** Share your entries with your classmates.

## LANGUAGE

### Pronunciation

**1 a** Underline the words with /spr/ and circle the words with /str/.

1. What fresh strawberries they are!
2. What lovely spring flowers they are!
3. What a cunning sprite it is!
4. What a brave instructor he is!
5. What a noisy street it is!

**b** Practise saying the sentences, paying attention to the intonation.

**2** Circle the word with a different stress pattern from the others. Then listen, repeat, and check.

- |                   |                |
|-------------------|----------------|
| 1. A. bamboo      | B. robot       |
| C. fashion        | D. spacious    |
| 2. A. musician    | B. cultural    |
| C. performance    | D. tradition   |
| 3. A. competition | B. commemorate |
| C. historical     | D. activity    |
| 4. A. interviewer | B. ceremony    |
| C. presentation   | D. legendary   |
| 5. A. performance | B. procession  |
| C. musician       | D. heritage    |

### Vocabulary

**3** Choose the best answer A, B, C, or D to complete the sentences.

1. There's a \_\_\_\_\_ in our family that we have a party on New Year's Eve.  
A. tradition B. custom C. legend D. belief
2. In later periods, people \_\_\_\_\_ the Goddess in the form of stone, which was often black and conical.  
A. commemorated B. worshipped  
C. respected D. prayed
3. They \_\_\_\_\_ with tradition by getting married quietly.  
A. ended B. disconnected C. broke D. took
4. They walked in \_\_\_\_\_ to the capital.  
A. group B. crowd C. line D. procession
5. At the beginning of the festival, they performed a \_\_\_\_\_ of offering some incense.  
A. task B. ritual C. function D. role
6. In my family all the traditions of our ancestors are strictly \_\_\_\_\_.  
A. performed B. followed C. taken D. done

**4** Use the words in the box to complete the sentences.

generous legend ever cunning kind

1. According to \_\_\_\_\_, the lake was formed by the tears of a god.
2. The witch was very \_\_\_\_\_; she finally thought of a trick that would give her what she wanted.
3. In the end, she was united with her husband, and they lived happily \_\_\_\_\_ after.
4. What a \_\_\_\_\_ man he is! He offered to pay for us both.
5. Snow White is \_\_\_\_\_ to people and animals.

### Grammar

**5** Read and match the notices (A-E) to the sentences (1-5).

YOU CAN RENT A TENT	MAKE SURE BUILDINGS AND GROUNDS ARE CLEAN	POCKET KNIVES, CANDLES, OR MATCHES CAN BE DANGEROUS
A.	B.	C.
SHOES WORN AT ALL TIMES EXCEPT WHEN TAKING A SHOWER	IT IS ADVISABLE TO BRING A FLASHLIGHT	
D.	E.	

1. You mustn't drop litter.
2. You don't have to bring a tent with you.
3. You should bring a flashlight with you.
4. You have to wear your shoes except when taking a shower.
5. You shouldn't have dangerous things with you.

**6** Complete each sentence, using *although*, *while*, *however*, *moreover*, and *otherwise*.

1. \_\_\_\_\_ the sun was shining, it wasn't very warm.
2. The pairs of cows must run in a straight line, \_\_\_\_\_ they will be disqualified from the Cow Racing Festival.
3. \_\_\_\_\_ I was waiting at the bus stop, it started to rain heavily.
4. Vu Lan is a time for people to show their appreciation and gratitude towards their parents. \_\_\_\_\_, it is a time for them to worship ghosts and hungry spirits.
5. He was feeling bad; \_\_\_\_\_, he went to work and tried to concentrate.

**7** Read the conversation and put the verbs in brackets into the past simple or the past continuous.

**Policeman:** What (1. you/ do) \_\_\_\_\_ at 9 o'clock last night?

**Man:** I (2. watch) \_\_\_\_\_ a festival on TV while my wife (3. tell) \_\_\_\_\_ our sons a fairy tale.

**Policeman:** What (4. happen) \_\_\_\_\_ then?

**Man:** I heard a big noise from outside. I went out and realised what the noise was. Our neighbours (5. have) \_\_\_\_\_ a party and they (6. set off) \_\_\_\_\_ fireworks in their garden.

## Everyday English

**8** Choose the most appropriate response to complete the conversation. Then act it out with your partner.

Linda: How was your weekend?

Tom: (1) \_\_\_\_\_ How about you?

Linda: (2) \_\_\_\_\_

Tom: That sounds very interesting.

Linda: (3) \_\_\_\_\_ I went on a tour of gardens.

Tom: (4) \_\_\_\_\_ Did you enjoy the visit?

Linda: (5) \_\_\_\_\_

A. I went on a day trip.

B. It was!

C. Great, thanks.

D. Oh, really?

E. Yes, it was great!

## SKILLS

### Reading

**1** Read about the Vu Lan Festival in Viet Nam and decide whether the statements are true (T) or false (F).

Some people call it 'Vu Lan Bao Hieu' (Parents' Appreciation Day). This festival takes place on the 15<sup>th</sup> day of the seventh lunar month. It is one of the largest festivals of Viet Nam after the Tet festival, and it is celebrated throughout the country, especially in the south.

During the festival, people participate in many goodwill activities and perform various religious rituals. They visit pagodas and temples to worship, release animals like birds or fish, and burn incense. They also buy presents and flowers as their offerings to show their deep love and gratitude towards their parents and ancestors.

Many people go to pagodas on this occasion, wearing either a red rose if their mothers are alive or a white rose if their mothers have passed away. The rose is a symbol of love and gratitude shown by every family towards their ancestors.



Statements		T	F
1.	Vu Lan takes place on the 15 <sup>th</sup> day of the seventh lunar month.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Vu Lan is celebrated only in the south.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Vu Lan is the largest annual traditional festival of Viet Nam.	<input type="checkbox"/>	<input type="checkbox"/>
4.	People buy presents and flowers as their offerings to show their deep love and gratitude towards their parents.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Many people visit pagodas during the festival, wearing a red rose if their mothers are alive.	<input type="checkbox"/>	<input type="checkbox"/>

## Speaking

**2a** Imagine a foreign tourist is coming to your country. Make notes of six tips about the social customs in your country. Use the following ideas or your own.

- dress code
- table manners
- things that might cause offence
- talking loudly in public
- subjects you shouldn't talk about
- queuing

**b** Work in pairs. Take turns to tell each other your tips. Do you agree with your partner's tips?

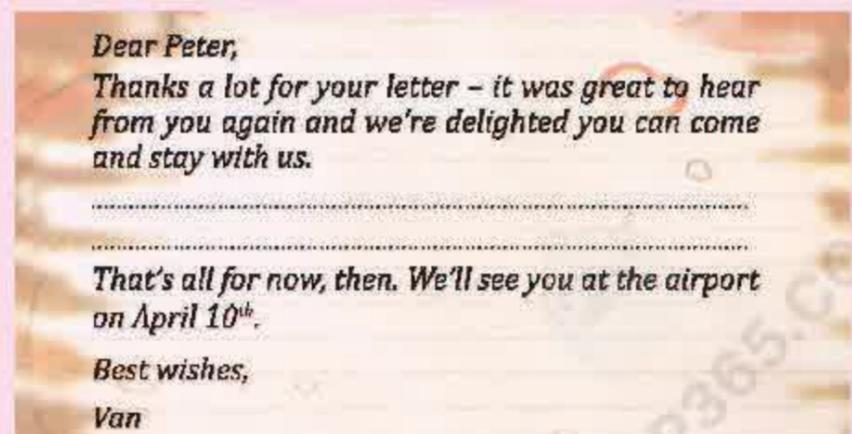
## Listening

**3** Listen to a man talking about social customs in France and Britain. Choose the most appropriate answer A, B, or C to each question.

- According to the man, the French \_\_\_\_\_.
  - don't like to be so polite all the time
  - like to be polite all the time
  - want their friends to behave politely
- The French think that the British \_\_\_\_\_.
  - don't know how to apologise
  - spend their whole time apologising
  - don't like to make small talk
- The French like to talk about \_\_\_\_\_ when they are at a party.
  - big issues
  - their everyday life
  - unimportant things
- The British may be surprised if their guests talk about \_\_\_\_\_.
  - house prices
  - education
  - politics

## Writing

**4** Peter, your British penfriend, is coming to stay with your family for two weeks next month. He has never been to Viet Nam before. Write a letter to tell him about the social customs in Viet Nam. You may use the ideas in the speaking section.



# GLOSSARY

## Abbreviations

- adj** : adjective  
**adv** : adverb  
**con** : conjunction  
**n** : noun  
**pre** : preposition

### Unit 1

adore (v)	/ə'dɔː/	yêu thích, mê thích
addicted (adj)	/ə'dɪktɪd/	nghiện (thích) cái gì
beach game (n)	/bi:tʃ geɪm/	trò thể thao trên bãi biển
bracelet (n)	/'breɪslət/	vòng đeo tay
communicate (v)	/kə'mjuːnɪkeɪt/	giao tiếp
community centre (n)	/kə'mjuːnəti 'sentə/	trung tâm văn hoá cộng đồng
craft (n)	/kra:ft/	đồ thủ công
craft kit (n)	/kra:ft kɪt/	bộ dụng cụ làm thủ công
cultural event (n)	/'kʌltʃərəl 'iːvnt/	sự kiện văn hoá
detest (v)	/dɪ'test/	ghét
DIY (n)	/di: aɪ 'waɪ/	đồ tự làm, tự sửa
don't mind (v)	/dəʊnt maɪnd/	không ngại, không ghét làm
hang out (v)	/hæŋ aʊt/	đi chơi với bạn bè
hooked (adj)	/hʊkt/	yêu thích cái gì
It's right up my street! (idiom)	/ɪts raɪt ʌp maɪ stri:t/	Đúng vị của tôi
join (v)	/dʒɔɪn/	tham gia
leisure (n)	/'leɪʒə/	sự thư giãn nghỉ ngơi
leisure activity (n)	/'leɪʒə æk'tɪvəti/	hoạt động thư giãn nghỉ ngơi
leisure time (n)	/'leɪʒə taɪm/	thời gian thư giãn nghỉ ngơi
netting (n)	/net'ɪŋɪŋ/	ngôn ngữ dùng để giao tiếp trên mạng
people watching (n)	/'pi:pl wɒtʃɪŋ/	ngắm người qua lại
relax (v)	/rɪ'læks/	thư giãn
satisfied (adj)	/'sætɪsfɑɪd/	hài lòng
socialise (v)	/'səʊʃəlaɪz/	giao tiếp để tạo mối quan hệ
weird (adj)	/waɪəd/	kì cục
window shopping (n)	/'wɪndəʊ 'ʃɒpɪŋ/	đi chơi ngắm đồ bày ở cửa hàng
virtual (adj)	/'vɜ:ʃʊəl/	ảo (chỉ có ở trên mạng)

### Unit 2

beehive (n)	/bi:haɪv/	tổ ong
brave (adj)	/breɪv/	can đảm
buffalo-drawn cart (n)	/'bʌfələʊ-drɔ:n kɑ:t/	xe trâu kéo
cattle (n)	/'kætl/	gia súc
collect (v)	/kə'lekt/	thu gom, lấy
convenient (adj)	/kən'vi:niənt/	thuận tiện
disturb (v)	/dɪ'stɜ:b/	làm phiền
electrical appliance (n)	/'ɪlektɪkl ə'plɑ:ns/	đồ điện
generous (adj)	/'dʒenərəs/	hào phóng
ger (n)	/ger/	lều của dân du mục Mông Cổ
Gobi Highlands	/'gəʊbi 'haɪləndz/	Cao nguyên Gobi
grassland (n)	/'grɑ:slænd/	đồng cỏ
harvest time (n)	/'hɑ:vɪst taɪm/	mùa gặt
herd (v)	/hɜ:d/	chăn dắt
local (adj, n)	/'ləʊkl/	địa phương, dân địa phương
Mongolia (n)	/'mɒŋ'gəʊliə/	Mông cổ
nomad (n)	/'nəʊməd/	dân du mục
nomadic (adj)	/'nəʊmədɪk/	thuộc về du mục
paddy field (n)	/'pædi fi:ld/	đồng lúa
pasture (n)	/'pɑ:stʃə(r)/	đồng cỏ
pick (v)	/pɪk/	hái (hoa, quả...)
racing motorist (n)	/'reɪsɪŋ məʊtərɪst/	người lái ô tô đua
vast (adj)	/'vɑ:st/	rộng lớn, bát ngát

### Unit 3

ancestor (n)	/'ænsəstə(r)/	ông cha, tổ tiên
basic (adj)	/'beɪsɪk/	cơ bản
complicated (adj)	/'kɒmplɪkeɪtɪd/	tính vi, phức tạp
costume (n)	/'kɒstjʊm/	trang phục
curious (adj)	/'kjʊəriəs/	tò mò, muốn tìm hiểu
custom (n)	/'kʌstəm/	tập quán, phong tục
diverse (adj)	/'daɪvɜ:s/	đa dạng
diversity (n)	/'daɪvɜ:səti/	sự đa dạng, phong phú
ethnic (adj)	/'eθnɪk/	(thuộc) dân tộc
ethnic group (n)	/'eθnɪk grʊ:p/	(nhóm) dân tộc
ethnic minority people (n)	/'eθnɪk maɪ'nɔ:rəti 'pi:pl/	người dân tộc thiểu số
gather (v)	/'gæðə(r)/	lưu lượm, hái lượm
heritage (n)	/'herɪtɪdʒ/	dị sản
hunt (v)	/hʌnt/	săn bắt
Insignificant (adj)	/'ɪnsɪg'nɪfɪkənt/	không quan trọng, không ý nghĩa
majority (n)	/'mə:dʒɔ:rəti/	đa số
minority (n)	/'maɪ'nɔ:rəti/	thiểu số
multicultural (adj)	/'mʌltɪ'kʌltʃərəl/	đa văn hóa
recognise (v)	/'rekəgnaɪz/	công nhận, xác nhận
shawl (n)	/'ʃɔ:l/	khăn quàng

speciality (n)	/,speʃi'æləti/	đặc sản
stilt house (n)	/stɪlt haʊs/	nhà sàn
terraced field (n)	/'terəst fi:ld/	ruộng bậc thang
tradition (n)	/'trædɪʃn/	truyền thống
unique (adj)	/'ju:ni:k/	độc nhất, độc đáo
waterwheel (n)	/'wɔ:təwi:l/	cối xay nước

#### Unit 4

accept (v)	/ək'sept	chấp nhận, nhận
break with (v)	/'breɪk wɪð/	không theo
clockwise (adv)	/'kɒkwaɪz/	theo chiều kim đồng hồ
compliment (n)	/'kɒmplɪmənt/	lời khen
course (n)	/'kɔ:s/	món ăn
cutlery (n)	/'kʌtləri/	bộ đồ án (gồm thìa, đĩa, dao)
filmstrip (n)	/'fɪlmstri:p/	đoạn phim
host (n)	/'həʊst	chủ nhà (nam)
hostess (n)	/'hɔ:stəs/	chủ nhà (nữ)
generation (n)	/'dʒenə'reɪʃn/	thế hệ
offspring (n)	/'ɒfsprɪŋ/	con cái
oblige (v)	/'ə'blaɪdʒ/	bắt buộc
palm (n)	/'pɑ:m/	lòng bàn tay
pass down (v)	/'pɑ:s daʊn/	truyền cho
prong (n)	/'prɒŋ/	đầu đĩa (phần cố rắng)
reflect (v)	/'rɪ'flekt/	phản ánh
sharp (adv)	/'ʃɑ:p/	chính xác, đúng
sense of belonging (n)	/'sens əv bɪ'lɒŋɪŋ/	cảm giác thân thuộc
social (adj)	/'səʊʃl/	thuộc về xã hội
spot on (adj, informal)	/'spɒt ɒn/	chính xác
spray (v)	/'spreɪ/	xịt
spread (v)	/'spred/	lan truyền
table manners (n, plural)	/'teɪbl 'mænə(r)/	quy tắc ăn uống trong bàn ăn, phép tắc ăn uống
tip (n, v)	/'tɪp	tiền boa, boa
unity (n)	/'ju:nəti/	sự thống nhất, đoàn kết
upwards (adv)	/'ʌpwədz/	hướng lên trên
You're kidding! (idiom)	/'juə kɪdɪŋ/	Bạn nói đùa thế thôi!

#### Unit 5

anniversary (n)	/'æni'vɜ:səri/	ngày kỉ niệm
archway (n)	/'ɑ:tʃweɪ/	mái vòm
carnival (n)	/'kɑ:nɪvl/	lễ hội (hóa trang)
ceremony (n)	/'serəməni	ngghi lễ
clasp (v)	/'klɑ:sp	bắt tay
commemorate (v)	/'kə'meməreɪt/	kỉ niệm
command (n)	/'kɑ:mə:nd	hiệu lệnh
companion (n)	/'kəm'pæniən/	bạn đồng hành
defeat (v)	/'di:fi:t	đánh bại

emperor (n)	'empərə(r)/	đế chế
float (v)	flaʊt	thả trôi nổi
gong (n)	/'gɒŋ/	cồng (nhạc cụ dân tộc)
rice flake (n)	raɪs fleɪk/	cốm
incense (n)	'ɪnsens	hương, nhang
invader (n)	ɪn'veɪdə(r)/	kẻ xâm lược
joyful (adj)	'dʒɔɪfl/	vui vẻ
lantern (n)	'læntən	đèn trời, đèn thả sông
offering (n)	'ɒfərɪŋ	lễ vật
procession (n)	prə'seɪʃn	dám rước
preserve (v)	pri'zɜ:v/	bảo tồn
ritual (n)	'rɪtʃuəl/	ngghi thức (trong lễ hội, tôn giáo)
royal court music	'rɔɪəl kɔ:t 'mju:zɪk	nhã nhạc cung đình
regret (v)	rɪ'gret/	hối hận
scenery (n)	'si:nəri/	cảnh quan
worship (v)	'wɔ:ʃɪp/	tôn thờ, thờ cúng ai

#### Unit 6

brave (adj)	breɪv/	dũng cảm, gan dạ
Buddha (n)	'bʊdə/	Bụt, Đức phật
cruel (adj)	'kru:əl/	độc ác
cunning (adj)	'kʌnɪŋ/	xảo quyết, gian xảo
dragon (n)	'dræɡən/	con rồng
emperor (n)	'empərə(r)/	hoàng đế
evil (adj)	'i:vl	xấu xa về mặt đạo đức
fable (n)	'feɪbl	truyện ngụ ngôn
fairy (n)	'feəri/	tiên, nàng tiên
fairy tale (n)	'feəri teɪl	truyện thần tiên, truyện thần kì
fierce (adj)	fiəs/	hung dữ, dữ tợn
folk tale (n)	fəʊk teɪl	truyện dân gian
fox (n)	fɒks	con cáo
generous (adj)	'dʒenərəs/	hào phóng, rộng rãi
giant (n)	'dʒaɪənt/	người khổng lồ
glitch (n)	glɪtʃ/	mụ phụ thủy
hare (n)	heə(r)/	con thỏ
knight (n)	naɪt/	hiệp sĩ
legend (n)	'ledʒənd	truyện thuyết
lion (n)	'laɪən/	con sư tử
mean (adj)	mi:n/	keo kiệt, bủn xỉn
ogre (n)	'əʊɡə(r)	quỷ ăn thịt người, yêu tinh
princess (n)	,'prɪn'ses/	công chúa
tortoise (n)	'tɔ:təs	con rùa
wicked (adj)	'wɪkɪd/	xấu xa, độc ác
wolf (n)	wʊlf/	con chó sói
woodcutter (n)	'wʊdkʌtə(r)	tiểu phu, người đốn củi



*Chịu trách nhiệm xuất bản :*

Chủ tịch Hội đồng Thành viên MẠC VĂN THIÊN

Tổng Giám đốc kiêm Tổng biên tập GS. TS. VŨ VĂN HÙNG

*Biên tập nội dung :* TRẦN THU HÀ - VŨ THỊ LAI - HUỖNH KIM TUẤN - RACHEL WILSON

*Biên tập mỹ thuật :* NGUYỄN BÍCH LA

*Trình bày bìa và minh họa :* NGUYỄN BÍCH LA - ĐỖ CHIẾN CÔNG

*Thiết kế sách :* ĐỖ CHIẾN CÔNG - THÁI THANH VÂN

*Sửa bản in :* TRẦN THU HÀ

*Chế bản tại :* CÔNG TY CỔ PHẦN MỸ THUẬT VÀ TRUYỀN THÔNG

Trong sách có sử dụng một số ảnh từ Internet.

**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam - Bộ Giáo dục và Đào tạo, Tập đoàn Xuất bản Giáo dục Pearson.**

## **TIẾNG ANH 8 – SÁCH HỌC SINH – TẬP MỘT**

**Mã số : 2H826M5**

In bản (QĐ), khổ 19 x 27 (cm)

Đơn vị in : ..... Địa chỉ :

Cơ sở in : ..... Địa chỉ

Số ĐKXB : 1225-2015/CXBIPH/9-665/GD.

Số QĐXB : .../QĐ-GD ngày .... tháng .... năm

In xong và nộp lưu chiểu tháng .... năm 2015.

