

**D.O.P: 29/12/2024****REVIEW 2****D.O.T: 03/01/2025****Lesson: Language****Week: 17- Period: 49****I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge**

- Review the language they have learnt in Unit 4-5.
- Review the vocabulary and grammar they have learnt in Unit 4-5.

**2. Core competence**

- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

**3. Personal qualities**

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Review 2
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**III. PROCEDURES****1. WARM-UP (5 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge;
- To enhance students' skills of cooperating with teammates.

**b. Content:**

- Menti game

**c. Expected outcomes:**

- Students can recall the previous knowledge and develop interest in the lesson

**d. Organisation****TEACHER AND STUDENTS' ACTIVITIES****CONTENTS****Menti Game**

- Provide the link to the website MENTI.COM and asks Ss to use their smart devices to get access to the link.
- Ss do as required in the link: Write down three types of sentences you have learnt in Unit 5.

Write down three  
types of sentences  
you have learnt in  
Unit 5

- T checks if the answers are correct or incorrect and reviews the meaning of the learning methods. T draws Ss' attention to three types of sentences and lets them give more examples for each type.

- Ss share the answers with each other.

**Answer key:**  
Simple sentence  
Compound sentence  
Complex sentence

**e. Assessment**

- Teacher observes the groups, listens to Ss' answers and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION (15 mins)****a. Objectives:**

- To check if Ss can identify different sounds and provide further pronunciation practice;
- To check if Ss can identify word stress and provide further pronunciation practice.

**b. Content:**

- Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (p.72)
- Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (p.72)
- Task 3: Mark the letter A or B to indicate the stressed auxiliary or modal verb. Listen and check. Then practice saying the sentences in pairs. (p.72)
- Task 4: Read the following sentences. Underline the unstressed words in each one. Listen and check. Then practise saying the sentences in pairs. (p.72)

**c. Expected outcomes:**

- Students can revise different aspects of pronunciation learnt in Unit 4 and 5.

**d. Organisation:**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Have Ss pronounce all words, pay attention to the underlined sounds.</li> <li>- Pronounce the words.</li> <li>- If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer.</li> <li>- Apply the tips to find the words whose underlined part differs from the other three in pronunciation.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Check the answers with the whole class.</li> <li>- Check the answers.</li> <li>- Have Ss work in pairs to practise saying these in words.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. B</li> </ol>
<p><b>Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Have Ss pronounce all words, pay attention to the word stress.</li> <li>- Pronounce the words.</li> <li>- If there is any word whose stress Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same stress, they cannot be the correct answers. If not, one of them is the correct answer.</li> <li>- Apply the tips to find the words whose stressed part differs from the other three.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Check the answers with the whole class.</li> <li>- Check the answers.</li> <li>- Have Ss work in pairs to practise saying these in words.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> </ol>
<p><b>Task 3: Mark the letter A or B to indicate the stressed auxiliary or modal verb. Listen and check. Then practice saying the sentences in pairs. (3 mins)</b></p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. B</li> </ol>

- Ask Ss to read the sentences and identify part of speech of the words in bold e.g., auxiliary.
- Read the sentences and identify part of speech of the words in bold e.g., auxiliary.
- Tell Ss to circle the stressed auxiliary or modal verbs in each sentence.
- Circle the stressed auxiliary or modal verbs in each sentence.
- In weaker classes, review the cases in which auxiliary or modal verbs are stressed in a sentence on the board or go back to Language sections in Unit 5.
- Have Ss compare their answers in pairs.
- Check the answers.
- Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers.
- Have Ss work in pairs to practise saying these sentences.

**Task 4: Read the following sentences. Underline the unstressed words in each one. Listen and check. Then practise saying the sentences in pairs. (4 mins)**

- Ask Ss to read the sentences.
- Read the sentences.
- Tell Ss to underline the unstressed words in each sentence.
- Underline the unstressed words in each sentence.
- In weaker classes, review how to identify the unstressed words in a sentence on the board or go back to Language sections in Unit 4.
- Have Ss compare their answers in pairs.
- Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers.
- Check the answers.
- Have Ss work in pairs to practise saying these sentences.
- Practice in pairs

**Answer key:**

1. Life in the city is very convenient and comfortable, but also expensive.
2. It usually takes thirty to eighty job applications to get a job offer.

### **e. Assessment**

- Teacher checks students' pronunciation and gives feedback.

### **3. ACTIVITY 2: VOCABULARY (12 mins)**

#### **a. Objectives:**

- To check if Ss can understand and use topic-related words and phrases from Units 4 and 5 in meaningful contexts.

#### **b. Content:**

- Task 1. Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word. (p.72)
- Task 2. Mark the letter A, B, C, or D to indicate the word or phrase OPPOSITE in meaning to the underlined word. (p.72)
- Task 3: Read the following passage and mark the letter A, B, C, or D to indicate the correct word

or phrase that best fits each of the numbered blanks from 1 to 8. (p.72)

**c. Expected outcomes:**

- Students can complete the tasks on vocabulary.

**d. Organisation**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word. (3 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence.</li> <li>- Do the activity individually.</li> <li>- Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, tell them to skip it and focus on the others. The words that change the meaning of the sentence cannot be the correct answers.</li> <li>- Replace the underlined word with each of the words from four options.</li> <li>- Ask Ss to share their answers with the whole class.</li> <li>- Check the answers.</li> <li>- Confirm the correct answers and ask Ss to explain their choices.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. D</li> <li>4. A</li> </ol>
<p><b>Task 2. Mark the letter A, B, C, or D to indicate the word or phrase OPPOSITE in meaning to the underlined word. (3 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence.</li> <li>- Do the activity individually.</li> <li>- Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, tell them to skip it and focus on the others. The word that makes the meaning of the sentence opposite can be the correct answer.</li> <li>- Replace the underlined word with each of the words from four options.</li> <li>- Ask Ss to share their answers with the whole class.</li> <li>- Check the answers.</li> <li>- Confirm the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. B</li> <li>4. A</li> </ol>
<p><b>Task 3. Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8. (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read and get an overview of the text.</li> <li>- Have Ss read each sentence more carefully and look through four options. Tell them to put each word from four</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A    2. B    3. D    4. C    5. A</li> <li>6. C    7. A    8. B</li> </ol>

- options into the gap.
- Read and get an overview of the text.
  - Tell them to choose the word that makes the sentence meaningful and grammatically correct.
  - Choose the word that makes the sentence meaningful and grammatically correct.
  - Ask the individual to share their answers with the class.
  - Confirm the correct answers.

#### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

### 4. ACTIVITY 3: GRAMMAR (10 mins)

#### a. Objectives:

- To check if Ss can use present perfect, double comparatives to show changes, and compound and complex sentence
- To check if Ss can use gerunds and participle clauses.

#### b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (p.73)
- Task 2: Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the given sentences. (p.73)

#### c. Expected outcomes:

- Students can revise the learnt grammar points and do the tasks.

#### d. Organisation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Mark the letter A, B, C, or D to indicate the correct answer. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read each sentence and four options.</li> <li>- Do the activity individually.</li> <li>- Remind Ss to identify the grammar points that are tested in the sentence.</li> <li>- Recall the related grammar point in each sentence. In weaker classes, categorize these sentences into groups corresponding to the grammar points Ss learnt in Units 4-5 and quickly review the uses of the grammar points on the board or go back to Language sections in these Units.</li> <li>- Choose the correct answers.</li> <li>- Eliminate the option that can be grammatically incorrect. The correct answer should be grammatically correct and make the sentence meaningful.</li> <li>- Then have them compare answers in pairs, before confirming answers as a class.</li> </ul> <p><b>Exam strategies</b></p> <p><b>Grammar (MCQs): Choosing the best answer to complete each sentence</b></p> <p>1. Read the whole sentence and four options. Identify the</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. C</li> <li>4. B</li> <li>5. D</li> <li>6. A</li> </ol>

<p>grammar points that are tested in the sentence.</p> <p>2. Recall the related grammar point.</p> <p>3. Eliminate the option that can be grammatically incorrect. The correct answer should be grammatically correct and make the sentence meaningful.</p> <p>- Check the answers.</p>	
<p><b>Task 2: Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the given sentences. (5 mins)</b></p> <p>- Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence.</p> <p>- Tell Ss to read four options and choose the option that:</p> <p>+ is grammatically correct</p> <p>+ does not change the meaning of the original sentences</p> <p>- Work in pairs to do the task.</p> <p>- Have Ss compare their answers in pairs.</p> <p>- Work in pairs to do the task.</p> <p>- Check the answers.</p> <p>- Confirm the correct answers with the whole class.</p>	<p><b>Answer key:</b></p> <p>1. D</p> <p>2. B</p> <p>3. C</p> <p>4. B</p> <p>5. A</p> <p>6. D</p>

#### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

#### 4. CONSOLIDATION (3 mins)

##### a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

##### b. Homework

- Prepare for the next lesson: Review 2 - Skills (1)

**D.O.P: 29/12/2024****D.O.T: 03/01/2025****Week: 17- Period: 50****UNIT: REVIEW 2****Lesson: Skills (1) - Listening & Speaking****I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge**

- Practise listening for general ideas and specific information
- Use the learnt ideas and language to discuss and practise problem-solving skills

**2. Core competence**

- Develop critical thinking skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities.

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 12 textbook, Review 2
- Computer connected to the internet
- Projector/ TV
- *hoclieu.vn*

**III. PROCEDURES****1. WARM-UP (5 mins)****a. Objectives:**

- To give excitement to students and lead in the lesson.

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Students can listen for comprehension and answer the given questions.

**d. Organisation:****TEACHER AND STUDENTS' ACTIVITIES****CONTENTS****Video watching**

- Teacher asks Ss to watch a short video and try to remember the information in the video.
- Watch a short video and try to remember the information in the video.
- After Ss listen, teacher shows the question before playing the video.
- Ss raise their hands to grab the chance to answer.
- Share the answers with the whole class.
- T checks if the answers are correct or incorrect and leads in the lesson.

**Link:**

<https://www.youtube.com/watch?v=TiIFzV4d2NE>

**Questions:**

*What do cities of the future look like?*

**Suggested answers:**

*The cities are smart with:*  
 + flexible transport  
 + energy efficient buildings



	<ul style="list-style-type: none"> <li>+ <i>accessible electricity</i></li> <li>+ <i>advanced AI</i></li> <li>+ <i>new business and services</i></li> <li>+ <i>AI-based mobility</i></li> </ul>
--	---

**e. Assessment**

- Teacher observes the students and gives feedback.

**2. ACTIVITY 1: LISTENING (18 mins)**

<b>a. Objectives:</b> <ul style="list-style-type: none"> <li>- To practise listening for main ideas</li> <li>- To practise listening for specific information</li> </ul> <b>b. Content:</b> <ul style="list-style-type: none"> <li>- Task 1. Listen to a talk about a city. What is it about? (p. 74)</li> <li>- Task 2. Listen again and complete the note with no more than TWO words for each answer. (p. 74)</li> </ul> <b>c. Expected outcomes:</b> <ul style="list-style-type: none"> <li>- Students can understand the main ideas of the listening passage and reorder the key information.</li> </ul> <b>d. Organisation:</b>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Listen to a talk about a city. What is it about? (8 mins)</b> <ul style="list-style-type: none"> <li>- Focus Ss' attention on three titles and ask them which information they expected to listen to from each title.</li> <li>- Listen and do the task.</li> <li>- Tell Ss that they are going to hear a talk about a city.</li> <li>- Play the recording and encourage Ss to note down as much information as possible in their notebooks.</li> <li>- Call on some Ss to share their information. Ask Ss to eliminate the title that does not tell them about the main idea.</li> <li>- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. option B is only a part of the talk or option C is NOT mentioned in the talk.</li> <li>- Share and check the answers.</li> </ul>	<b>Answer keys: A</b>
<b>Task 2. Listen again and complete the note with no more than TWO words for each answer. (10 mins)</b> <ul style="list-style-type: none"> <li>- Ask Ss to look at the sentences and underline the key words and decide what part of speech of each word in the gap is (e.g.: 1. noun/noun phrase; 2. noun/noun phrase; 3. noun/noun phrase; 4. adjective; 5. noun/noun phrase)</li> <li>- Play the recording again and have Ss listen and write down their answers in their notebooks.</li> <li>- Listen and do the task.</li> <li>- Have Ss work in pairs to compare their answers. - Share and check the</li> </ul>	<b>Answer keys:</b> <ol style="list-style-type: none"> <li>1. old houses</li> <li>2. high-rise buildings</li> <li>3. traditional markets</li> <li>4. frequent</li> <li>5. traffic jams</li> </ol>



answers.

- Check answers as a class.
- In weaker classes, play the recording again, pausing after the sentences containing the missing words.

### e. Assessment

- Teacher checks students' work and gives feedback.
- Students in class listen and give feedback on their friends' performance.

## 3. ACTIVITY 2: SPEAKING (20 mins)

### a. Objectives:

- To give Ss an opportunity to use the ideas and language from the Listening in a group discussion and practise problem-solving skills.

### b. Content:

- Task 1. Work in pairs. Discuss the impact of urban development on people's life and complete the following table. (p.74)
- Task 2. Discuss in groups. Which change in 1 do you think has the most positive impact, and which one has the most negative impact on urban life? Then report the group's answers to the class. (p.74)

### c. Expected outcomes:

- Students come up with good ideas and are able to talk about the positive and negative impacts of urban development on people's life.

### d. Organisation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS	
<b>Task 1. Work in pairs. Discuss the impact of urban development on people's life and complete the following table.</b> (9 mins) - Have Ss read through the instructions. Draw the table on the board if necessary. - Work in pairs to discuss the impact of urban development. - Ask them to work in pairs to discuss the impact of urban development. Tell Ss to add more ideas and complete the table. - Tell Ss that the impact on urban people's life can be positive and/or negative.  - Walk around the class to offer help if necessary. - Present their completed table in front of the class.  - Invite some pairs to present their completed table in front of the class.	Suggested answers:	
	<b>Urban development</b>	<b>Positive and/or negative impact on urban people's life</b>
	1. Growing population	Housing shortage, higher rents and home prices
	2. More people looking for jobs	Higher unemployment
	3. More schools and universities	More education opportunities
	4. Expanded roads	More convenient traffic
	5. More shops, restaurants, and supermarkets	More convenient shopping, but more difficulties for traditional markets.
<b>Task 2. Discuss in groups. Which change in 1 do you think has the most positive impact, and which one has the most</b>	<b>Suggested answers:</b> <b>Discussion:</b>	

**negative impact on urban life? Then report the group's answers to the class. (11 mins)**

- Have Ss work in groups and discuss the impacts of urbanisation using the table from 1 in Speaking.
- Work in groups and discuss the impacts of urbanisation.
- Ask Ss to prepare a presentation to report what they have just discussed.
- Walk around the class to offer help if necessary.
- Invite some groups to present a summary of their group discussion to the class.
- Prepare a presentation to report what they have just discussed.
- Present a summary of their group discussion to the class.

A: Today we'll be talking about which change has the most positive impact and which one has the most negative impact on urban life. Let's start with the positive one.

B: Well, I believe that building more schools and universities is the most important change because it can have a huge effect on young people. This creates more education opportunities for students in the area.

A: I agree, but most people want more shops, restaurants and supermarkets so they can have convenient shopping experiences and enjoy eating out.

B: I see, if there are too many shops and supermarkets, traditional markets may struggle to survive ...

**Group's report:** Among all changes, we believe that building more schools and universities will have the most positive impact on urban life because this will create more education opportunities for students and attract more young people.

#### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

#### 4. CONSOLIDATION (2 mins)

##### a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

##### b. Homework

- Do exercises in the workbook.
- Prepare for Review 1 - Skills (Reading & Writing).

**D.O.P: 30/ 12/2024****D.O.T: 04/01/2025****Week: 17- Period: 51****UNIT: REVIEW 2****Lesson: Skills (2) - Reading & Writing****I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge**

- Practise reading for the main idea and specific information;
- Practise writing an application letter.

**2. Core competence**

- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

**3. Personal qualities**

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Review 2
- Computer connected to the internet
- Projector/ TV
- *hoclieu.vn*

**III. PROCEDURES****1. WARM-UP (5 mins)****a. Objectives:**

- To give excitement to students and lead in the lesson.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

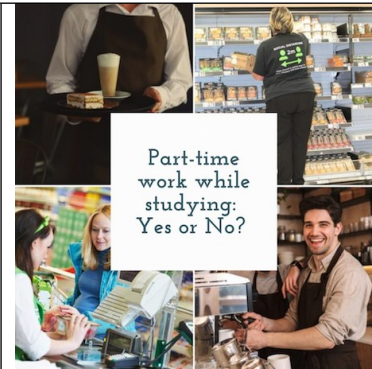
- Students can describe a picture and discuss the benefits of having a job while at school.

**d. Organisation:**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
----------------------------------	----------

**Brainstorming**

- Teacher shows a picture to all the students.
- Look at the picture.
- Teacher asks Ss to work in groups and answer some questions:  
+ *What are the benefits of having a part-time job while at school?*
- Work in groups and answer some questions
- Teacher asks each group to report their ideas.
- Share the answer with the whole class.
- Teacher corrects the answers and gives feedback.

**Suggested answers:**

- boost students' confidence
- build their professional network for future career
- develop students' skills for future jobs
- have more work experience

**e. Assessment**

- Teacher observes the students and gives feedback.

**2. ACTIVITY 1: READING (16 mins)****a. Objectives:**

- To help Ss practise reading for main ideas.
- To help Ss practise reading for specific information.

**b. Content:**

- Task 1. Read the text. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (p.75)
- Task 2. Read the text again. Mark the letter A, B, C, or D to indicate the correct answer. (p.75)

**c. Expected outcomes:**

- Students can identify the main ideas as well as specific information of the reading passage.

**d. Organisation:**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Read the text. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (7 mins)</b> <ul style="list-style-type: none"> <li>- Have Ss read through the five headings and check understanding.</li> <li>- Read through the five headings.</li> <li>- Then ask Ss to read the whole text once to acquire an overall idea.</li> <li>- Read the whole text once to acquire an overall idea.</li> <li>- Put Ss into pairs to do the activity. Remind them to pay attention to the first or the last sentence of each paragraph, which can help them to find the answer. (e.g.: the first sentence of the first paragraph is "To begin with, students can gain and develop important skills ...", so D can be the correct answer).</li> <li>- Work in pairs to do the task.</li> <li>- Check the answers.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer keys:</b> A - 4 B - 1 C - 2
<b>Task 2. Read the text again. Mark the letter A, B, C, or D to indicate the correct answer. (9 mins)</b> <ul style="list-style-type: none"> <li>- Have Ss read through the questions and the options. Make sure Ss</li> </ul>	<b>Answer keys:</b> 1. B 2. C

<p>understand the questions.</p> <p>- Read through the five headings.</p> <p>- Ask Ss underline key words.</p> <p>- Work in pairs to check.</p> <p>- Then have Ss locate the parts where the relevant information appears in the passage.</p> <p>- Have Ss work in pairs to compare their answers.</p> <p>- Check the answers.</p> <p>- Check the answers as a class and ask Ss to explain their choice.</p> <p>+ <b>For question 1</b>, the writer mentioned communication skills and teamwork skills in paragraph 1;</p> <p>+ <b>For question 2</b>, the word “equipped” is a verb in passive to show that something was provided for someone.</p> <p>+ <b>For question 3</b>, the pronoun “they” refers to people, not things and a plural noun.</p> <p>+ <b>For question 4</b>, the writer mentioned “a teaching assistant” as an example of how having part-time jobs can boost students’ experience and confidence.</p> <p>+ <b>For question 5</b>, the writer mentioned the development of students’ relationship through having a part-time job in paragraph 3.</p>	<p>3. D</p> <p>4. B</p> <p>5. A</p>
---	-------------------------------------

### e. Assessment

- Teacher checks students’ work and gives feedback.
- Students in class give feedback on their friends’ performance.

### 3. ACTIVITY 2: WRITING (21 mins)

#### a. Objectives:

- To help Ss practise writing a letter of application.

#### b. Content:

Work in pairs. Read the advert below and write a letter of application (150–180 words) to the Human Resource Department.

#### c. Expected outcomes:

- Students develop writing skills on the given topic. They are able to write a letter of application and give feedback on their friends’ work.

#### d. Organisation:

TEACHER AND STUDENTS’ ACTIVITIES	CONTENTS
<p><b>Work in pairs. Read the advert below and write a letter of application (150–180 words) to the Human Resource Department.</b></p> <p>- Ask Ss to read the advert. Pre-teach some vocabulary items if necessary.</p> <p>- Read the advert.</p> <p>- Have Ss work in pairs. In stronger classes, ask Ss to discuss what qualities and experience they need to apply for the position of an English tutor and elicit the ideas from each group and write them on the board if necessary. In weaker classes, give Ss some suggested ideas on the qualities and experience they need to apply for the position of an English tutor.</p>	<p><b>Sample answer:</b></p> <p>50 Hoang Quoc Viet Str, Hanoi The Human Resource Department, Language School 1150 Hang Dau Str., Ha Noi Ha Noi, October 19, 20..</p> <p>Dear Sir or Madam, I am writing to apply for the post of an English tutor that you advertised on your</p>

<ul style="list-style-type: none"> <li>- Work in pairs and examine the sample.</li> <li>- Ask them to refer to the sample letter of application in Unit 5 and review the organization of a letter of application.</li> <li>- Give Ss enough time to write a letter of application using the information in the box. Set a time limit depending on the Ss' ability level.</li> <li>- Write a letter of application using the information in the box.</li> <li>- Walk around the class and offer help.</li> <li>- If time allows, ask Ss to swap their letters of application with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation.</li> <li>- Collect Ss' letters of application to mark and provide written feedback in the next lesson.</li> </ul>	<p>website.</p> <p>I am in my last year of secondary school. Last summer, I worked as a volunteer teaching assistant for the 'Education for All' project. I helped students learn English at a primary school. My responsibilities included checking students' attendance and homework. I also organised extracurricular activities to help children practise their English.</p> <p>I love working and interacting with children aged 6-10. I consider myself to be a sociable, caring and patient person. I understand that being a teaching assistant is not an easy job, but I will try my best.</p> <p>I would be delighted to meet you in person to discuss my application. I am available for an interview any afternoon during the week. If my application is successful, I will be free to start working after the 30<sup>th</sup> of October.</p> <p>I look forward to hearing from you soon.</p> <p>Yours faithfully, Binh</p>
--	--

#### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

### 4. CONSOLIDATION (3 mins)

#### a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

#### b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson: revision for the first term test

**D.O.P: 30/12/2024**

**REVISION FOR THE FIRST SEMESTER TEST**

**D.O.T: 03 + 04 /01/2025**

**Week: 17- Period: 52 + 53**

**I. OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to gain:

- Use words related to famous people, life stories, cultural diversity; green living;
- Pronounce the diphthongs from unit 2 to unit 5 correctly;
- Apply the knowledge of grammar points learnt in the previous units to do the task; past simple and the past continuous
- Use the definite and indefinite articles

- Use the verbs with prepositions; relative clauses to refer to a whole sentence

**2. Competences:** By the end of the lesson, students will be able to:

- Develop communication skills and cultural awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

**3. Qualities:** By the end of the lesson, students will be able to:

- Develop self-study skills;

- Raise students' awareness of the need to keep their neighbourhood green.

**II. TEACHING AIDS**

- Teaching aids: lesson plan, Grade 12 text book, laptop, projector / TV/ pictures and cards...
- Teaching method: Task-based learning, group work, pair work, individual work.



## III. PROCEDURE

## SCHOOL. ĐỀ ÔN SỐ 1

**Mark the letter to indicate that the word whose underlined part is pronounced differently.**

- Question 1. A. proofs B. books C. points D. days  
 Question 2. A. carry B. farther C. garbage D. artist

**Mark the letter to indicate the word that differs from the other three in the position of the primary stress**

- Question 3. A. continent B. protection C. chemistry D. popular  
 Question 4. A. damage B. item C. promote D. season

**Mark the letter to indicate the correct answer to each of the following sentences.**

Question 5: Many Vietnamese young men volunteered to join the army during the \_\_\_\_\_ war against France.

- A. resistance B. biography C. account D. Experience

Question 6. Experiencing \_\_\_\_\_ is common when visiting a new country with different customs.

- A. culture shock B. staple C. trend D. lifestyle

Question 7: Maria decided \_\_\_\_\_ her education after a gap year.

- A. to continue B. to continuing C. continue D. continuing

Question 8. I was reading an online article about General Vo Nguyen Giap when my friend \_\_\_\_\_.

- A. calls B. is calling C. has called D. called

Question 9: I haven't met him again since we \_\_\_\_\_ school ten years ago.

- A. left B. leave C. were leaving D. had left

Question 10. She \_\_\_\_\_ the living room when she heard a strange noise in the kitchen.

- A. was cleaning B. has cleaned C. cleaning D. has been

Question 11: My son is playing \_\_\_\_\_ piano in his studying room at the moment.

- A. the B. a C. An D. Ø (no article)

Question 13: I'm positive that I am \_\_\_\_\_ and beautiful than my opponent.

- A. more intelligent B. most intelligent C. as intelligent D. intelligent

Question 14: Her voice is \_\_\_\_\_ than her sister's.

- A. beautiful B. more beautiful C. most beautiful D. the most beautiful

Question 15: My brother was feeling tired last night, so he went to bed \_\_\_\_\_ than usual.

- A. earliest B. early C. more earlier D. earlier

Question 16: We might need more food, depending \_\_\_\_\_ how many people turn up.

- A. for B. on C. at D. with

Question 17. We \_\_\_\_\_ an online survey to determine young people's attitudes towards green living.

- A. applied for B. turned off C. looked after D. carried out

Question 18 He left school without formal qualifications, \_\_\_\_\_ he couldn't find a good job.

- A. but B. so C. or D. Yet

Question 19. He sang very badly. Everyone left the room.

- A. Everyone left the room so he sang badly. B. He sang very badly, so everyone left the room.

C. He sang badly as a result of everyone leaving the room. D. He sang so badly but everyone left the room.

Question 20. The man \_\_\_\_\_ I introduced you to last night may be the next president of the university.

- A. which B. whom C. whose D. why

**Read the following passage and mark the letter to indicate the correct word or phrase that best fits.**

Babies start laughing very soon after they are born. Deaf and blind people can laugh although they have never heard or seen anyone laughing. Laughing seems to be a part of (21) \_\_\_\_\_ nature, but what is it for? Many people think that we laugh because we see or hear something( 22)) \_\_\_\_\_; However , most of the time this is not true. No one really knows (23)\_\_\_\_\_ reasons why we laugh, but one idea is that it makes (24) \_\_\_\_\_ people feel good. Laughter can stop negative feelings and help people to feel closer to each other. It also means that laughter is good (25)\_\_\_\_\_ your health. The writer Norman Cousins, who had a serious back pain, wrote that watching comedy programmes on TV helped him to feel better. He said that ten minutes of laughter gave him two hours of sleep without pain.

(Adapted from English Unlimited by Tilbury Clementson, Hendra and Rea)

- Question 21. A. human      B. original      C. wildlife      D. material  
 Question 22. A. fun      B. funny      C. funniest      D. to be funny  
 Question 23. A. the      B. an      C. a      D Ø (no article)  
 Question 24. A. one      B. other      C. each      D. another  
 Question 25. A. of      B. at      C. for      D. in

**Read the following passage and mark the letter A, B, C, or D to indicate the answer to each of the question**

In today's world, technology is everywhere. From the phones in our pockets to the computers we use at school or work, technology helps make our lives easier and more efficient. One of the most important inventions of the 21st century is the internet. It has transformed how we communicate, work, and learn. Through the internet, we can send messages, share pictures, and access information from anywhere in the world. It has opened up new opportunities for education, allowing students to learn online and attend virtual classes.

However, technology has its downsides. Many people spend too much time on their devices, which can lead to problems like addiction and social isolation. In addition, technology can sometimes replace face-to-face interactions, making it harder for people to build strong personal relationships. Despite these challenges, the benefits of technology are undeniable. It has revolutionized industries, improved healthcare, and helped solve problems such as world hunger by making information more accessible.

As technology continues to evolve, it is important for people to find a balance. We must use technology in ways that benefit us while also making sure we don't lose the personal connections that are essential to our well-being.

(Source: Adapted from Global Success 12)

Question 26: What is the main idea of the passage?

- A: Technology has both positive and negative effects on society.      B: The internet has no impact on education.  
 C: People should avoid using technology at all costs.      D: Technology is harmful to healthcare.

Question 27: According to the passage, what has the internet made possible?

- A: Sending messages and attending virtual classes.      B: Creating new jobs for everyone.  
 C: Building personal relationships more easily.      D: Reducing the number of people using technology.

Question 28: Which of the following is NOT mentioned in the passage?

- A: The internet has opened up new opportunities for education.  
 B: Technology has some negative effects on personal relationships.  
 C: Technology can help solve problems like world hunger.  
 D: People should completely stop using technology.

Question 29: What does the word "undeniable" mean in the passage?

- A: Easy to ignore.      B: Impossible to deny.      C: Very confusing.      D: Very rare.

Question 29: In the last sentence, the word "we" refers to which of the following?

- A: The people who use technology.      B: The developers of technology.  
 C: The students learning online.      D: The people who are building personal relationships.

**III - WRITING**

**Mark the letter to indicate the correct arrangement of the sentences to make meaningful guidelines.**

**Question 31.** a. Technology is an essential part of our everyday lives.

b. People now use technology for communication, learning, and entertainment.

c. Some people believe that technology has made life easier, but others think it has caused problems.

d. One of the challenges is that people spend too much time on their devices, leading to social isolation.

A. a - b - c - d

B. a - c - b - d

C. b - a - c - d

D. a - b - d

- c

**Question 32.** a. Please remember to bring your textbooks and notebooks.

b. There will be a meeting for all students at 9:00 AM in the main hall.

c. The meeting is very important as we will discuss the upcoming exams and school activities.

d. Don't forget to be on time and bring any questions you may have.

A. b - a - c - d    B. a - c - b - d    C. b - c - a - d    D. a - b - d - c

**Question 33.** a. After finishing your homework, make sure to review your notes for the next lesson.

b. First, read the instructions carefully before starting the task.

c. Next, organize your materials such as books and a notebook.

d. Once you have completed the task, check your answers for mistakes.

e. Don't forget to ask your teacher if you have any questions.

f. Finally, submit your homework before leaving the classroom.

A. b - c - a - d - e - f

B. b - a - c - d - f - e

C. c - b - a - d - e - f

D. b - c - e - d - a - f

**Question 34.** a. I hope to hear from you soon and catch up on all the news.

b. Dear Tom,

c. I just wanted to write and let you know that I'm doing well here.

d. I'm looking forward to meeting you during the summer holidays.

e. How have you been? I've missed our talks and the good times we shared.

f. Take care and write back when you have time.

A. b - c - e - a - d - f    B. b - c - d - e - a - f    C. b - e - c - a - d - f    D. b - c - e - d - a - f

**Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.**

Question 35. Ha Noi is not so big as Ho Chi Minh city

Ho Chi Minh City \_\_\_\_\_

Question 36. science fictions is not as interesting as Detective ones

→ Detective books \_\_\_\_\_

Question 37. The last time I talked to Henry was three years ago.

→ I \_\_\_\_\_

Question 38. They have lived in this city for 10 years.

→ They \_\_\_\_\_

Question 39. Sue lives in the house. The house is opposite my house.

→ Sue lives \_\_\_\_\_

Question 40. The sea was rough, but the fishermen managed to sail.

→ Although the sea \_\_\_\_\_

**ĐỀ ÔN****SỐ 02**

**Choose the word which has the underlined part is pronounced different from the others.**

**Question 1.** A. surgeon

B. custom

C. cuisine

D. soldier

**Question 2.** A. favorite B. vacation C. relation D. adventure

*Choose the word that differs from the other three in the position of the primary stress*

**Question 3.** A. cancer B. battle C. army D. account

**Question 4.** A. delicious B. popular C. difficult D. cultural

*Choose the option to indicate the correct answer to each of the following questions.*

**Question 5.** Different kinds of waste are dumped in \_\_\_\_\_ sites.

A. landfill B. leftover C. footprint D. resource

**Question 6.** The \_\_\_\_\_ of that ancient custom still remains a mystery to local people.

A. identity B. lifestyle C. origin D. confusion

**Question 7.** One of her \_\_\_\_\_ achievements is the discovery of radium and polonium.

A. impress B. impressive C. impressively D. impression

**Question 8.** While he \_\_\_\_\_ some plants in the garden, his wife was preparing dinner.

A. watered B. was watering C. water D. would water

**Question 9.** I \_\_\_\_\_ to visit her last night.

A. was coming B. had come C. has come D. came

**Question 10.** The boys broke the window when they \_\_\_\_\_ football.

A. were playing B. played C. had played D. are playing

**Question 11.** He has worked as \_\_\_\_\_ singer since he moved to England.

A. a B. an C. the D. no article

**Question 12.** People can quickly discover music from all over \_\_\_\_\_ world.

A. a B. an C. the D. no article

**Question 13.** \_\_\_\_\_ a car is, \_\_\_\_\_ it is.

A. the expensive / the comfortabler B. the more expensive / the more comfortable

C. the most expensive / the most comfortable D. the less expensive / the more comfortable

**Question 14.** The winter is coming, it is getting \_\_\_\_\_.

A. more cold B. the most cold C. colder and colder D. the more cold

**Question 15.** The more waste paper we recycle, \_\_\_\_\_.

A. the more trees we preserve B. the less trees we preserve

C. the most trees we preserve D. the least trees we preserve

**Question 16.** My mother was busily preparing \_\_\_\_\_ her old friends' arrival.

A. on B. for C. to D. about

**Question 17.** The man finally \_\_\_\_\_ the solution to the problem.

A. looked up B. learned about C. turned on D. worked out

**Question 18.** David didn't answer his phone, \_\_\_\_\_ I supposed that he was busy.

A. so B. for C. but D. or

**Question 19.** \_\_\_\_\_ the trumpet is the smallest brass instrument, it can play the highest notes of all the brass instruments and often plays in marches or fanfares.

A. Because B. Although C. However D. Since

**Question 20.** The other women \_\_\_\_\_ live in the house are really hospitable.

A. whose B. whom C. which D. who

*Read the following passage and mark the letter to choose the word or phrase that best fits*

Culture shock can be defined as the difficulty people experience when adjusting to a new culture that is significantly different from their own. There are no fixed symptoms (21) \_\_\_\_\_ with culture shock as each individual reacts to the (22) \_\_\_\_\_ in his or her own way. However, the shock of moving to a foreign country is often seen as consisting of distinct phases. There is often an initial period of enthusiasm and positive feeling, sometimes referred (23) \_\_\_\_\_ as a 'honeymoon phase', followed by a period of growing frustration and anxiety. Over time, the newcomer enters a third phase, a period of adjustment, during (24) \_\_\_\_\_ new coping skills are developed. Finally, there is a period of acceptance – the individual can operate in the new environment with ease.

There is no set way of approaching the problem of culture shock. Evidence suggests that each person learns to (25) \_\_\_\_\_ the transition in their own way. However, the unpleasant symptoms associated

with the more difficult phases can be alleviated by a few simple measures: rest, good nutrition, and plenty of social contact.

(Adapted From Adapted from "Vocabulary for IELTS" – by Pauline Cullen)

**Question 21.** A. associated B. shared C. cooperated D. exchanged

**Question 22.** A. experienced B. experienceable C. experience D. experienter

**Question 23.** A. by B. to C. at D. with

**Question 24.** A. that B. whom C. when D. which

**Question 25.** A. solve with B. tackle to C. cope with D. hold up

**Read the following passage and mark the letter to indicate the correct answer to each of the questions**

Maria Alcalá of Madrid speaks for many Mediterranean people when she says that “a meal without olive oil would be a bore.” No one knows when the Mediterranean civilizations initially fell in love with olives. That occurred before recorded history. However, there is evidence that the cultivation of olive trees began in countries around the Mediterranean Sea in approximately 4000 B.C., and 2,000 years after that people in the eastern Mediterranean region began to produce oil from olives. The Mediterranean still accounts for 99 percent of all world olive oil production.

From ancient times until today, the basic process of producing the oil is the same. First, whole olives are crushed. Then, the liquid is separated from the solids. After that, the valuable oil is separated from the water. Many olive growers maintain their ancient traditions and still harvest the olives by hand. “We harvest in the traditional way,” says Don Celso, an olive farmer from Tuscany, Italy. “It would be less expensive to do it with machines, but it's more a social thing. Twenty people come to help with the harvest, and we pay them in oil.”

Olive oil has had a variety of uses through its long history. In ancient times, olive oil was used as money and as medicine. It was even used during war-heated up and dropped down on attackers. It is still used in religious ceremonies. It is great for protecting the freshness of fish and cheese. There are even olive oil lamps and olive oil soaps. Olive oil enhances the lives of people everywhere. Its benefits, recently confirmed by science, were already understood in ancient times. Mediterranean people are happy to share their secret with the world.

(Adapted from Reading Explorer 2 by Paul MacIntyre)

**Question 26.** Which could be the best title for the passage?

A. An oil for all. B. Olive oil: A cure for every disease.

C. How to produce oil from indigenous trees? D. The best kept secret.

**Question 27.** The word ‘civilisations’ in paragraph 1 is closest in meaning to \_\_\_\_\_.

A. empires B. societies C. subcultures D. species

**Question 28.** According to the passage, which of the following has olive oil NOT been used for?

A. currency B. cosmetics C. weapons D. pharmaceuticals

**Question 29.** The word ‘it’ in paragraph 2 refers to \_\_\_\_\_.

A. olive B. way C. machine D. harvesting

**Question 30.** Which of the following is true, according to the passage?

A. There is strong evidence suggesting that the first olive trees were planted exactly 4,000 years BC.

B. The Mediterranean accounts for all of the worlds’ olive oil consumption even to this day.

C. The exact time that olives became popular among Mediterranean cultures remains unclear.

D. The way the oil is produced today is quite different from that in the past.

**Mark the letter to indicate the correct arrangement of the sentences to make a meaningful paragraph/letter**

**Question 31.** a. Also, volunteering helps students connect with the community, making them aware of the needs around them.



b. Additionally, students develop such important skills as teamwork and communication ones while they volunteer.

c. Firstly, students who do voluntary work gain valuable real-world experience which can help in their future careers.

d. Finally, doing volunteer work can be a rewarding experience, as students feel good about helping others.

e. High school students benefit from doing voluntary work in many ways.

A. e - c - a - b - d    B. e - a - c - b - d    C. c - a - b - d - e    D. c - e - a - b - d

**Question 32.**                      *The Young Pioneer manager would like to announce*

a. Should parents have any questions, please contact the manager at 0356. 211. 439 for further information.

b. No mobile devices. Just put on the organization's uniform

c. All pioneers are required to be present by 5:30 on Dec 29.

A. a - b - c                      B. c - b - a                      C. b - c - a                      D. c - a - b

**Question 33.** a. Second, it prevents environmental destruction by promoting sustainable practices.

b. Making small changes today can lead to a more sustainable and prosperous tomorrow.

c. By reducing single-use items, we conserve resources and minimise waste.

d. Going green offers numerous advantages for both individuals and the planet.

e. First, it helps reduce our carbon footprint, lessening the harm caused by greenhouse gases.

A. d- e - a - b- c- e    B. b-d-e-a-c-f                      C. d-e-a-c-f-b                      D. d-e-a-c-b-f

**Question 34.** Dear Mike,

a. Besides, doing chores together can actually be fun and it makes the work go faster.

b. I hope you are well! I've been thinking about why it's important for children to help with housework.

c. It's a good may for families to spend time together and learn new skills.

d. Firstly. it teaches us responsibility and how to take care of our ow n things.

e. Also. when we help our parents, it shows them respect and gratitude for all they do for us.

Best wishes.

A. b - c - a - e - d    B. b - d - e - a - c    C. b - a - d - e - c    D. b - e - d - a - c

*Rewrite each of the following sentences, using double comparison as guided.*

**Question 35.** If you read many books, you will have much knowledge.

The more \_\_\_\_\_.

**Question 36.** Last week, a liter of petrol was 21,000 VND but today you have to pay 24,000 VND for a liter. (**expensive**)

The petrol has become \_\_\_\_\_

*Rewrite the following sentences using relative clauses without changing their original meanings.*

**Question 37.** She can't speak English. This is a disadvantage. (**using relative clause**)

She \_\_\_\_\_

**Question 38.** The last time Tom played basketball with his friends was five months ago.

Tom \_\_\_\_\_

**Question 39.** This is the first time I have attended such an enjoyable wedding party.

I \_\_\_\_\_

**Question 40.** Tim graduated with a good degree. He joined the ranks of the unemployed.

Although \_\_\_\_\_

### SCHOOL. ĐỀ SỐ 03

*Mark the letter to indicate the word whose underlined part differs from the other three in pronunciation.*

**Question 1.** A. thinks B. soups C. joins D. shifts

**Question 2.** A. account B. soldier C. know D. oppose

*Mark the letter to indicate the word that differs from the other three in the position of primary stress*

**Question 3.** A. attack B. bonus C. leisure D. childhood

**Question 4.** A. convenient B. resident C. packaging D. cultural

*Mark the letter to indicate the correct answer to each of the following questions.*

**Question 5.** The company hopes to fill a \_\_\_\_\_ for the head of the development team.

A. bonys B. vacancy C. wage D. review

**Question 6.** Experiencing \_\_\_\_\_ is common when visiting a new country with different customs.

A. culture shock B. staple C. trend D. lifestyle

**Question 7.** The \_\_\_\_\_ of social media platforms has skyrocketed in the past decade.

A. popularity B. popular C. popularly D. popularize

**Question 8.** The man got out of the car, \_\_\_\_\_ round to the back and opened the boot.

A. was walking B. walked C. had walked D. walks

**Question 9.** Last week, we \_\_\_\_\_ an interesting film about the animal world.

A. saw B. are seeing C. will see D. see

**Question 10.** She \_\_\_\_\_ the living room when she heard a strange noise in the kitchen.

A. was cleaning B. has cleaned C. cleaning D. has been

**Question 11.** Phil can't go to the movies because he has to write \_\_\_\_\_ essay.

A. a B. an C. the D. no article

**Question 12.** Is that \_\_\_\_\_ present Bill gave you at Christmas?

A. the B. an C. article D. a

**Question 13.** Vietnam has become \_\_\_\_\_ to foreign tourists.

A. much and more attractive B. the more attractive  
C. most and most attractive D. more and more attractive

**Question 14.** The higher property prices are, \_\_\_\_\_ city dwellers can afford.

A. the fewest B. fewer than C. the fewer D. the fewer than

**Question 15.** The harder you learn, \_\_\_\_\_ your English will be.

A. the good B. the better C. the gooder D. the best

**Q16.** When I heard he had passed his examination, I phoned him to congratulate him \_\_\_\_\_ his success.

A. on B. over C. back D. with



**Question 17.** His biological parents passed \_\_\_\_\_ in a tragic accident.

- A. away                      B. on                      C. for                      D. with

**Question 18.** He left school without formal qualifications, \_\_\_\_\_ he couldn't find a good job.

- A. but                      B. so                      C. or                      D. yet

**Question 19.** Henry tried to hone his business English skills \_\_\_\_\_ he could enhance his employability.

- A. if                      B. though                      C. so that                      D. moreover

**Question 20.** He passed the exam with high marks, \_\_\_\_\_ made his parents happy.

- A. which                      B. who                      C. whom                      D. that

**Read the following passage and mark the letter to choose the word or phrase that best fits .**

Thanks to globalisation, people can quickly discover new music from all over the world. People nowadays enjoy listening to music from (21) \_\_\_\_\_ countries and cultures, and in different languages. For example, American teens are captivated by K-pop music and dance. There are also many music festivals around (22) \_\_\_\_\_ globe that bring artists and music fans together. In today's connected world, it is very common for musicians across the world to work on music projects and share ideas together.

Globalisation has also (23) \_\_\_\_\_ fashion by opening it up to a variety of styles and influences from around the world. Cross-cultural styles that blend both traditional (24) \_\_\_\_\_ modern elements are on the rise. This presents opportunities for fashion designers to be creative and reflect the cultural richness of the world. It is now easier for people to (25) \_\_\_\_\_ up with fashion trends from different cultures and regions, and express their identities in new and exciting ways.

In conclusion, globalisation has helped strengthen cultural diversity in the world and made people appreciate different cultures and lifestyles.

**Question 21.** A. different      B. differently      C. difference      D. to differ

**Question 22.** A. the      B. a      C. Ø(no article)      D. an

**Question 23.** A. impacted      B. afforded      C. decreased      D. captivated

**Question 24.** A. and      B. so      C. however      D. but

**Question 25.** A. keep      B. make      C. run      D. have

**Read the following passage and mark the letter to indicate the correct answer to each of the questions**

*Naming customs are different around the world. In most cultures, however, people have at least two names: a family name and a giving name. Your given name is the name you receive when you are born. Your family name is the name you share with other people in your family. In the United States, the family name is often called the last name, and the giving name is often called the first name. However, the order of the two names is not the same everywhere. For example, in many Asian countries, the family name is the first and the given name is second. When two people from different cultures meet, sometimes they use the incorrect name. This can cause embarrassment.*

*Family names can show something about a family's early history. The origin of many English family names is a place, like London, or a job, such as Farmer or Shoemaker. A long time ago, these families probably worked as farmers or shoemakers. Swedish and Danish family names often mean son of. For example, Johansson means son of Johan. In south Korea, there are only about 250 family names. These names go back hundreds of years to very old **clans**. About half of all Koreans have one of the three most common family names-Kim, Park, or Lee.*

*There is generally no choice about a family name, but there is much more choice about given names. Parents choose their child's name for many different reasons. They may select a name that sounds beautiful or means something special. These names may have meanings like peaceful or happiness. In some cultures, there may be a connection between children's names and when or how **they** were born. For example, a Yoruba child in Nigeria might have a name like Sunday or Born on a Sunny Day. In some countries, parents may pay money to a professional baby namer to help them find a good name. They want to find a name that will be lucky for their child.*

(Source: Jessica William, Making Connection 1, 2<sup>nd</sup> Ed, Cambridge)

**Question 26:** What can be the best title of the reading passage?

- A. Naming Customs      B. Beautiful Names      C. Naming for Fun      D. Naming for a Reason

**Question 27:** What does the word “clans” in the passage mostly mean?

- A. large groups of families      B. upper class families      C. lower class families      D. a number of royal families

**Question 28:** The word “they” in the passage refers to \_\_\_\_\_.

- A. children      B. names      C. meanings      D. parents

**Question 29:** According to the passage, what can be learn from a person’s family name?

- A. his family’s history      B. his name      C. his age      D. his parents’ birthplace

**Question 30:** What is **NOT** mentioned as a reason for parents to choose names for their child?

- A. a name that brings strength to their child      B. a name that will be lucky for their child  
C. a name that means something special      D. a name that shows how a child is born

**Mark the letter to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 31 to 34**

**Question 31.** a. Finally, these festivals inspire creativity and innovation as they observe various artistic expressions and performances. Overall, participating in world festivals enriches the lives of Vietnamese teenagers, fostering global awareness and understanding in an increasingly interconnected world.

b. Firstly, they broaden their horizons by exposing them to diverse cultures, traditions, and languages.

c. World festivals have significant impacts on Vietnamese young teenagers.

d. Secondly, festivals cultivate a sense of curiosity and openness towards the world beyond their immediate surroundings. Teenagers learn to appreciate and respect different ways of life.

- A. c – b – d – a      B. b – c – a – d      C. c – d – b – a      D. a – b – d – c

**Question 32.**

a. In short, by implementing these steps, Vietnam can ensure the preservation and development of its World Heritage sites for generations to come.

b. Firstly, the government and local communities need to work together to raise awareness about the importance of protecting these sites.

c. There are several steps to preserve and develop cultural and historical heritage sites in Vietnam such as Ha Long Bay, Hoi An Ancient Town, and My Son Sanctuary.

d. Secondly, sustainable tourism practices should be encouraged to ensure that tourism does not harm the sites or the local communities.

e. Finally, research and conservation efforts should be continued to better understand and protect these invaluable pieces of history and culture.

- A. c – e – b – d – a      B. c – b – d – e – a      C. d – b – e – c – a      D. a – b – c – d – e

**Question 33.** At an ATM ...

a. **Mike:** Click on whichever option you want, and you're done.

b. **Mike:** What's stopping you?

c. **Mike:** Slide your card into the machine and type your PIN in.

d. **Carol:** Then what?

e. **Carol:** I need to use the ATM.

f. **Carol:** What do I have to do?

- A. c – d – a – e – b – f      B. f – c – d – a – e – b      C. e – b – f – c – d – a      D. a – e – b – f – c – d

**Question 34.**

a. With my strong communication skills and friendly manners, I am confident in my ability to greet visitors warmly and handle inquiries efficiently.

- b. I am organised, reliable, and eager to contribute to your team.  
 c. Dear Hiring Manager, I am writing to apply for the part-time receptionist position advertised.  
 d. Thank you for considering my application.  
 e. My previous experience in customer service has equipped me with the necessary skills to excel in this role.  
 f. I look forward to the opportunity to contribute to your organisation. Yours faithfully.
- A. c – e – a – b – f – d      B. c – a – e – b – d – f      C. c – a – d – e – b – f      D. c – d – b – a – e – f

**Rewrite the following sentences without changing the meaning. Use the given word(s)**

**Question 35.** Mary was a beautiful girl when she was a child. Nowadays, she is more beautiful.

=> Mary \_\_\_\_\_.

**Question 36.** We cut down many forests. The Earth becomes hot.

=>The more \_\_\_\_\_.

**Question 37.** I started cooking for the party 4 hours ago

=> I have \_\_\_\_\_.

**Question 38.** We finished our lesson. Then we came back home by the bus.

=> After we ... \_\_\_\_\_.

**Combine the following pair of sentences using relative pronoun**

**Question 39.** People leave the lights on and the water running in restrooms. This is a waste of electricity and water.

=>People leave \_\_\_\_\_.

**Rewrite the following sentences without changing the meaning.**

**Question 40.** Their usual speed ranges from 50 to 90 miles an hour, but Legends cars can move up to 100 miles an hour on a straight away.

=>Although \_\_\_\_\_.

#### ĐỀ ÔN SỐ 4

**Mark the letter to indicate the word whose underlined part differs from the other three in pronunciation**

**Question 1.** A. becomes      B. attends      C. adopts      D. resigns

**Question 2.** A. small      B. pay      C. make      D. waste

**Mark the letter to indicate the word that differs from the other three in the position of the primary stress**

**Question 3.** A. manage      B. protect      C. reform      D. regard

**Question 4.** A. afford      B. challenge      C. employ      D. expand

**Mark the letter to indicate the correct answer to each of the following questions.**

**Question 5.** The government has been trying to address the problem of youth \_\_\_\_\_.

A. infrastructure      B. resident      C. unemployment      D. sanitation

**Question 6.** The company has to \_\_\_\_\_ more workers to meet the production targets.

A. employ      B. bonus      C. rewarding      D. challenging

**Question 7.** Her latest book is totally \_\_\_\_\_ from the previous ones.

A. differently      B. difference      C. different      D. differ

**Question 8.** Many people wa walking in the park when it \_\_\_\_\_ to rain.

A. started      B. starts      C. was starting      D. has started

**Question 9.** My mother \_\_\_\_\_ the kitchen last Sunday morning.

A. cleans      B. has cleaned      C. was cleaning      D. cleaned

**Question 10:** The students \_\_\_\_\_ noisily when the teacher came into the classroom.

A. were talking      B. talk      C. talked      D. are talking

**Question 11.** We have travelled to almost every tourist attraction in \_\_\_\_\_ Africa.

A. the      B. an      C. Ø (no article)      D. a

**Question 12.** Carol's father works as \_\_\_\_\_ electrician.

A. the      B. an      C. Ø (no article)      D. a

**Question 13.** Property prices are getting \_\_\_\_\_ expensive.

- A. more and more      B. more and most      C. most and more      D. most and most

**Question 14.** The more houses we build, \_\_\_\_\_ space we have for planting trees.

- A. the least      B. the less than      C. less      D. the less

**Question 15.** \_\_\_\_\_ the city gets, the more crowded it becomes

- A. the biggest      B. the bigger      C. biggest      D. the more big

**Question 16.** We \_\_\_\_\_ an online survey to determine young people's attitudes towards green living.

- A. turned off      B. carried out      C. looked after      D. applied for

**Question 17.** The future of our planet depends \_\_\_\_\_ how we deal with climate change.

- A. in      B. about      C. with      D. on

**Question 18.** My class planned to clear the school yard; \_\_\_\_\_, we didn't completed our work because of the heavy rain.

- A. although      B. however      C. because      D. therefore

**Question 19:** We suffer from more serious air pollution \_\_\_\_\_

- A. because more private cars are used.      B. because of more private cars are used.  
C. despite more private cars.      D. although more private cars are used.

**Question 20:** We organised a multicultural fair in our community, \_\_\_\_\_ gave people the opportunity to share their food, customs, and traditions

- A. who      B. which      C. that      D. what

**Read the following advertisement/school announcement and mark the letter to indicate the correct option**

### Explore Innovation at IPITEx 2024!

Are you over 18? Join the Global Celebration of Ingenuity on Thailand Inventors' Day  
On behalf of the National Research Council of Thailand (NRCT), it is a great (21) \_\_\_\_\_ to invite your organization and your network agencies to (22) \_\_\_\_\_ the invention and innovation for IPITEx 2024.

When you participate, you can:

- Connect with a diverse network of innovators.
- Showcase your inventions on an international stage.
- Foster (23) \_\_\_\_\_ collaboration between Thai and international inventors/organizations.
- Contribute (24) \_\_\_\_\_ the advancement of research, invention, and innovation.

Mark your calendar for February 2 - 6, and be part of the (25) \_\_\_\_\_! We eagerly anticipate your participation and contribution to the IPITEx 2024.

Join us in shaping the future! IPITEx2024 InnovationUnleashed ThailandInventorsDay

**Question 21:** A. happiness B. success      C. pleasure      D. encouragement

**Question 22:** A. give in      B. give out      C. give up      D. give off

**Question 23:** A. in      B. on      C. at      D. to

**Question 24:** A. a      B. an      C. the      D. Ø (no article)

**Question 25:** A. excitement      B. exciting      C. excited      D. excitation

**Read the following passages and mark the letter to indicate the correct answer to each of the questions.**

We now know that urbanisation has many benefits, but it is important for us to be aware of the negative effects on our environment and health.

Among the various environmental problems associated with urbanisation, the loss of biodiversity may be the most serious. Urban expansion, which takes place in forests, wetlands and agricultural systems, only leads to habitat clearing and fragmentation. This has a serious impact on species that are dependent on those habitats, and can even drive some to extinction. Urban population lifestyles,

which may require more natural resources and generate an increasing amount of waste, also cause increased levels of air, water and soil pollution.

Another serious effect of urbanisation is air pollution. In cities, there is a high concentration of vehicles and industries, which release harmful pollutants into the air. These pollutants can cause a range of health problems, including respiratory infections, heart disease, and cancer. In recent years we can see how people in some big cities like Beijing and Mexico have to wear masks to protect themselves from the polluted air.

Urbanised areas also suffer from the loss of green spaces. As more land is utilised for housing and industry zones, there is less space for natural areas such as parks and gardens. This can lead to biodiversity degradation and the increasing temperature in big cities, making **them** significantly hotter than the surrounding countryside. The loss of green spaces also reduces the quality of life for residents because they are crucial for mental health and well-being.

(Adapted from <https://richmondvale.org>)

**Question 26:** Which best serves as the title for the passage?

- A. The effects of urbanisation on our conservation parks
- B. The risks urbanisation brings to our environment and health
- C. The expected outcomes of urbanisation in recent years
- D. The reasons for urbanisation in most big cities

**Question 27:** The phrase “**drive some to extinction**” in paragraph 2 is closest in meaning to

- A. take some species to conservation parks
- B. prevent some species from extinction
- C. force some species into extinction
- D. take a trip with some endangered species

**Question 28:** According to the passage, \_\_\_\_\_.

- A. the development of urban areas will lead to the loss of all species' food sources
- B. only private vehicles release a lot of pollutants and cause air pollution in big cities
- C. air pollution caused by urbanisation is a reason for several respiratory diseases
- D. city dwellers worn masks to protect themselves from air pollution a long time ago

**Question 29:** The phrase **them** in paragraph 4 refers to

- A. big cities
- B. parks and gardens
- C. green spaces
- D. residents

**Q30:** Which of the following is NOT mentioned as a consequence of green space losses caused by urbanisation?

- A. The weather in urbanised areas can be different from the surrounding ones.
- B. Residents' life quality in urbanised areas is not as good as it used to be.
- C. Natural areas will be narrowed down for housing and industry parks.
- D. There is less space for residents to do exercises and go sightseeing in parks.

**Mark the letter A, B, C, or D on your answer sheet to indicate the correct arrangement of the sentences to make a meaningful paragraph/ letter in each of the following questions.**

**Question 31**

- a. In my opinion, online learning has many disadvantages.
- b. Secondly, spending too much time looking at the screen during online classes can be harmful to your eyes. You can have short - sightedness and many different health problems such as headache, backache, or sore eyes.
- c. Finally, there is no real interaction between the teacher and the students. In short, I prefer to learn offline classes.
- d. Firstly, it is difficult to concentrate on studying online. There are many games and social media that keep you distracted from studying.
- e. Students also need to have a laptop or a smart phone with reliable internet line.

- A. a-d-c-e-b
- B. a-d-e-b-c
- C. d-e-a-c-b
- D. e-a-d-b-c

**Question 32**



- a. Dear Lan, How is everything? I hope you're doing very well. I write this letter to discuss the importance of doing sports to young students
- b. First, it helps you reduce stress. When you are physically active your mind gets a chance to unplug from daily stresses and strains of life. Physical exercise reduces the stress hormones in your body and stimulates the release of endorphins, which may give you more energy and focus for whatever life has.
- c. Playing sports brings a lot of advantages.
- d. Next, sports enable you to build better relationships with other friends.
- e. Last but not least, it strengthens immune system. When playing sports, the body is protected from different types of harmful bacteria and virus.
- f. Best wishes.

A. a-c-b e-d-f

B. a-c-b-d-e-f

C. a-b-c-e-d-f

D. a-c-d-b-e-f

**Question 33:**

- a. In 1976, Steve Jobs co-founded Apple Inc. with Steve Wozniak. They introduced the Apple II that became popular due to its user-friendly design.
- b. Eventually, Apple purchased NeXT in 1996, and Jobs returned to Apple as CEO, he introduced revolutionary products such as the iPod, iPhone, and iPad.
- c. After that, Jobs left Apple in 1985 and founded NeXT Inc., which focused on creating high-end work stations.
- d. Unfortunately, Jobs passed away on October 5, 2011, leaving behind a legacy as a visionary entrepreneur and innovator.
- e. While managing NeXT Inc., Jobs also became the CEO of Pixar Animation Studios, which produced successful films.

A. d-b-e-c-a

B. a-e-d-b-c

C. b-e-a-c-d

D. a-c-e-b-d

**Question 34:**

- a. First, start with your name and contact information at the top.
- b. Also, make sure to include your education and any job experience you have.
- c. Then, you can use bullet points to list your skills and experience.
- d. To have a good CV, we should follow these steps.
- e. In short, a neat and well-organized CV shows you are professional and careful.

A. d - c - b - e - a

B. e - b - c - d - a

C. d - b - e - c - a

D. d - a - c - b - e

**Rewrite the following sentences without changing the meaning. Use the given word(s) if any.**

**Question 35:** We have less fresh air because many trees in the city are cut down.

→ The more trees \_\_\_\_\_.

**Question 36:** Farmers in the Mekong Delta lead harder life than they used to do.

→ Lives of the farmers in the Mekong Delta is becoming \_\_\_\_\_

**Question 37:** Lan visited Rome last week, she has never gone there.

→ This is the first time \_\_\_\_\_.

**Question 38:** Đàng Thuy Tram was killed by the enemy during the time she was working in a field hospital.

→ *While* \_\_\_\_\_.

**Combine the the following pair of sentences without changing the meaning.**

**Question 39:** We always turn off all the electric devices when leaving the room. This makes reduce the electricity we use. (*which*)

We \_\_\_\_\_

**Question 40:** My brother decided not to apply for the job. It was a well-paid job.(Use **although**)  
→ Although

---