Tên: ……..

Lớp: S8…

Ngày giao bài: Thứ ……, ngày ……/…….

Ngày nộp bài: Thứ ……, ngày ……/…….

Week: 8

Từ vựng và Ngữ pháp HW: ……

Nghe HW: ……

UNIT 1: LANGUAGES OF THE WORLD - VOCABULARY REVISION

A. THEORY

Con truy cập link hoặc quét mã QR để nghe và đọc lại từ vựng nhé:
https://on.soundcloud.com/C3AymPC3f8Agy1zLF0

I. VOCABULARY REVISION A

1. Common Idioms

No.	New words/phrases	Meanings	No.	New words/phrases	Meanings
1	**haven't got the faintest idea** (idiom)	hoàn toàn không biết gì	6	**put your foot in it** (idiom)	lỡ lời làm ai đó phật lòng
2	**out of the question** (idiom)	không thể/ không được chấp nhận	7	**anybody's guess** (idiom)	chẳng ai biết được, chẳng ai đoán trước được
3	**get on your nerves** (idiom)	làm ai đó phiền, chọc tức ai đó	8	**on the one hand…on the other hand** (phr)	một mặt thì... mặt khác thì
4	**a pain in the neck** (idiom)	một kẻ/việc gây phiền phức	9	**to some extent** (phr)	ở một mức nào đó
5	**on a knife-edge** (idiom)	trong tình thế rất căng thẳng, "ngàn cân treo sợi tóc"	10	**over the top** (idiom)	quá đà, phô trương quá mức

2. Language & Communication

No.	New words/phrases	Meanings	No.	New words/phrases	Meanings
1	**become fluent in** (phr)	trở nên lưu loát/ thành thạo (một ngôn ngữ)	5	**be misunderstood** (phr)	bị hiểu nhầm, bị hiểu sai ý
2	**non-verbal communication** (phr)	giao tiếp phi ngôn ngữ	6	**embarrassment** (n)	sự ngượng ngùng, sự xấu hổ, sự bối rối
3	**maintain eye contact** (phr)	tạo/ duy trì giao tiếp bằng ánh mắt (với ai)	7	**put someone at ease** (phr)	làm cho ai đó cảm thấy thoải mái, dễ chịu, thư giãn
4	**cause confusion or offence** (phr)	gây ra sự hoang mang/ hiểu nhầm hoặc làm người khác phật lòng			

3. Population & Communities

No.	New words/phrases	Meanings	No.	New words/phrases	Meanings
1	**have little contact with** (phr)	có ít tiếp xúc/liên lạc với...	2	**the majority of** (phr)	phần lớn/đại đa số của...

LIVEWORKSHEETS

II. VOCABULARY REVISION B

1. Countries, Languages & Population

No.	New words/phrases	Meanings	No.	New words/phrases	Meanings
1	**population** (n)	dân số	7	**develop from** (phr)	phát triển/bắt nguồn từ...
2	**community** (n)	cộng đồng	8	**a big/small percentage of** (phr)	tỷ lệ phần trăm lớn/nhỏ của...
3	**independent** (adj)	độc lập, tự chủ	9	**Spanish** (n/adj)	thuộc Tây Ban Nha, tiếng Tây Ban Nha
4	**isolated** (adj)	biệt lập	10	**Cantonese** (n)	tiếng Quảng Đông
5	**become independent from** (phr)	giành độc lập khỏi…	11	**Mandarin** (n)	tiếng Trung phổ thông (tiếng Quan Thoại)
6	**have a population of** (phr)	có dân số là...	12	**Australian** (adj/n)	thuộc về Úc, người Úc

2. Language Learning

No.	New words/phrases	Meanings	No.	New words/phrases	Meanings
1	**bilingual** (adj)	song ngữ	4	**speak a language fluently** (phr)	nói một ngôn ngữ một cách lưu loát
2	**mother tongue** (phr)	tiếng mẹ đẻ	5	**career prospects** (phr)	triển vọng nghề nghiệp, cơ hội thăng tiến
3	**second language** (phr)	ngôn ngữ thứ hai			

III. EXTRA VOCABULARY

Con truy cập link hoặc quét mã QR để nghe và đọc lại từ vựng nhé:
https://on.soundcloud.com/nq4ZxuGHV4OdjwJJpB

No.	New words/phrases	Meanings	No.	New words/phrases	Meanings
1	**be hooked on (something)** (phr)	say mê, bị cuốn hút hoàn toàn vào cái gì	5	**the appeal of (something)** (phr)	sức hấp dẫn, sức hút của một điều gì đó
2	**put somebody off (doing something)** (phr)	làm cho ai mất hứng, chán ghét hoặc không muốn làm việc gì nữa	6	**work (something) out** (phr)	tính toán ra kết quả / tìm ra phương án giải quyết
3	**discourage somebody from doing something** (phr)	làm ai nản lòng, nhụt chí hoặc ngăn cản ai làm điều gì	7	**mental maths** (phr)	kỹ năng tính nhẩm
4	**relevant to (something)** (adj)	có liên quan đến; phù hợp/thích đáng đối với	8	**fascinating** (adj)	vô cùng hấp dẫn, lôi cuốn, thú vị

LIVEWORKSHEETS

B. CLASSWORK

VOCABULARY (10 questions)

I. Complete the sentences using the correct word or phrase from the box. There are THREE extra words/phrases that you do not need to use. Make necessary changes to pronouns or verb tenses where required.

out of the question	non-verbal communication	have little contact with	on a knife-edge
put someone at ease	put one's foot in it	haven't got the faintest idea	the majority of

1. Joining an overnight trip with friends right before our end-of-term exams is strictly _____; my parents would never give permission.
2. During our public speaking workshop, the instructor emphasized that eye contact and body language are key forms of _____.
3. Seeing that Sarah was trembling with nerves before her presentation, the teacher smiled warmly and asked a few simple questions to _____.
4. To be honest, I _____ where the main conference hall is located; we had better check the school map on our phones.
5. Mark really _____ at the dinner table yesterday when he asked Minh about his dog, completely forgetting that it had passed away last week.

II. Look at the sentences below (A–E). Put them in the best order to form a coherent paragraph describing a language community and match each sentence with its correct structure.

A. Consequently, young people in this region can speak the language fluently to enhance their future career prospects.

B. A big percentage of the local community now uses English as a second language for business and education.

C. Hoa Son is an isolated mountain town with a population of about 50,000.

D. As a result of these improved career opportunities, the town no longer relies solely on agriculture for its income.

E. Originally, most inhabitants spoke only their regional mother tongue and had limited contact with the outside world.

Infer the structure of each part:

Part	Structure
Opening / General Introduction	
Past Situation / Background	
Present Status / Language Shift	
Future Benefit / Development	
Overall Result / Impact	

LIVEWORKSHEETS

C. HOMEWORK

VOCABULARY & GRAMMAR (15 questions)

I. Con học thuộc nghĩa của từ, chỉnh phát âm theo từ điển mỗi từ ở phần A. THEORY (trang 1, 2). Với những từ sau: haven't got the faintest idea, out of the question, get on your nerves, a pain in the neck, put your foot in it, on the one hand…on the other hand, to some extent, become fluent in, non-verbal communication, maintain eye contact, cause confusion or offence, be misunderstood, put someone at ease, bilingual, career prospects, con chép 1 dòng vào vở ghi.

II. Read the sentences below. Choose the letter A, B, C, or D that best explains the meaning of the underlined word/phrase in each context.

1. After months of intense practice with native speakers, Minh finally **became fluent in French** before his student exchange trip to Paris.

A. forgot most of his basic French vocabulary
B. could speak French easily and naturally
C. was only able to translate French word-for-word
D. could only understand a few simple French greetings

2. The result of the Student Council election was **on a knife-edge** until the final votes were counted at 5 PM.

A. in a very tense, uncertain, and precarious situation
B. completed smoothly without any disagreement
C. postponed until the following semester
D. extremely boring and predictable to everyone

3. Spending nearly three hours every day stuck in heavy traffic during rainy afternoons has become **a real pain in the neck** for most city commuters.

A. an injury that requires immediate medical care
B. a highly rewarding and pleasant experience
C. a very annoying, frustrating, or troublesome situation
D. a physical exercise to improve body posture

4. Wearing a bright neon costume and bringing loud speakers to a quiet school memorial service was clearly **over the top**.

A. modest and highly appropriate for the occasion
B. excessive, exaggerated, or unreasonable for the situation
C. well-organized and admired by everyone present
D. cheap and easy to prepare on short notice

5. Because the indigenous tribe lived in a remote valley, they **had little contact with** neighboring modern communities for centuries.

A. rarely communicated or interacted with
B. fought continuously against
C. traded goods on a daily basis with
D. depended entirely on financial aid from

LIVEWORKSHEETS

III. Complete the sentences using the correct word or phrase from the box below. There are THREE extra words/phrases that you do not need to use. Make necessary changes to verb tenses or word forms where required.

bilingual	mother tongue	develop from	a big percentage of
career prospects	isolated	have a population of	second language

1. Growing up in a _____ household where both English and Vietnamese are spoken daily helps children master two languages naturally.
2. Tokyo, one of the most densely populated cities in the world, currently _____ over 13 million.
3. Studying abroad and gaining international qualifications will significantly boost your _____ when applying to global corporations.
4. Researchers have proven that many modern European languages originally _____ an ancient root language spoken thousands of years ago.
5. During the severe winter snowstorm, the small mountain village was completely _____ from neighboring towns for several days.

IV. Complete the second sentence so that it has a similar meaning to the first sentence, using the prompt word given in brackets. Do not change the word given.

1. It is a pity that our school doesn't possess a modern STEM laboratory for science projects. **(WISH)**

   → I _____

2. My younger brother constantly plays loud video games while I am studying, which is very annoying. **(WOULD)**

   → If _____

3. Nam feels upset because he is unable to speak English as fluently as his native teacher. **(COULD)**

   → Nam _____

4. It's a shame that I am not tall enough to join the school's basketball team this season. **(WERE)**

   → If _____

   _____

5. It is unfortunate that we do not reside near a public park to practice running every morning. **(ONLY)**

   → If _____

   _____

LIVEWORKSHEETS

LISTENING PRACTICE (10 questions)

Lưu ý:
1. Khi làm bài tập có từ mới, các con cần tra từ điển. Sau khi tra từ điển, các con chép mỗi từ mới **1 dòng** để ghi nhớ.
2. Các con gạch chân các từ khoá chính trong bài.

Con truy cập link hoặc quét mã QR để làm bài nghe nhé:
https://on.soundcloud.com/SjfEmLiJTrrL4cIRg0

You will hear an interview with a girl called Lucy Hughes, who is talking about her love of maths. For questions 1-10, choose the best answer (A, B or C).

1. What did Lucy think about maths when she first started learning it at school?
A. She thought standard tasks like learning times tables were uninteresting.
B. She found it difficult to memorise the multiplication tables.
C. She disliked taking part in maths activity days organised by teachers.

2. What first made Lucy excited about maths?
A. taking part in a maths activity at school
B. being able to use the basic maths skills she'd learnt
C. recognising a link between maths and the natural world

3. What does Lucy's dad suggest about some people attending his training sessions?
A. They don't realise that maths is easier than they think.
B. A lack of confidence discourages them from using maths.
C. Having to remember so much has put them off maths.

4. How have Lucy's parents helped her with maths?
A. by giving her practical maths problems to solve
B. by taking her to local events connected with maths
C. by working through difficult maths homework with her

5. Lucy suggests the appeal of maths for her is that
A. there is a limitless number of areas to explore.
B. there is always a single clear and definite answer.
C. there is more than one method for working out the same solution.

6. When Lucy entered a maths competition recently, she
A. was worried by the level of the other competitors.
B. felt confident once it was her turn to perform.
C. only realised close to the end that she could actually win it.

7. How did Lucy feel about her chances of winning the competition?
A. She was disappointed with her final score.
B. She was realistic from the start that she was unlikely to win.
C. She became more confident of winning as time went on.

8. What did Lucy discover during the competition?
A. that people from a range of cultures have similar attitudes to maths
B. that people in different countries solve maths problems in the same way
C. that people with no shared languages can understand the same maths problems

LIVEWORKSHEETS

9. What did Lucy find interesting about the other competitors?

A. They could solve the problems much faster than she had expected.

B. They used a variety of methods to find the right answers.

C. They relied mainly on mental maths instead of writing on the board.

10. Lucy thinks that in the future

A. she will need maths to study science at a high level.

B. she wants to train to become a maths teacher.

C. she would like to just enjoy maths purely as a hobby.

LIVEWORKSHEETS