

ĐỀ CƯƠNG ÔN TẬP CUỐI HỌC KỲ 2- ANH 11
UNIT 5. GLOBAL WARMING

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
1.	annual	(adj)	/ˈænjuəl/	hàng năm
2.	atmosphere	(n)	/ˈætmosfɪə/	khí quyển
3.	balance	(n)	/ˈbæləns/	sự cân bằng
4.	black carbon	(n)	/blæk/ /ˈkɑːbən/	muội than
5.	carbon	(n)	/ˈkɑːbən/	Các-bon
6.	cause	(n)	/kɔːz/	nguyên nhân
7.	challenge	(n)	/ˈtʃælɪndʒ/	sự thách thức, sự thử thách
8.	coal	(n)	/kəʊl/	than
9.	conference	(n)	/ˈkɒnfərəns/	hội nghị
10.	consequence	(n)	/ˈkɒnsɪkwəns/	kết quả, hậu quả
11.	COP (Conference of Parties)	(abbr)	/kɒp/ (/ˈkɒnfərəns/ /ɒv/ /ˈpɑːtiz/)	Hội nghị các bên liên quan
12.	crop	(n)	/krɒp/	vụ mùa, cây trồng
13.	deforestation	(n)	/dɪ ˈfɒrɪ steɪʃən/	nạn phá rừng
14.	escape	(v)	/ɪˈskeɪp/	thoát ra
15.	farming	(n)	/ˈfɑːmɪŋ/	nghề nông
16.	farmland	(n)	/ˈfɑːmlænd/	đất chăn nuôi, trồng trọt
17.	fossil fuel	(n)	/ˈfɒsl/ /fjuəl/	nhiên liệu hoá thạch
18.	gas	(n)	/gæs/	khí gas
19.	increase	(n)	/ˈɪnkriːs/	sự gia tăng
20.	leaflet	(n)	/ˈliːflət/	tờ rơi
21.	melt	(v)	/melt/	tan chảy
22.	methane	(n)	/ˈmiːθeɪn/	khí mê tan
23.	progress	(n)	/ˈprɒɡres/	sự tiến triển
24.	release	(n/v)	/rɪˈliːs/	sự phát thải/ thoát ra, phát thải
25.	reliable	(adj)	/rɪˈlaɪəbəl/	đáng tin cậy
26.	renewable	(adj)	/rɪˈnjuːəbəl/	tái tạo
27.	sea level	(n)	/siː/ /ˈlevl/	mực nước biển
28.	soil	(n)	/sɔɪl/	đất
29.	soot	(n)	/sut/	bồ hóng, muội than
30.	temperature	(n)	/ˈtemprɪtʃə/	hiệt độ
31.	waste	(n)	/weɪst/	rác, chất thải

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
32.	be linked to		/biː/ /lɪŋkt/ /tuː/	liên quan tới
33.	carbon dioxide	(np)	/ˈkɑːbən/ /daɪˈɒksaɪd/	khí các-bô-nic
34.	climate change	(np)	/ˈklaɪmət/ /tʃeɪndʒ/	biến đổi khí hậu
35.	coal plant	(np)	/kəʊl/ /plɑːnt/	nhà máy nhiệt điện than
36.	crop waste	(np)	/krɒp/ /weɪst/	chất thải nông nghiệp
37.	global temperature	(np)	/ˈɡləʊbəl/ /ˈtemprɪtʃə/	hiệt độ toàn cầu
38.	global warming	(np)	/ˈɡləʊbəl/ /ˈwɔːmɪŋ/	sự nóng lên toàn cầu
39.	greenhouse effect	(np)	/ˈɡriːnhaʊs/ /ɪˈfekt/	hiệu ứng nhà kính

40.	heat stress	(np)	/hi:t/ /stres/	ứng suất nhiệt
41.	heat-trapping pollutant	(adj-n)	/hi:t/-/'træpɪŋ/ /pə'lu:tənt/	chất gây ô nhiễm giữ nhiệt
42.	human activity	(np)	/'hju:mən/ /æk'tɪvəti/	hoạt động của con người
43.	landfill waste	(np)	/'ləndfɪl/ /weɪst/	chất thải ở bãi rác
44.	natural gas	(np)	/'nætʃrəl/ /gæs/	khí tự nhiên
45.	open fire	(np)	/'əʊpən/ /'faɪə/	ngọn lửa trần
46.	polar ice cap	(np)	/'pəʊləɹ/ /aɪs/ /'kæp/	chỏm băng vùng cực
47.	renewable energy	(adj-n)	/rɪ'nju:əbəl/ /'enədʒi/	năng lượng tái tạo
48.	responsible for	(adj-pre)	/rɪs'pɒnsəbəl/ /fɔ:/	chịu trách nhiệm cho
49.	rising sea level	(adj-n)	/'raɪzɪŋ/ /si:/ /'levl/	mực nước biển dâng cao
50.	run out	(vp)	/rʌn/ /aʊt/	hết, cạn kiệt
51.	suffer from	(vp)	/'sʌfə/ /frɒm/	chịu đựng
52.	United Nations	(np)	/jʊ'naɪtɪd/ /'neɪʃnz/	Liên Hợp Quốc

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
53.	emit	(v)	/i'mɪt/	phát thải
54.	emission	(n)	/ɪ'mɪʃn/	sự phát thải, khí thải
55.	environment	(n)	/ɪn'vaɪərənmənt/	môi trường
56.	environmental	(adj)	/ɪn'vaɪ.rən'men.təl/	thuộc về môi trường
57.	pollute	(v)	/pə'lu:t/	làm ô nhiễm, gây ô nhiễm
58.	pollutant	(n)	/pə'lu:tənt/	chất gây ô nhiễm
59.	pollution	(n)	/pə'lu:ʃən/	sự ô nhiễm

II. PRONUNCIATION

Trọng âm câu và âm điệu

Trong một câu, trọng âm của câu thường rơi vào những từ chứa thông tin quan trọng. Các từ được nhấn mạnh bao gồm danh từ, động từ, tính từ và trạng từ. Còn những từ chức năng như đại từ, giới từ, lượng từ, mạo từ, liên từ thì sẽ không được nhấn mạnh. Sự phối hợp nhuần nhuyễn giữa các âm tiết được nhấn mạnh và không được nhấn mạnh tạo thành âm điệu cho câu, giúp câu nói trở nên tự nhiên và trôi chảy hơn.

Ví dụ: 1. She bought a new car.

2. The kids are at the park.

3. She is going to study tonight.

Trong các câu bên trên, những từ được gạch chân là những từ mang thông tin nên thường được nhấn mạnh.

III. GRAMMAR

Mệnh đề hiện tại phân từ/quá khứ phân từ

1. MỆNH ĐỀ HIỆN TẠI PHÂN TỪ

- **Định nghĩa:** Hiện tại phân từ là động từ có đuôi -ing và được dùng với **nghĩa chủ động**. Hiện tại phân từ được dùng để tạo mệnh đề hiện tại phân từ khi phân từ và động từ trong mệnh đề chính có cùng chủ ngữ và hành động được thực hiện bởi cùng một người hoặc vật.

- **Cách dùng:**

Mệnh đề hiện tại phân từ được dùng trong các trường hợp sau:

STT	Cách dùng	Ví dụ
1.	Giải thích lí do của hành động	Eating too much, he got stomachache.
2.	Diễn tả 2 hành động diễn ra cùng lúc	Walking along the beach, he met his old friend.

2. MỆNH ĐỀ QUÁ KHỨ PHÂN TỪ

- **Định nghĩa:** Quá khứ phân từ là động từ thường ở dạng có đuôi -ed (trừ các động từ bất quy tắc) và được dùng với nghĩa bị động. Quá khứ phân từ được dùng để tạo mệnh đề quá khứ phân từ khi phân từ và động từ

trong mệnh đề chính có cùng chủ ngữ và hành động được thực hiện bởi cùng một người hoặc vật và **mang nghĩa bị động**.

- Cách dùng:

STT	Cách dùng	Ví dụ
1.	Giải thích lí do của hành động	Given enough information about the task, we started it.
2.	Diễn tả điều kiện	Put into high heat, the ice melts.

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|----------------------------|----------------------------|---------------------------|---------------------------|
| 1. A. glob <u>a</u> l | B. pol <u>a</u> r | C. imp <u>a</u> ct | D. hu <u>m</u> an |
| 2. A. leaf <u>l</u> et | B. r <u>e</u> lease | C. pro <u>g</u> ress | D. <u>e</u> mission |
| 3. A. bal <u>a</u> nce | B. f <u>a</u> rming | C. l <u>a</u> ndfill | D. nat <u>u</u> ral |
| 4. A. <u>i</u> ncrease | B. env <u>i</u> ronment | C. cl <u>i</u> mate | D. r <u>i</u> sing |
| 5. A. ann <u>u</u> al | B. f <u>u</u> el | C. h <u>u</u> man | D. c <u>u</u> t |
| 6. A. eff <u>e</u> cts | B. nat <u>i</u> ons | C. poll <u>u</u> tants | D. cap <u>s</u> |
| 7. A. c <u>o</u> nsequence | B. c <u>o</u> nference | C. carb <u>o</u> n | D. def <u>o</u> restation |
| 8. A. r <u>e</u> lease | B. inc <u>r</u> ease | C. greenh <u>o</u> use | D. caus <u>e</u> |
| 9. A. <u>g</u> reenhouse | B. en <u>e</u> rg <u>y</u> | C. <u>g</u> as | D. pro <u>g</u> ress |
| 10. A. temperatur <u>e</u> | B. pollut <u>a</u> nt | C. deforest <u>a</u> tion | D. atm <u>o</u> sphere |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|--------------------|------------------|----------------|----------------|
| 1. A. balance | B. carbon | C. effect | D. increase |
| 2. A. release | B. emission | C. united | D. leaflet |
| 3. A. annual | B. methane | C. dioxide | D. progress |
| 4. A. activity | B. polar | C. fossil | D. global |
| 5. A. environment | B. natural | C. consequence | D. temperature |
| 6. A. impact | B. release | C. climate | D. landfill |
| 7. A. energy | B. pollutant | C. greenhouse | D. farmland |
| 8. A. natural | B. renewable | C. responsible | D. emission |
| 9. A. environment | B. activity | C. pollutant | D. atmosphere |
| 10. A. consequence | B. deforestation | C. temperature | D. conference |

II. VOCABULARY

Task 2. Complete the following sentences with suitable words or phrases from Task 1. Make any changes if necessary.

- The excess amount of waste in landfills can release _____, a greenhouse gas.
- Burning _____ like oil, coal, and natural gas releases carbon dioxide into the atmosphere, contributing to global warming.
- The emission of _____ from vehicles and industries has negative effects on air quality and our health.
- _____ release smoke and harmful gases, so many countries are trying to replace them with cleaner energy sources.
- People in some parts of the world still cook their food over a (an) _____, which can produce smoke and pollution.
- The amount of _____ can be reduced by recycling, reusing, and composting our everyday items.
- The melting of the _____ is one of the causes of rising sea levels, which can be linked to global warming.

8. The _____ of the Amazon rainforest contributes to the loss of animal homes and valuable farmland.

Task 3. Match the words or phrases on the left with their meanings on the right.

1. carbon dioxide	a. refers to significant and long-term changes in the Earth's weather patterns, including temperature, wind and so on.
2. natural gas	b. a state where things are equal.
3. balance	c. the gas formed when carbon is burned, or when people or animals breathe out.
4. soot	d. a substance in a form like air that found underground and is used as a fuel
5. climate change	e. an increase in the amount of carbon dioxide and other gases in the atmosphere.
6. emission	f. a gradual increase in the world temperatures caused by gases such as carbon dioxide.
7. global warming	g. a black powder composed mainly of carbon, produced when coal, wood, etc. is burned.
8. greenhouse effect	h. the act of sending out gas, heat, light, etc. into the air.

Task 4. Complete the following sentences with suitable words or phrases from Task 3. Make any changes if necessary.

- _____ can cause more frequent and severe storms, leading to flooding and other types of damage in many parts of the world.
- _____ is a cleaner energy source than coal, but it still contributes to climate change.
- Reducing the _____ of methane is a key aspect of addressing climate change, as it can have a significant short-term impact on global temperatures.
- Deforestation, or cutting down trees, can impact the _____ of carbon in the atmosphere.
- _____ is primarily caused by the increase in greenhouse gases in the Earth's atmosphere.
- _____, also known as black carbon, is a fine particulate substance released from burning fossil fuels and biomass.
- _____, a greenhouse gas released through activities such as burning fossil fuels and deforestation.
- The _____, caused by certain gases like carbon dioxide trapping heat in the atmosphere, contributes to global warming.

Task 5. Complete the sentences using the correct form of the word in brackets.

- The increase in global temperature can be _____ to human activities, such as burning fossil fuels and deforestation. **(LINK)**
- The melting of polar ice caps can cause a (n) _____ in sea levels, which can have negative consequences on coastal areas. **(RISING)**
- Carbon dioxide is considered a(n) _____ as it contributes to the warming of the Earth's atmosphere. **(POLLUTE)**
- An increase in global temperatures can have a negative _____ on various ecosystems. **(CONSEQUENT)**
- The _____ of methane from landfills and farming activities also contributes to global warming. **(RELEASING)**
- An increase in greenhouse gases is a significant factor leading to the _____ changes associated with global warming. **(ENVIRONMENT)**
- The _____ of pollutants has a significant impact on climate change. **(EMIT)**
- One solution to reduce landfill waste is to improve our _____ efforts. **(RECYCLE)**

Task 6. Fill in the blanks with suitable words or phrases.

heat-trapping	atmosphere	heat stress
renewable energy	human activities	

1. The use of _____ sources, such as wind, solar and hydroelectric power is beneficial to tackle global warming.
2. _____ like deforestation and burning fossil fuels raise global temperatures.
3. The increasing amount of carbon dioxide in the _____ is a major contributor to global warming.
4. Global warming is the long-term increase in the Earth's average temperature due to human activities and the release of _____ pollutants.
5. _____, resulting from higher temperatures, can negatively impact human health, agriculture, and wildlife.

Task 7. Choose the correct answers to complete the sentences.

1. Burning fossil fuels like coal and natural gas can *release* / *melt* heat-trapping pollutants into the atmosphere.
2. Using renewable energy sources, such as solar and wind power, can help *escape* / *decrease* greenhouse gas emissions.
3. Healthy *soot* / *soil* is essential for promoting sustainable agriculture and maintaining a balanced ecosystem.
4. Soil degradation and waste of farmland are some of the *causes* / *consequences* of unsustainable farming practices.
5. Human activities, such as burning fossil fuel and deforestation, are largely *responsible* / *available* for the greenhouse effect and climate change.
6. Reducing carbon dioxide emissions is a *challenge* / *waste* in tackling global warming and preventing further environmental damage.
7. Renewable energy is considered a *reliable* / *negative* and environmentally friendly alternative to fossil fuels.
8. Many regions around the world *run out* / *suffer from* the consequences of global warming, such as rising temperatures and extreme weather events.

III. GRAMMAR

Task 1. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

1. _____ by human activities, global warming has become a major concern for scientists and policymakers.
A. Causing B. Caused C. Cause D. Causes
2. The melting ice caps, _____ to rising sea levels, present a threat to coastal communities.
A. link B. linking C. links D. linked
3. _____ crops in the changing climate conditions, farmers are often faced with many challenges.
A. Growing B. Growth C. Grown D. Grow
4. Landfill waste, _____ overtime, can have a negative impact on the environment.
A. is gathered B. gathering C. gathered D. gather
5. The leaflets _____ by environmental organisations aim to raise awareness of the dangers of deforestation.
A. distribute B. distributed C. distributing D. are distributed

Task 2. Choose the correct answers to complete the sentences.

1. *Using* / *Used* renewable energy sources, we can reduce our dependence on fossil fuels and decrease greenhouse gas emissions.
2. *Melted* / *Melting* at an alarming rate due to an increase in temperatures, polar ice caps are causing sea levels to rise.
3. *Released* / *Releasing* large amounts of carbon dioxide, coal plants contribute significantly to greenhouse gas emissions.
4. Carbon dioxide *emitting* / *emitted* from burning fossil fuels leads to global warming.
5. *Concerned* / *Concerning* about the release of methane from agriculture and landfills, the government encourage people to use renewable energy.

Task 3. Complete the sentences with the correct form of the verbs in brackets (present participle or past participle).

1. _____ in renewable energy, we can create a sustainable future by using less fossil fuel. **(invest)**
2. _____ from coal plants, the pollutants have a negative impact on the environment. **(emit)**
3. _____ our reliance on fossil fuels, we can decrease the effects of global warming. **(reduce)**
4. The greenhouse effect, _____ by heat-trapping pollutants, is a main contributor to global warming, **(cause)**
5. Carbon dioxide, _____ when burning fossil fuels, is a significant greenhouse gas. **(release)**

IV. READING

Read the following passage and choose the correct answer to each of the following questions.

Global warming is the long-term warming of the planet's overall temperature. Though this warming trend has been going on for a long time, its pace has significantly increased in the last hundred years due to the burning of fossil fuels. As the human population has increased, so has the volume of fossil fuels burned. Fossil fuels include coal, oil, and natural gas, and burning them causes what is known as the "greenhouse effect" in Earth's atmosphere.

The greenhouse effect is when the sun's rays **penetrate** the atmosphere, but when that heat is reflected off the surface cannot escape back into space. Gases produced by the burning of fossil fuels prevent the heat from leaving the atmosphere. These greenhouse gases are carbon dioxide, chlorofluorocarbons, water vapour, methane, and nitrous oxide. The excess heat in the atmosphere has caused the average global temperature to rise overtime, otherwise known as global warming.

Global warming has presented another issue called climate change. Sometimes these phrases are used **interchangeably**, however, they are different. Climate change refers to changes in weather patterns and growing seasons around the world. **It** also refers to sea level rise caused by the expansion of warmer seas and melting ice sheets and glaciers. Global warming causes climate change, which poses a serious threat to life on Earth in the forms of widespread flooding and extreme weather. Scientists continue to study global warming and its impact on Earth.

Source: <https://education.nationalgeographic.org/resource/global-warming/>

1. Which of the following can be the best title for the passage?
A. A Brief Introduction to Global Warming B. The Effects of Global Warming on Earth's Climate
C. The Greenhouse Effect and Global Warming D. The Link between Fossil Fuels and Global Warming
2. According to paragraph 1, what has significantly led to the rising pace of global warming in the last hundred years?
A. Increased population B. Burning of fossil fuels C. Natural disasters D. Solar activity
3. The word "**penetrate**" in paragraph 2 is closest in meaning to _____.
A. break in B. move through C. come across D. go into
4. According to paragraph 2, how does the greenhouse effect work?
A. It reflects the sun's rays off the Earth's surface. B. It causes the burning of fossil fuels.
C. It prevents the heat from escaping the atmosphere. D. It increases the average global temperature.
5. According to paragraph 2, which gases are contributors to the greenhouse effect?
A. oxygen and nitrous oxide B. carbon dioxide and methane
C. hydrogen and water vapour D. nitrogen and chlorofluorocarbons
6. The word "**interchangeably**" in paragraph 3 is closest in meaning to _____.
A. exclusively B. collectively C. replaceably D. irreplaceably
7. The word "**It**" in paragraph 3 refers to _____.
A. global warming B. greenhouse effect C. weather pattern D. climate change
8. What is the main difference between global warming and climate change?
A. Global warming refers to changes in weather patterns, while climate change refers to the rise in global temperature.
B. Global warming and climate change are two different terms used to describe the same phenomenon.
C. Global warming is a natural process, while climate change is human-induced.

D. Global warming refers to the greenhouse effect, while climate change refers to sea level rise and extreme weather.

9. Which of the following is NOT TRUE according to the passage?

- A. Global warming and climate change are two interchangeable terms with different meanings.
- B. Carbon dioxide is one of the greenhouse gases that are responsible for trapping heat in the atmosphere.
- C. Flooding and extreme weather are potential consequences of climate change.
- D. Global warming is the reflection of heat off the Earth's surface.

10. Which of the following can be inferred from the passage?

- A. The greenhouse effect is a natural process that has been amplified by human activities.
- B. Absorption of the sun's rays by the Earth's surface leads to the greenhouse effect.
- C. Global warming is a recent phenomenon that has only been happening for the last hundred years.
- D. The impact of global warming on Earth is not yet fully understood.

V. WRITING

Task 2. Rewrite the following sentences using present or past participle clauses based on the given words.

1. Many companies raise awareness of impacts of carbon emissions, so they promote the use of renewable energy resources.

-> Raising _____

2. Open fires and burning fossil fuels release soot and black carbon, which have negative effects on air quality.

-> Released _____

3. Deforestation reduces carbon absorption by trees so it affects the balance of the ecosystem badly.

-> Reducing _____

4. The destruction of coral reefs results from rising ocean temperatures, so it threatens ocean biodiversity.

-> Resulting _____

5. If the ozone layer is damaged badly, it will affect human health and ecosystems.

-> Damaged _____

C. BÀI KIỂM TRA

Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

Question 1: A. wasteded B. linkeded C. increaseded D. releaseded

Question 2: A. balance B. change C. natural D. farmland

Mark the letter A, B, C, or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

Question 3: A. natural B. climate C. impact D. release

Question 4: A. consequence B. atmosphere C. pollutant D. temperature

Mark the letter A, B, C or D to indicate the sentence that best completes each of the following exchanges.

Question 5: The excessive heat in the atmosphere leads to an increase in the average global temperature, also _____ as global warming.

A. knowing B. known C. knows D. know

Question 6: Greenhouse gases like carbon dioxide, methane, and nitrous oxide _____ heat from leaving the atmosphere.

A. prevent B. take C. hinder D. block

Question 7: We are responsible _____ reducing the amount of waste and carbon dioxide released into the environment.

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

Question 8: Poor waste management has a negative _____ on the environment.

A. impact B. cause C. reason D. balance

Question 9: Renewable energy sources offer a _____ alternative to fossil fuels.

A. sustainedly B. sustainability C. sustainable D. sustain

Question 10: Methane, _____ is a greenhouse gas, is released during the breaking down of landfill waste.

Question 32: A. lot of

B. much

C. many

D. number

Question 33: A. Therefore

B. Moreover

C. Furthermore

D. However

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

Solar power is energy from the sun that is converted into thermal or electrical energy. Solar energy is the cleanest and most **abundant** renewable energy source available, and the U.S. has some of the richest solar resources in the world. Solar technologies can capture this energy for a variety of uses, including generating electricity, providing light or a comfortable interior environment, and heating water for domestic, commercial, or industrial use.

There are three main ways to capture solar energy: photovoltaics, solar heating & cooling, and concentrating solar power. Photovoltaics generate electricity directly from sunlight via an electronic process and can be used to power anything from small electronics such as calculators and road signs up to homes and large commercial businesses. Solar heating & cooling (SHC) and concentrating solar power (CSP) applications both use the heat generated by the sun to provide space or water heating in the case of SHC systems, or to run traditional electricity-generating turbines in the case of CSP power plants.

Solar energy is a very flexible energy technology: it can be built as distributed generation (located at or near the point of use) or as a central-station, utility-scale solar power plant (similar to traditional power plants). Both of these methods can also store the energy they produce for distribution after the sun sets, using cutting edge solar storage technologies. Solar exists within a complex and interrelated electricity system in the U.S., working alongside other technologies like wind power to transition the U.S. to a clean energy economy. All of these applications depend on supportive policy frameworks at the local, state and federal level to ensure consumers and businesses have fair access to clean energy technologies like solar.

Adapted from <https://www.seia.org/initiatives/about-solar-energy>

Question 34: Which best serves as the title for the passage?

A. The Benefits of Solar Energy

B. Solar Power in the United States

C. Capturing the Sun's Energy

D. Solar Technologies and Their Uses

Question 35: The word "**abundant**" in paragraph 1 is closest in meaning to _____.

A. scarce

B. limited

C. plentiful

D. insufficient

Question 36: According to paragraph 2, what is the main purpose of SHC systems?

A. Generating electricity

B. Running turbines

C. Providing water heating

D. Cooling large commercial businesses

Question 37: Which of the following is NOT a way to capture solar energy?

A. Photovoltaics

B. Solar heating & cooling

C. Concentrating solar power

D. wind turbines

Question 38: According to paragraph 3, what is the relationship between solar energy and wind power?

A. They are incompatible and cannot work together.

B. Solar energy is more efficient than wind power.

C. Solar energy and wind power work together in the U.S. electricity system.

D. Solar energy is dependent on wind power for its functioning.

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

Reforestation, whether by planning for natural regeneration or tree planting, allows for the accelerated development of forested ecosystems following natural disturbance events such as wildfire, wind events, and insect and disease infestations, or planned timber harvest. This forest management practice helps to develop forest structure and species composition to provide for wildlife habitat, clean and abundant water, forest wood products, recreation opportunities, soil stabilisation, and so much more. Reforestation presents unique opportunities to address emerging issues associated with climate change by **conserving** and managing tree genetic diversity and capturing carbon to counter greenhouse gas emissions.

In some situations, relying on natural **regeneration** from existing tree seed and genetic sources may best meet management objectives. While on other sites where the seed source has been lost due to a natural disturbance, such as a stand-replacing wildfire or insects or diseases, tree planting may be needed to restore trees to the site. Forest Service nurseries and seed extractories are a critical component of the reforestation

program, collecting seed ahead of reforestation needs, and assuring that healthy seedlings are available for restoring native ecosystems.

“*Growing and Nurturing Resilient Forests: A Reforestation strategy for the National Forest System*” is a focused effort to address current and future forest needs. Reforestation in the right place, at the right time, with the right species, and at appropriate scales can change the current direction of ecosystem development. To be successful, the agency must make complex land management decisions **that** include the best available science and collaborations with a wide variety of partners, including nongovernmental organisations and other government agencies. The Reforestation strategy provides the framework for fully addressing current and future reforestation needs. The Forest Service will develop national and regional 10-year implementation plans that will include the finer scale steps the agency will take to successfully increase the pace and scale of reforestation, address existing needs, and anticipate future events.

The work also will help the agency meet provisions of the Repairing Existing Public Land by Adding Necessary Trees Act, also called the REPLANT Act, which provided the agency with additional funding to address the backlog of needed reforestation and a mandate to address post-disturbance needs.

Adapted from <https://www.fs.usda.gov/managing-land/forest-management/vegetation-management/reforestation>

Question 39: Which of the following can be the best title for the passage?

- A. Challenges and Limitations of Forest Management Practices
- B. Strategies for Effective Reforestation Programs
- C. The Impact of Natural Disturbances on Forest Regeneration
- D. The Role of Collaboration in Reforestation Efforts

Question 40: According to paragraph 1, which of the following is NOT mentioned as a benefit of reforestation?

- A. Recreation opportunities
- B. Soil stabilisation
- C. Reduction of timber harvest
- D. Development of forest structure and species

Question 41: The word “**conserving**” in paragraph 1 mostly means _____.

- A. preserving
- B. reducing
- C. eliminating
- D. exploiting

Question 42: The word “**regeneration**” in paragraph 2 is closest in meaning to _____.

- A. destruction
- B. rebuilding
- C. deterioration
- D. extraction

Question 43: What does the phrase “**that**” in paragraph 3 refer to?

- A. forest needs
- B. land management decisions
- C. species
- D. scales

Question 44: According to paragraph 3, which of the following best describes the approach advocated for reforestation?

- A. Random selection of species and locations for reforestation.
- B. Ignoring the current trajectory of forest management.
- C. Collaborative decision-making based on scientific evidence.
- D. Reforestation efforts restricted to government agencies only.

Question 45: Which of the following can be inferred from the passage?

- A. Reforestation efforts are mainly focused on timber harvest and wood product development.
- B. Reforestation programs primarily rely on natural regeneration rather than tree planting.
- C. The Forest Service lacks the necessary resources to implement the reforestation strategy effectively.
- D. Reforestation helps in mitigating climate change by sequestering carbon and conserving tree genetic diversity.

UNIT 6. PRESERVING OUR HERITAGE

I. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
.	biodiversity	(n)	/ˌbaɪəʊdaɪˈvɜːsəti/	sự đa dạng sinh học
.	citadel	(n)	/ˈsɪtədl/	thành trì
.	condition	(n)	/kənˈdɪʃn/	tình trạng
.	complex	(n)	/ˈkɒmpleks/	quần thể, tổ hợp
.	crowdfunding	(n)	/ˈkraʊdfʌndɪŋ/	việc quyên góp, huy động vốn từ cộng đồng
.	delta	(n)	/ˈdel.tə/	đồng bằng

	ecosystem	(n)	/ˈi:kəʊ.sɪstəm/	hệ sinh thái
	eco-tour	(n)	/ˈi:kəʊ-/tuə/	du lịch sinh thái
	effort	(n)	/ˈefət/	sự nỗ lực
	fine	(n/v)	/faɪn/	tiền phạt/ phạt tiền
	issue	(n)	/ˈɪʃuː/	vấn đề
	landscape	(n)	/ˈlænskeɪp/	phong cảnh
	monument	(n)	/ˈmɒnjəmənt/	di tích, lăng mộ, đài kỷ niệm, công trình kiến trúc
	mausoleum	(n)	/ˌmɔːzəˈliːəm/	lăng
	position	(n)	/pəˈzɪʃn/	vị trí
	state	(n)	/steɪt/	tình trạng, hiện trạng
	suggestion	(n)	/səˈdʒestʃən/	gợi ý
	temple	(n)	/ˈtempl/	đền, miếu
	valley	(n)	/ˈvæli/	thung lũng
	wildlife	(n)	/ˈwaɪldlaɪf/	động vật hoang dã
	appreciate	(v)	/əˈpriːʃiət/	đánh giá cao, hiểu rõ giá trị
	damage	(v)	/ˈdæmɪdʒ/	làm hư hại
	educate	(v)	/ˈedʒukeɪt/	giáo dục
	preserve	(v)	/prɪˈzɜːv/	bảo tồn
	promote	(v)	/prəˈməʊt/	phát huy, phát triển
	propose	(v)	/prəˈpəʊz/	đề xuất
	recognise	(v)	/ˈrekəɡnaɪz/	công nhận
	recommend	(v)	/ˌrekəˈmend/	gợi ý, đề xuất
	restore	(v)	/rɪsˈtɔː/	khôi phục, sửa lại
	festive	(adj)	/ˈfestɪv/	có không khí lễ hội
	folk	(adj)	/fəʊk/	dân gian
	imperial	(adj)	/ɪmˈpiəriəl/	thuộc về hoàng tộc
	sustainable	(adj)	/səsˈteɪnəbəl/	bền vững
	trending	(adj)	/ˈtrendɪŋ/	theo xu hướng
	unusual	(adj)	/ʌnˈjuːʒuəl/	mới lạ, độc đáo
	well-preserved	(adj)	/wel-/prɪˈzɜːvd/	ở trạng thái tốt, được bảo quản tốt (các vật cũ)

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
	die out	(vp)	/daɪ/ /aʊt/	chết dần, mất dần, lỗi thời
	go on a tour/ trip	(phrase)	/gəʊ/ /ɒn/ /ə/ /tuə///trip/	đi du lịch
	lead to	(vp)	/liːd/ /tuː/	dẫn đến
	pass down from	(vp)	/pɑːs/ /daʊn/ /frɒm/	truyền lại
0.	set up	(vp)	/set/ /ʌp/	thành lập
1.	ancient architecture	(adj-n)	/ˈeɪnʃənt/ /ˈɑːkɪtektʃə/	kiến trúc cổ kính
2.	contribute to	(vp)	/kənˈtrɪbjʊːt/ /tuː/	đóng góp vào
3.	express opinions	(v-n)	/ɪksˈpres/ /əˈpɪnjənz/	đóng góp ý kiến
4.	get involved	(vp)	/get/ /ɪnˈvɒlvd/	tham gia
5.	give voice to	(phrase)	/ɡɪv/ /vɔɪs/ /tuː/	đóng góp, nêu lên
6.	home to	(phrase)	/həʊm/ /tuː/	là nhà của
7.	proud of	(phrase)	/praʊd/ /ɒv/	tự hào về
8.	raise awareness of	(phrase)	/reɪz/ /əˈweənəs/ /əv/	nâng cao nhận thức về
9.	related to	(phrase)	/rɪˈleɪtɪd/ /tuː/	liên quan tới
0.	show interest in	(phrase)	/ʃəʊ/ /ˈɪntrest/ /ɪn/	thể hiện sự quan tâm đến
1.	take action	(v-n)	/teɪk/ /ˈækʃən/	hành động
2.	cultural heritage	(adj-n)	/ˈkʌltʃərəl/ /ˈherɪtɪdʒ/	di sản văn hóa
3.	cultural importance	(adj-n)	/ˈkʌltʃərəl/ /ɪmˈpɔːtəns/	giá trị văn hoá

4.	cultural programme	(adj-n)	/ˈkʌltʃrəl/ ˈprəʊgræm/	chương trình văn hóa
5.	cultural value	(adj-n)	/ˈkʌltʃərəl/ ˈvælju:/	giá trị văn hoá
6.	field trip	(np)	/fi:ld/ ˈtrip/	chuyến đi thực tế
7.	folk culture	(adj-n)	/fəʊk/ ˈkʌltʃə/	văn hoá dân gian
8.	folk dancing	(adj-n)	/fəʊk/ ˈdɑ:nsɪŋ/	múa dân gian, dân vũ
9.	folk singing	(adj-n)	/fəʊk/ ˈsɪŋɪŋ/	hát dân gian
0.	folk song	(adj-n)	/fəʊk/ ˈsɒŋz/	dân ca
1.	harsh punishment	(adj-n)	/hɑ:ʃ/ ˈpʌnɪʃmənt/	hình phạt hà khắc
2.	have a keen interest in	(phrase)	/hæv/ ˈə/ ˈki:n/ ˈɪntrɪst/ ɪn/	rất quan tâm đến
3.	heritage crime	(np)	ˈherɪtɪdʒ/ ˈkraɪm/	tội phạm về di sản
4.	heritage site	(np)	ˈherɪtɪdʒ/ ˈsaɪt/	di sản
5.	historical site	(adj-n)	/hɪˈstɒrɪkəl/ ˈsaɪt/	di tích lịch sử
6.	limestone mountain	(np)	ˈlaɪmstəʊn/ ˈmaʊntɪn/	núi đá vôi
7.	mass tourism	(np)	/mæs/ ˈtuəɪzəm/	du lịch đại trà
8.	mixed heritage site	(np)	/mɪkst/ ˈherɪtɪdʒ/ ˈsaɪt/	di sản hỗn hợp
9.	natural beauty	(adj-n)	ˈnætʃrəl/ ˈbjʊ:ti/	vẻ đẹp tự nhiên
0.	natural importance	(adj-n)	ˈnætʃrəl/ ɪmˈpɔ:təns/	giá trị tự nhiên
1.	non-profit organisation	(np)	/nɒn-/ˈprɒfɪt/ ˌɔ:gənaɪˈzeɪʃn/	tổ chức phi lợi nhuận
2.	original state	(adj-n)	ˈɔrɪdʒənəl/ ˈsteɪt/	trạng thái nguyên vẹn ban đầu
3.	pedestrian street	(np)	/pɪˈdestriən/ ˈstri:t/	phố đi bộ
4.	performing arts	(np)	/pəˈfɔ:mɪŋ/ ˈɑ:ts/	nghệ thuật biểu diễn
5.	tourism activity	(np)	ˈtuəɪzəm/	hoạt động du lịch
6.	tourist destination	(np)	ˈtuəɪst/ ˌdestɪˈneɪʃn/	điểm đến du lịch
7.	Trang An Scenic Landscape Complex	(np)	ˈsi:nɪk/ ˈlænskəp/ ˈkɒmpleks/	Khu quần thể danh lam thắng cảnh Tràng An
8.	Xoan singing	(np)	ˈsɪŋɪŋ/	hát Xoan

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
9.	aware	(adj)	/əˈweə/	nhận thức
0.	awareness	(n)	/əˈweənəs/	sự nhận thức
1.	cultural	(adj)	/ˈkʌltʃrəl/	thuộc văn hoá
2.	culture	(n)	/ˈkʌltʃə/	văn hoá
3.	historic	(adj)	/hɪsˈtɒrɪk/	quan trọng, có giá trị lịch sử
4.	historical	(adj)	/hɪsˈtɒrɪkəl/	mang tính đến lịch sử, thuộc về lịch sử
5.	tourism	(n)	ˈtuəɪzəm/	ngành du lịch
6.	tourist	(n)	ˈtuəɪst/	khách du lịch
7.	tradition	(n)	/trəˈdɪʃn/	truyền thống
8.	traditional	(adj)	/trəˈdɪʃnəl/	thuộc truyền thống

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|------------------------|----------------------|-----------------------|----------------------|
| 1. A. <u>h</u> eritage | B. <u>s</u> cenic | C. <u>r</u> estore | D. <u>p</u> reserve |
| 2. A. <u>f</u> olk | B. <u>p</u> ropose | C. <u>p</u> romote | D. <u>r</u> ecognise |
| 3. A. <u>f</u> estive | B. <u>w</u> ildlife | C. <u>c</u> ontribute | D. <u>o</u> riginal |
| 4. A. <u>t</u> ourism | B. <u>m</u> ausoleum | C. <u>e</u> cosystem | D. <u>u</u> nusual |

- | | | | |
|---------------------------|-----------------------|----------------------|-------------------------|
| 5. A. <u>tr</u> aditional | B. <u>d</u> amage | C. <u>n</u> atural | D. <u>v</u> alue |
| 6. A. <u>f</u> loating | B. <u>p</u> osition | C. <u>t</u> emple | D. <u>h</u> istoric |
| 7. A. <u>s</u> tate | B. <u>a</u> ncient | C. <u>l</u> andscape | D. <u>s</u> ustainable |
| 8. A. <u>t</u> rending | B. <u>r</u> ecognize | C. <u>i</u> mperial | D. <u>d</u> elta |
| 9. A. <u>l</u> imestone | B. <u>c</u> itadel | C. <u>i</u> ssue | D. <u>t</u> ourist |
| 10. A. <u>c</u> ulture | B. <u>p</u> unishment | C. <u>m</u> onument | D. <u>c</u> rowdfunding |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|--------------------|----------------|-----------------|-----------------|
| 1. A. damage | B. wildlife | C. promote | D. value |
| 2. A. landscape | B. restore | C. festive | D. mountain |
| 3. A. cultural | B. heritage | C. recommend | D. monument |
| 4. A. historic | B. punishment | C. contribute | D. awareness |
| 5. A. effort | B. preserve | C. propose | D. complex |
| 6. A. original | B. position | C. sustainable | D. recognise |
| 7. A. unusual | B. importance | C. crowdfunding | D. performing |
| 8. A. architecture | B. traditional | C. suggestion | D. appreciate |
| 9. A. imperial | B. ecosystem | C. activity | D. condition |
| 10. A. mausoleum | B. generation | C. destination | D. organisation |

II. VOCABULARY

Task 2. Match the words/ phrases on the left with their meanings on the right.

1. heritage site	a. the condition in which something was first made or created, without changes.
2. field trip	b. the old building designs and structures from the past, often have important historical or cultural value.
3. monument	c. a location that has cultural, historical, or natural importance and is recognized by organisations like UNESCO.
4. original state	d. a feature that has important historical or social value.
5. natural importance	e. forms of entertainment such as acting, dancing, and playing music
6. ancient architecture	f. a building that is built to honour a special person or event
7. cultural importance	g. a street for people to walk on, not for vehicles like cars or motorbikes.
8. folk singing	h. a visit, usually organised by schools, to explore and learn new things
9. pedestrian street	i. a traditional form of singing that expresses the stories, values, and culture of a specific community or region.
10. performing arts	j. a feature that has important geological, or environmental value.

Task 3. Fill in each blank with a suitable phrase from Task 2.

- At the night market, you can enjoy delicious street food and local crafts on the _____.
- Ho Chi Minh Mausoleum in Ha Noi is a famous _____, which was built to honour the Vietnam's beloved leader.
- Phong Nha-Ke Bang National Park is of great _____, known for its beautiful caves and rivers.
- Exploring the _____ of Hue Imperial citadel was an exciting experience.
- Hoi An Ancient Town is a UNESCO _____ in Viet Nam, attracting visitors from all over the world.
- The traditional Lunar New Year celebration holds great _____ in Viet Nam.
- Last month, our school organised a _____ to visit the Imperial city of Hue.
- _____ is a crucial part of Vietnamese culture, telling stories through beautiful melodies.
- The Water Puppet Theatre showcases one of Vietnam's unique traditional _____.
- They try to keep the ancient temple to its _____ to preserve its historical value.

Task 4. Match the words on the left with their meanings on the right.

1. promote	a. to bring something back to its original state
2. restore	b. to recognize how good someone or something is
3. preserve	c. to stop something from happening or someone from doing something
4. appreciate	d. to suggest a plan or an idea
5. fine	e. to protect and keep something safe
6. propose	f. to encourage or support something
7. prevent	g. to harm or destroy something
8. damage	h. to charge someone an amount of money for breaking a rule or law

Task 5. Complete each sentence below with a suitable phrase from Task 4.

- Irresponsible behaviours can _____ the structures and artefacts at heritage sites.
- The government will _____ the ancient pagoda to its original state after years of neglect.
- Local communities are working together to _____ their cultural heritage for future generations.
- The city council will _____ new guidelines for the conservation and management of heritage sites.
- The government is trying to _____ the traditional performing arts and attract more tourists.
- Fences around the heritage site help to _____ people from entering restricted areas.
- The local council will _____ tourists who drop litter or damage monuments.
- Visitors from all over the world _____ the unique architecture of this historic building.

Task 6. Complete each sentence with one suitable phrase (form of the verb can be changed if necessary).

- pass down lead to set up go on die out*
- The local community decided to _____ a volunteer group to protect the heritage site from damage.
 - The knowledge of traditional crafts has been _____ through generations in this region.
 - Unfortunately, if we don't take action, some of our cultural traditions might _____ overtime.
 - Increased tourism may _____ negative effects on the environment surrounding heritage sites.
 - Let's _____ a tour to learn more about the historical value of this site.

Task 7. Choose the correct word to complete each sentence.

- The ancient town is **home to** / **contribute to** some of the best-preserved traditional architecture in the country.
- The **ecosystem** / **eco-tour** in the area must be protected from the negative effects of mass tourism.
- The artist uses her work to **bring** / **give** voice to environmental issues.
- The village is well-known for its **folk dancing** / **complex**, which is performed during local festivals.
- The non-profit organisation has started a **wildlife** / **crowdfunding** campaign to raise money for restoring the damaged heritage site.

Task 8. Complete each sentence using the correct form of the word in brackets.

- The growth of _____ in the area has promoted the local economy. (TOURIST)
- Local communities need to be _____ of the importance of preserving their cultural heritage for future generations. (AWARENESS)
- Visitors are eager to enjoy _____ performances that showcase the area's traditional music and dance. (CULTURE)
- Efforts to _____ the ancient structures in this city have been made for years. (PRESERVATION)

5. It is crucial to restore _____ buildings in the town because they have significant cultural values. (HISTORY)

III. GRAMMAR

Task 1. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

- The local community decided _____ the ancient pagoda to its original state.
A. restore B. to restore C. restoring D. restored
- In her opinion, the best way _____ about the culture of a country is to enjoy its traditional performing arts.
A. to learn B. learnt C. learn D. learning
- This cultural programme aims _____ a deeper understanding of our cultural heritage.
A. promote B. promoting C. to promote D. promoted
- The government plans _____ some new pedestrian streets in the city centre.
A. to build B. building C. build D. to be built
- We felt very excited _____ on a tour to Hoi An Ancient Town last week.
A. go B. going C. to going D. to go
- During our trip to Trang An, the first thing _____ was to explore the beauty of the caves there.
A. to do B. doing C. to doing D. do
- People should _____ involved in these activities _____ awareness of heritage preservation.
A. get/ raise B. to get/ to raise C. to get/ raising D. get/ to raise
- We need _____ action _____ further damage to these historical sites.
A. to take/ preventing B. to take/ to prevent
C. take/ preventing D. take/ prevent

Task 2. Complete each sentence using the correct form of the verb in brackets.

- One of the most famous destinations (visit) _____ in Ha Noi is the Imperial Citadel of Thang Long.
- Let's (promote) _____ responsible tourism to protect our heritage sites.
- The most exciting activity (do) _____ during our trip is to take a boat ride along the river.
- Can you recommend the most exciting destinations for tourists (explore) _____ in Ha Noi?
- The best way (preserve) _____ heritage sites is to educate the public about their importance.
- I have a keen interest in (learn) _____ about natural heritage sites in our country.
- Trang An Scenic Landscape Complex deserves (recognise) _____ as a world-class heritage site.
- Minh was the last person (join) _____ our field trip to Phong Nha-Ke Bang National Park last summer.

Task 3. Mark the letter A, B, C or D to indicate the mistake in each of the following sentences and correct it.

- Our school organised a field trip for visit the Trang An Scenic Landscape Complex last summer.
A. organised B. field C. for visit D. Complex
- Visitors don't need to pay any fee before enter Hoi An Ancient Town in Da Nang.
A. to pay B. before C. enter D. Ancient
- The local community has made efforts to preservation their traditional folk singing and folk dancing.
A. made B. preservation C. their D. dancing
- The floating market boats are an interesting way to explore the local culture and buying fresh products.
A. are B. to explore C. culture D. buying
- The non-profit organisation focuses on to protect the wildlife and ecosystems in this area.
A. non-profit B. focuses C. to protect D. ecosystems

IV. READING

Task 1. 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.

Over 250,000 protected areas (1) _____ up around 15% of the globe's surface area. They include World Heritage Sites, national parks, nature reserves and many other sites on land or water. These protected areas are (2) _____ for preserving the world's biodiversity and ecosystem functions. They also support the well-being of millions of people.

Protected areas are increasingly under threat because of global change. These include (3) _____, climate change and biological invasions caused by invasive alien species. Invasive alien species are organisms that are moved by humans to new regions (4) _____ they traditionally don't occur. For various reasons, these species spread uncontrollably and can negatively (5) _____ their new environments.

Invasive alien species are (6) _____ of the leading threats to biodiversity in protected areas globally. For example, in South Africa, invasive tree species on Table Mountain National Park are changing naturally occurring fire and water systems. Managing invasive alien species is also a huge financial burden (7) _____ many protected areas.

A team of researchers and managers (8) _____ in invasion science have been monitoring invasive alien species in World Heritage Sites across the world. When reviewing documents about invasions in these sites, we found reports were hard (9) _____ because no systematic method of reporting was followed. (10) _____, we developed a new framework to guide monitoring and reporting of invasive alien species in natural World Heritage Sites globally.

Adapted from <https://theconversation.com/weve-developed-a-framework-to-help-world-heritage-sites-manage-invasive-species-147804>

- | | | | |
|-----------------|-----------------|-------------------|----------------|
| 1. A. make | B. get | C. set | D. turn |
| 2. A. trending | B. crucial | C. harsh | D. inessential |
| 3. A. pollutant | B. polluted | C. pollute | D. pollution |
| 4. A. when | B. where | C. which | D. why |
| 5. A. effective | B. effect | C. affect | D. effectively |
| 6. A. one | B. each | C. any | D. every |
| 7. A. at | B. with | C. from | D. for |
| 8. A. worked | B. to work | C. working | D. work |
| 9. A. comparing | B. to comparing | C. to be compared | D. to compare |
| 10. A. Moreover | B. Therefore | C. However | D. Otherwise |

Task 2. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

Our present is connected with our past, our sense of identity shaped by the cultural legacies of our ancestors. That's why organisations such as UNESCO exist to protect the cultural heritage of the world for current and future generations.

Recent years have all too clearly shown the need for that protection, with wars leading to the destruction of many ancient monuments, while others are lost to natural disasters, cultural crime and neglect. What can we do to prevent the loss of precious cultural heritage in the future?

One way to preserve ancient monuments at least in a sense is to protect heritage using digital means such as laser scanning to create 3D models. While this approach often requires specialist imaging equipment, another approach is to use something that we already have a lot: the effort, curiosity and holiday photographs of millions of travellers worldwide. *Curious Travellers* is a project launched by researchers from the universities of Bradford, St Andrews, Nottingham Ningbo China and Birmingham, alongside international heritage consultancy MOSPA, that aims to preserve a record of sites and monuments in 3D digital form, built not from specialist scans but from tourist snaps.

Have you visited ancient sites and monuments? Do you have photographs of sites that are now at risk - or even those that have since been damaged or destroyed? The crowdsourcing project takes tourist photos and videos and combines them with other freely available resources from websites such as travel blogs and social media sources in order to create 3D models of ancient monuments and sites.

- _____ 1. UNESCO is responsible for preserving the cultural heritage of the world.
- _____ 2. Recent wars have led to the preservation of many ancient monuments.
- _____ 3. Laser scanning is the most effective method used to preserve ancient monuments.
- _____ 4. *Curious Travellers* is a successful project of the University of Bradford and MOSPA.
- _____ 5. Natural disasters are one of the reasons for the loss of cultural heritage.
- _____ 6. The purpose of “*Curious Travellers*” is to preserve sites and monuments using specialist scans.
- _____ 7. The project combines tourist photos and videos with scanning technology to create 3D models.
- _____ 8. Travel blogs and social media sources are used to create ancient monuments and sites in 3D digital form.

Task 3. Read the following passage and choose the correct answer to each of the following questions.

Over the past decade many **priceless** heritage sites and monuments have been damaged in countries across the world. In Africa, sites in Libya, Algeria, Egypt and Mali, among others, have been damaged during internal and cross-border conflicts. The three main threats to heritage sites are development projects, armed conflicts and natural disasters. International agencies like UNESCO have called for the protection of heritage resources in the event of conflict. But this has not happened.

Destroying monuments is a violent act. Those responsible are trying to erase - by force - an aspect of history. One example was the Nazis who, during World War II, tried to destroy Jewish people's art and personal property. The attacks on monuments and calls for **their** destruction reflect the systemic and complex violence in many African states, although it's important to note that the problem is not only an African one. ISIS is the latest group destroying history and heritage. This is popular in Iraq. Syria is another country witnessing its heritage being **wiped out**. When examining the ongoing conflict in the north of Mali, it is clear that heritage sites are just part of the damage of human lives and cultural property in the ongoing conflict.

It is worth considering national and world heritage conservation policies and guidelines. All heritage is valuable and should be protected. Destroying heritage is not in the interest of humanity. The African continent has to address the question of how we collectively deal with difficult and damaged heritages. A reflection on the UNESCO Conventions between 1954 and 1972 should also provide guidance on future actions on heritage management at local and national levels. The 1954 Convention which calls for the protection of cultural heritage during conflict and war was regularly mentioned during the Iraq conflict and recent conflict in Mali. The 1970 and 1972 Conventions draw attention to protecting world heritage by state parties, with these tools, countries should have enough guidance to individually and collectively protect heritage resources.

Adapted from <https://theconversation.com/africas-rich-heritage-is-under-threat-42335>

1. Which of the following can be the best title for the passage?
 - A. The Importance of Heritage Sites
 - B. The Destruction of Heritage Monuments
 - C. The Role of UNESCO in Heritage Preservation
 - D. Heritage Conservation Policies and Regulations
2. The word '**priceless**' in paragraph 1 is closest in meaning to _____.
 - A. valuable
 - B. worthless
 - C. useless
 - D. affordable
3. According to paragraph 1, what are the three main threats to heritage sites?
 - A. Tourism, development projects, and wars
 - B. Wars, natural disasters, and development projects
 - C. Natural disasters, tourism, and armed conflicts
 - D. Armed conflicts, climate changes, and natural disasters
4. The word '**wiped out**' in paragraph 2 is closest in meaning to _____.
 - A. preserved
 - B. prevented
 - C. damaged
 - D. protected
5. The word '**their**' in paragraph 2 refers to _____.
 - A. the Nazis'
 - B. monuments'
 - C. the Jewish's
 - D. attacks'

6. Which region or country is NOT mentioned as a location where heritage destruction has occurred?
 A. Iraq B. Libya C. Syria D. Kenya
7. According to paragraph 2, what is TRUE about the destruction of monuments in Mali?
 A. It is the primary focus of the conflict.
 B. It is the result of violence against human lives.
 C. It is limited to heritage sites and doesn't affect human lives.
 D. It is not as serious as the destruction in Syria.
8. According to paragraph 3, why should countries consider the UNESCO Conventions from 1954 and 1972?
 A. to update and revise their own heritage policies
 B. to reflect on the history of heritage conservation
 C. to offer guidance on the preservation of heritage resources
 D. to address issues related to damaged heritages
9. Which of the following can be inferred from the passage about the destruction of heritage sites?
 A. It is primarily limited to African countries.
 B. It is a reflection of systemic violence in Africa.
 C. It is not a serious concern for international agencies.
 D. It is mainly caused by natural disasters.
10. Which of the following is NOT true according to the passage?
 A. UNESCO has been successful in protecting heritage resources during conflicts.
 B. The destruction of heritage is not only a problem within African states.
 C. ISIS is responsible for the destruction of heritage and history in Iraq.
 D. The 1954 Convention focuses on the protection of cultural heritage during conflict and war.

V. WRITING

Task 1. Complete each sentence using the given words/phrases. Change the form of the verb if necessary.

- Promote / eco-tourism / great / way / preserve / local wildlife.

- best / thing / do / Hoi An / is / to take / boat trip / Thu Bon River.

- One / most / well-known / heritage sites / visit / Viet Nam / My Son Sanctuary.

- Tourists / enjoy / go on / eco-tour / explore / beautiful landscape / of / region.

- They / organise / ideas competitions / encourage / young people / appreciate / their / cultural heritage.

Task 2. Combine these sentences using to-infinitive clauses.

- My brother joined our family trip to Hue. He was the youngest person who did so.
 -> My brother _____
- My family went on a trip to Ha Long Bay two weeks ago. We wanted to enjoy the stunning limestone caves there.
 -> My family _____
- She went to Hoi An Night Market during her trip. She wanted to buy some souvenirs for her friends there.
 -> She _____
- Phong went to the cultural festival very late. He was the last person in my class who did so.
 -> Phong _____
- Trang visited Phu Tho Province last month. She wanted to listen to Xoan singing, a valuable cultural heritage of Viet Nam there.
 -> Trang _____

Task 2. Listen to a talk show about heritage preservation and climate change and choose the correct answer to each of the following questions. You can listen to the recording TWICE.

1. Why are heritage sites important?
 - A. They are modern landmarks.
 - B. They serve as tourist attractions.
 - C. They allow us to understand history and culture.
 - D. They contribute to climate change awareness.
2. How does climate change affect heritage sites?
 - A. It leads to erosion due to lower sea levels.
 - B. It helps to preserve heritage sites better.
 - C. It causes damage or destruction to heritage sites.
 - D. It makes heritage sites become more attractive.
3. Which challenge is the historic city of Venice facing?
 - A. Rising temperatures are causing frequent heavy rainfall.
 - B. Sea-level rise is harming the city's tourism.
 - C. Rising temperatures are damaging the city's architecture.
 - D. Sea-level rise is destroying the city's artworks.
4. What is one thing individuals can do to protect heritage sites?

A. decreasing carbon emissions	B. supporting unsustainable practices
C. stopping visiting heritage sites	D. buying historical artefacts
5. What can governments and organisations do to preserve heritage sites?
 - A. They ignore international cooperation.
 - B. They adopt policies for preserving heritage sites.
 - C. They implement policies to attract more tourists.
 - D. They invest money in developing new sites.

UNIT 7. EDUCATION OPTIONS FOR SCHOOL-LEAVERS

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
	brochure	(n)	/ˈbrəʊʃʊər/	ấn phẩm quảng cáo, giới thiệu
	college	(n)	/ˈkɒlɪdʒ/	trường cao đẳng
	degree	(n)	/diˈɡriː/	bằng cấp
	doctorate	(n)	/ˈdɒktərət/	bằng tiến sĩ
	graduation	(n)	/ˌɡrædʒuˈeɪʃn/	lễ tốt nghiệp, sự tốt nghiệp
	institution	(n)	/ˌɪnstɪˈtjuːʃn/	viện, cơ sở (đào tạo)
	mechanic	(n)	/mɪˈkænik/	thợ cơ khí
	representative	(n)	/ˌreprɪˈzentətɪv/	đại diện
	satisfaction	(n)	/ˌsætɪsˈfækʃən/	sự hài lòng, sự thoả mãn
	school-leaver	(n)	/skuːl-/ˈliːvə/	người vừa rời ghế nhà trường
	trade	(n)	/treɪd/	ngành nghề
	wage	(n)	/weɪdʒ/	tiền công
	convince	(v)	/kənˈvɪns/	thuyết phục
	manage	(v)	/ˈmænɪdʒ/	xoay sở
	appropriate	(adj)	/əˈprəʊpriət/	phù hợp
	formal	(adj)	/ˈfɔːməl/	chính quy
	official	(adj)	/əˈfɪʃəl/	chính thức
	particular	(adj)	/pəˈtɪkjʊlə/	cụ thể
	practical	(adj)	/ˈpræktɪkəl/	thực tế
	skilled	(adj)	/skɪld/	có tay nghề cao

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
	academic education	(adj-n)	/ˌækəˈdemɪk/ /ˌedʒuˈkeɪʃn/	giáo dục học thuật
	academic study	(adj-n)	/ˌækəˈdemɪk/ /ˈstʌdi/	việc học mang tính học thuật, nghiên cứu học thuật
	bachelor's degree	(np)	/ˈbætʃələz/ /diˈɡriː/	bằng cử nhân
	be accepted into	(phrase)	/biː/ /əkˈseptɪd/ /ˈɪntuː/	được chấp nhận vào
	career advisor	(np)	/kəˈrɪər/ /ədˈvaɪzə/	người tư vấn nghề nghiệp
	career option	(np)	/kəˈrɪər/ /ˈɒpʃn/	sự lựa chọn nghề nghiệp
	cover living costs	(phrase)	/ˈkʌvə/ /ˈlɪvɪŋ/ /kɒsts/	chi trả chi phí sinh hoạt
	critical thinking	(adj-n)	/ˈkrɪtɪkəl/ /ˈθɪŋkɪŋ/	tư duy phản biện
	do apprenticeship	(v-n)	/duː/ /əˈprentɪʃɪp/	đi thực tập, học nghề
	duration of study	(phrase)	/dʒʊˈreɪʃn/ /ɒv/ /ˈstʌdi/	thời gian học tập
	earn a salary	(v-n)	/ɜːn/ /ə/ /ˈsæləri/	kiếm tiền, nhận lương
	educational journey	(np)	/ˌedʒuˈkeɪʃnəl/ /ˈdʒɜːni/	quá trình học tập
	follow the dream	(phrase)	/ˈfɒləʊ/ /ðə/ /driːm/	theo đuổi ước mơ
	full-time education	(adj-n)	/fʊl-/ˈtaɪm/ /ˌedʒuˈkeɪʃn/	giáo dục toàn thời gian/ chính quy
	further study	(adj-n)	/ˈfɜːðə/ /ˈstʌdi/	việc học cao hơn
	gain knowledge	(v-n)	/ɡeɪn/ /ˈnɒlɪdʒ/	thu nhận kiến thức
	give opinion	(v-n)	/ɡɪv/ /əˈpɪnjən/	đưa ra ý kiến
	grow sb's business	(v-n)	/ɡrəʊ/ /ˈbɪznɪs/	phát triển việc kinh doanh của ai

hands-on experience	(adj-n)	/hændz/-/vɒn/ /ɪks'piəriəns/	kinh nghiệm thực hành
higher education	(adj-n)	/'haɪər/ / ,edʒu'keɪʃn/	giáo dục đại học
job market	(np)	/dʒɒb/ / 'mɑ:kɪt/	thị trường việc làm
job-specific skill	(adj-n)	/dʒɒb/-/spɪ'sɪfɪk/ /skɪl/	kỹ năng cho một ngành nghề cụ thể
master's degree	(phrase)	/'mɑ:stəz/ /dɪ'grɪ:/	bằng thạc sĩ
on the job	(phrase)	/vɒn/ /ðə/ /dʒɒb/	khi làm việc
research skill	(np)	/rɪ'sɜ:tʃ/ /skɪl/	kỹ năng nghiên cứu
sixth-form college	(adj-n)	/sɪksθ/-/fɔ:m/ /'kɒlɪdʒ/	trường cao đẳng hình thức thứ sáu (16-19 tuổi) chuẩn bị cho học sinh vào các trường đại học
take a year off	(phrase)	/teɪk/ /ə/ /jɪər/ /vɒf/	nghỉ một năm
university entrance exam	(np)	/ ,ju:nɪ'vɜ:səti/ /'entrəns/ /ɪg'zæm/	kỳ thi tuyển sinh đại học
vocational education	(adj-n)	/vəʊ'keɪʃnəl/ / ,edʒu'keɪʃn/	giáo dục nghề nghiệp
career education	(np)	/kə'riər/ / ,edʒu'keɪʃn/	giáo dục nghề nghiệp
technical education	(adj-n)	/'teknɪkəl/ / ,edʒu'keɪʃn/	giáo dục kỹ thuật
vocational school	(adj-n)	/vəʊ'keɪʃnəl/ /sku:l/	trường dạy nghề
vocational training	(adj-n)	/vəʊ'keɪʃnəl/ /'treɪ.nɪŋ/	đào tạo nghề
get into	(vp)	/get/ /'ɪntu:/	được nhận vào (trường)
focus on	(vp)	/'fəʊkəs/ /vɒn/	tập trung
apply for	(vp)	/ə'plai/ /fɔ:/	ứng tuyển
succeed in	(vp)	/sək'sɪ:d/ /ɪn/	thành công
related to	(vp)	/rɪ'leɪtɪd/ /tu:/	liên quan đến
education fair	(np)	/ ,edʒu'keɪʃn/ /feə/	hội chợ giáo dục
earn high grades	(phrase)	/ɜ:n/ /haɪ/ /greɪdz/	đạt điểm cao

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
	academic	(adj)	/ ,ækə'demɪk/	có tính chất học thuật
	academy	(n)	/ə'kædəmi/	học viện
	advice	(n)	/əd'vaɪs/	lời khuyên
	advisor	(n)	/əd'vaɪzə/	cố vấn
	apprentice	(n)	/ə'prentɪs/	người học việc
	apprenticeship	(n)	/ə'prentɪʃɪp/	sự học việc/ học nghề, thời gian học nghề
	critic	(n)	/'krɪtɪk/	nhà phê bình
	critical	(adj)	/'krɪtɪkəl/	có tư duy phản biện
	doctor	(n)	/'dɒktə/	tiến sĩ
	doctorate	(n)	/'dɒktərət/	bằng tiến sĩ
	profession	(n)	/prə'feʃn/	nghề nghiệp
	professional	(adj)	/prə'feʃnəl/	chuyên nghiệp
	qualification	(n)	/ ,kwɒlɪfɪ'keɪʃn/	trình độ chuyên môn
	qualify	(v)	/'kwɒlɪfaɪ/	chuẩn bị đầy đủ điều kiện, làm cho có đủ tư cách
	sense	(n)	/sens/	ý thức, sự khôn ngoan
	sensible	(adj)	/'sensəbəl/	hợp lý, đúng đắn, biết điều
	vocation	(n)	/vəʊ'keɪʃn/	nghề nghiệp
	vocational	(adj)	/vəʊ'keɪʃnəl/	(thuộc) nghề nghiệp

II. PRONUNCIATION

Tông giọng trong câu hỏi Wh- và câu hỏi Yes/ No

1. WH- QUESTIONS:

Trong câu hỏi Wh-, thông thường chúng ta sẽ xuống giọng ở cuối câu:

Ví dụ:

- What time does the film finish? ↘
- How do you know about it? ↘

2. YES/ NO QUESTIONS:

Trong câu hỏi Yes/ No, thông thường chúng ta sẽ lên giọng ở cuối câu:

Ví dụ:

- Do you like it? ↗
- Are you hungry? ↗

III. GRAMMAR

1. DANH ĐỘNG TỪ HOÀN THÀNH

a. Định nghĩa:

Danh động từ hoàn thành (Having + quá khứ phân từ) chỉ thời điểm trước khi động từ ở mệnh đề chính xảy ra. Danh động từ hoàn thành được dùng để nhấn mạnh rằng hành động đã kết thúc trong quá khứ.

b. Cách dùng

STT	Cách dùng	Ví dụ
1	Làm chủ ngữ trong câu	- Having finished the task made me feel relaxed. Việc hoàn thành nhiệm vụ khiến tôi thấy nhẹ nhõm hẳn. - Having attended vocational training made her feel more confident in her career prospects. Việc được tham gia học nghề khiến cô cảm thấy tự tin hơn về triển vọng nghề nghiệp của mình.
2	Làm tân ngữ sau 1 số động từ như <i>admit, forget, deny, mention, regret, remember</i>	- He admitted having stolen the picture. Anh ấy thừa nhận đã đánh cắp bức ảnh. - They denied having missed the important career guidance seminar at school. Họ phủ nhận việc đã bỏ lỡ buổi hội thảo hướng nghiệp quan trọng ở trường.
3	Đứng sau giới từ	- She talked about having been a teacher for 10 years. Cô kể về việc đã làm giáo viên được 10 năm. - She was excited about having received scholarships to continue her higher education. Cô rất vui mừng về việc đã nhận được học bổng để tiếp tục học cao hơn. - With her parents' support, she felt confident about having chosen an education path that suited her. Được sự ủng hộ của bố mẹ, cô cảm thấy tự tin vì đã chọn được con đường học vấn phù hợp với mình.

2. MỆNH ĐỀ PHÂN TỪ HOÀN THÀNH

a. Định nghĩa:

Phân từ hoàn thành có dạng giống với danh động từ hoàn thành (Having + quá khứ phân từ)

b. Cách dùng:

STT	Cách dùng	Ví dụ
1	Diễn tả hành động đã xảy ra trước hành động ở mệnh đề chính	- Having finished homework, he watched TV. Làm xong bài tập về nhà, anh ấy xem tivi. - Having completed his bachelor's degree, he was ready to get further education options. Sau khi hoàn thành bằng cử nhân, anh ấy sẵn sàng để có được các lựa chọn học tập cao hơn.

		- Having explored various education options, she decided to enroll in a local community college. - Sau khi khám phá nhiều lựa chọn giáo dục khác nhau, cô quyết định đăng ký vào một trường cao đẳng cộng đồng ở địa phương.
2	Nêu lý do cho hành động ở mệnh đề chính	- Having not noticed the message, he did not come to meet us. Vì không để ý đến tin nhắn nên anh ấy không đến gặp chúng tôi. - Having experienced challenges in traditional classes, they opted for online education. Vì đã trải qua những thách thức trong các lớp học truyền thống nên họ đã chọn giáo dục trực tuyến.

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|-----------------------|---------------------|--------------------|-----------------------|
| 1. A. college | B. wage | C. graduation | D. manage |
| 2. A. trade | B. <u>accepted</u> | C. salary | D. <u>career</u> |
| 3. A. <u>sensible</u> | B. degree | C. apprentice | D. professional |
| 4. A. <u>advice</u> | B. <u>qualify</u> | C. <u>living</u> | D. <u>opinion</u> |
| 5. A. <u>business</u> | B. <u>advisor</u> | C. <u>sense</u> | D. <u>hands-on</u> |
| 6. A. <u>cost</u> | B. <u>doctorate</u> | C. <u>job</u> | D. <u>convince</u> |
| 7. A. <u>academic</u> | B. <u>dream</u> | C. <u>study</u> | D. <u>educational</u> |
| 8. A. <u>bachelor</u> | B. <u>technical</u> | C. <u>school</u> | D. <u>mechanic</u> |
| 9. A. <u>cover</u> | B. <u>specific</u> | C. <u>critical</u> | D. <u>particular</u> |
| 10. A. master | B. market | C. apprentice | D. option |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|------------------|-----------------|-------------------|---------------|
| 1. A. vocation | B. sensible | C. salary | D. qualify |
| 2. A. critical | B. doctorate | C. business | D. apprentice |
| 3. A. leaver | B. college | C. degree | D. brochure |
| 4. A. manage | B. formal | C. exam | D. entrance |
| 5. A. bachelor | B. mechanic | C. critic | D. technical |
| 6. A. knowledge | B. master | C. option | D. convince |
| 7. A. academic | B. professional | C. appropriate | D. particular |
| 8. A. experience | B. institution | C. apprenticeship | D. vocational |
| 9. A. specific | B. practical | C. duration | D. advisor |
| 10. A. follow | B. further | C. advice | D. doctor |

II. VOCABULARY

Task 1. Match the words on the left with their meanings on the right.

1. qualification	a. someone who has just finished school
2. degree	b. the process of finishing school
3. graduation	c. a period of time working for a skilled person to learn from his/ her skills
4. institution	d. a record showing that a person has finished a training course or has the necessary skills
5. doctorate	e. a job that needs special skills
6. school-leaver	f. a record given to a student after completing studies at a college or university
7. apprenticeship	g. the highest certificate from a university
8. trade	h. a large and important organisation that has a particular purpose

Task 2. Complete each sentence with a suitable word from Task 1.

1. He earned a bachelor's _____ in computer science from a well-known university.

2. She spent years researching to earn her _____ in Biology.
3. Learning a _____ like plumbing or electrician work can provide good employment and income.
4. As a _____, he was excited to explore different career options.
5. Our family celebrated my sister's _____ from high school with a big party.
6. She gains the necessary _____ to apply for the job as a nurse.
7. Choosing the right educational _____ to attend is an important decision for many school leavers.
8. After the first year in the vocational school, he decided to do _____ in a restaurant.

Task 3. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions

1. In the UK, students usually attend a/an _____ for their final two years of high school.
A. sixth-form college B. career education
C. academic education D. higher education
2. Earning money to pay for _____ while in college can be a challenge for students.
A. job-specific skills B. living costs C. hands-on experience D. career advisor
3. She spent months preparing for the university _____. She wanted to have a high score.
A. technical education B. critical thinking C. job market D. entrance exam
4. Many students choose _____ to gain practical skills for specific careers.
A. academic study B. full-time education
C. vocational education D. master's degree
5. He is working as a/an _____ at a famous restaurant.
A. apprentice B. institution C. brochure D. wage
6. He is a skilled _____. He is good at repairing cars.
A. representative B. option C. bachelor's degree D. mechanic
7. Many students go to university to _____ their dreams of becoming doctors or engineers.
A. follow B. do C. detest D. value
8. She is excited to be _____ into her top-choice university.
A. done B. accepted C. gained D. taken
9. After high school, some students _____ a year off to travel or work before starting college.
A. gain B. grow C. take D. give
10. He decides to _____ an apprenticeship to become a great chef.
A. make B. work C. do D. set

Task 4. Complete each sentence with one suitable phrase from the box.

gain knowledge	grow business	cover living cost(s)
earn a salary	give opinion(s)	

1. Having completed his study, he started to _____ as an engineer. He can get 6 million dong each week.
2. Part-time jobs can help students _____ while attending college.
3. Higher education provides an opportunity for students to _____ in their chosen field.
4. With a master's degree in business administration, she wanted to _____ her own _____.
5. When pursuing higher education, students are encouraged to _____ their _____ and participate in meaningful discussions.

Task 5. Complete each sentence with one suitable phrase from the box.

get into succeed in related to focus on apply for

1. School-leavers should _____ their interests and strengths when choosing their educational path.
2. It's challenging to _____ a good university, but with hard work, it's possible.
3. With great effort, students can _____ their chosen field of study and achieve their goals.

4. Choosing a career _____ your passions can make the learning experience more enjoyable.
5. After leaving high school, he plans to _____ vocational training to become a skilled mechanic.

Task 6. Choose the correct word to complete each sentence.

1. It's **sensible** / **particular** to manage your money carefully before starting your journey to higher education.
2. She is excellent in her **professional** / **academic** studies, earning top grades in all her classes.
3. It is **skilled** / **appropriate** to wear formal clothes when people attend interviews.
4. The **formal** / **practical** skills learned in engineering courses are essential for solving real-life problems.
5. She gained valuable experience **on** / **in** the job while working part-time as a waitress.
6. Students can **manage** / **convince** to work 2 part-time jobs to pay for their living costs.

Task 7. Complete each sentence using the correct form of the word in brackets.

1. Her _____ achievements in high school helped her get into a famous university. (ACADEMY)
2. _____ schools provide hands-on training for specific careers. (VOCATION)
3. Having a degree is a common _____ for many jobs. (QUALIFY)
4. She received her _____ in chemistry after conducting a great research. (DOCTOR)
5. Developing _____ skills during college can help you succeed in your career. (PROFESSION)
6. Developing _____ thinking skills is essential for higher education to deal with complex problems. (CRITIC)
7. The career _____ helped students with their plans after high school graduation. (ADVICE)
8. Completing an _____ is a great way to gain practical experience in your field. (APPRENTICE)

III. GRAMMAR

Task 1. Complete the sentences with the correct form of perfect gerund of the verbs in brackets.

1. He denied _____ in the university entrance exam. (CHEAT)
2. _____ the first place at the computer science competition made him proud. (WIN)
3. _____ education fairs helped her gather valuable information about different educational institutions. (ATTEND)
4. She admitted _____ several part-time jobs to pay for her living costs. (WORK)
5. Lan talked about _____ a career advisor for 5 years. (BE)
6. Nam forgot _____ for the business training course. (APPLY)
7. Han shared about _____ a master's degree in law since 2018. (EARN)
8. _____ from high school was just the beginning, now she's focusing on pursuing higher education. (GRADUATE)

Task 2. Combine the two sentences into one sentence using perfect participle clauses.

1. She graduated from her high school. She is now preparing for her university entrance exam.

2. She wanted to gain cooking skills. She attended a vocational school.

3. He did not study hard enough. He failed the final exam.

4. Binh did not know any information about the university. He asked his teacher.

5. I was asked about my plan after high school. I said that I would prepare to go to university.

Task 3. Mark the letter A, B, C or D to indicate the mistake in each of the following sentences and correct it.

1. After years of studying, she is proud of having achieve her dream of getting a master's degree in law.
A. of B. proud C. achieve D. getting
2. Have studied hard for the exams, the student felt confident during the test.
A. Have B. for C. the D. during
3. Having passed all their final exam, they celebrated with a big party.
A. Having passed B. exam C. celebrated D. with
4. Having gotten the first place in class, she felt extreme happy.
A. gotten B. the C. extreme D. happy
5. She forgot to have told me about her favourite university. She was studying hard to apply for it.
A. forgot B. to have C. about D. for

IV. READING

Task 1. 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.

Once (1) _____ into the Connecticut technical high school system, all students (2) _____ career and technical education coursework instead of other optional subjects, such as world languages, art or music. Typically, coursework (3) _____ into one of 10 to 17 programs of study. Traditional public high schools in the state, (4) _____ the other hand, tend (5) _____ at most four career and technical programs through optional courses.

In the Technical High School System schools in Connecticut, students explore various programs of study during their first year. Then - (6) _____ help from an advisor - students select a program of study, within these programs, students take at least three courses and often more. They also have more opportunities (7) _____ academic and technical coursework materials, (8) _____ Maths and English contents can often be integrated (9) _____ technical courses. Chances for work-based learning and job apprenticeship can also be enhanced in these settings, (10) _____ may contribute to their impacts.

Adapted from <https://theconversation.com/for-male-students-technical-education-in-high-school-boosts-earnings-after-graduation-123134>

- | | | | |
|--------------------|--------------|---------------|----------------|
| 1. A. accept | B. accepted | C. accepting | D. to accept |
| 2. A. do | B. play | C. make | D. take |
| 3. A. group | B. groups | C. is grouped | D. are grouped |
| 4. A. on | B. in | C. for | D. of |
| 5. A. to buy | B. to prefer | C. to offer | D. to refer |
| 6. A. with | B. on | C. in | D. through |
| 7. A. use | B. using | C. used | D. to use |
| 8. A. nevertheless | B. so that | C. but | D. otherwise |
| 9. A. for | B. into | C. at | D. out of |
| 10. A. which | B. that | C. who | D. when |

Task 2. Read the following passage and choose the correct answer to each of the following questions.

Vocational learning opportunities play a critical role in skill development. In non- vocational studies, students often spend hours of their time exploring a variety of different subjects. Their class time tends to be only a few hours per week, as they will spend many hours in the library and on computers conducting research and writing papers that help them continue to build their theoretical knowledge in a variety of fields.

Even within their chosen discipline, they often spend a significant amount of time exploring theory and ideas used by other professionals in the industry. They have significantly fewer opportunities to actually put these ideas to work compared to students going through a vocational education situation. The skills for work and vocation are significantly limited for these students, as their theoretical knowledge does not have the work experience that helps them **transition** from a classroom study topic into their actual profession. This can sometimes cause challenges when the students graduate and transition into the working world.

However, for students in vocational education and training, this situation gets corrected. Students spend hours in the practical workshops each week learning **hands-on** practical skills related to their chosen field. Class time tends to increase in these schools, compared to their outside research time, because students spend more time exploring actual work opportunities that prepare **them** for their future jobs. They do not focus as much time on researching the theoretical as learning the practical.

Students also have courses that will help them use the highly specialised equipment that they need to do their jobs well. Rather than simply learning about this type of equipment or how it might be useful in the job, they actually have the chance to try out their own skills while still in school. When the time comes for them to transition to an actual job, they have the experience they need to begin the job right away. They will not have to spend time learning how to physically operate the equipment on the job, allowing them to become a valuable employee and build a career faster.

Source: <https://hospitalityinsights.ehl.edu/vocational-training-career-development>

1. Which of the following can be the best title for the passage?
 - A. Challenges in Moving from Theory to a Profession
 - B. Benefits of Vocational Education
 - C. Importance of Specialised Equipment in Vocational Learning
 - D. Drawbacks of Non-vocational Studies
2. What do non-vocational students mainly explore within their discipline?
 - A. practical skills
 - B. research opportunities
 - C. theories and ideas
 - D. specialised equipment
3. How does vocational education help with the transition to work?
 - A. by providing lots of theoretical knowledge
 - B. by reducing class time
 - C. by offering more research opportunities
 - D. by providing practical work experience
4. The word '**transition**' in paragraph 2 is closest in meaning to _____.
 - A. change
 - B. act
 - C. prefer
 - D. show
5. What's the main focus of students in vocational education and training?
 - A. theoretical research
 - B. specialised equipment
 - C. hands-on practical skills
 - D. library-based learning
6. The word "**hands-on**" in paragraph 3 is closest in meaning to _____.
 - A. direct
 - B. automatic
 - C. important
 - D. critical
7. How is class time in vocational education compared to non-vocational studies?
 - A. Vocational education has more class time.
 - B. Non-vocational studies have more class time.
 - C. Both have the same class time.
 - D. Class time is not mentioned.
8. The word "**them**" in paragraph 3 refers to _____.
 - A. opportunities
 - B. schools
 - C. skills
 - D. students
9. Why do vocational students spend more time in practical workshops?
 - A. to prepare for future jobs
 - B. to enhance theoretical knowledge
 - C. to reduce the need for specialised equipment
 - D. to increase research time
10. What advantage do vocational students have when starting jobs?
 - A. more theoretical knowledge
 - B. experience operating specialised equipment
 - C. less time in practical workshops
 - D. fewer work opportunities

Task 3. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

For many jobs, graduate school is required. According to the U.S. Bureau of Labor Statistics (BLS), at least 33 occupations require a master's degree even for beginning positions-everything from economists to therapists. And that number still doesn't count those that require professional degrees, such as medical doctors and lawyers.

That means a master's degree opens up doors to careers that others can't. Even for careers not on the BLS list, employers often prioritise candidates with graduate degrees. A 2021 CareerBuilder survey

showed that 33% more employers require a higher education than five years ago. Furthermore, an equal percentage are hiring people with master's degrees for positions previously held by those with four-year degrees.

That may be why the BLS shows that people with a master's degree have a lower unemployment rate than those with a bachelor's degree. Statistically, it's easier for people with graduate degrees to get jobs.

Financial compensation isn't all that matters for career satisfaction, but it certainly helps. With a master's degree, you're likely to earn a higher salary: people with a graduate degree make more than \$300,000 more over their lifetimes than those with only a bachelor's degree. Weekly income for those with a master's degree is also more than \$250 higher than those with a bachelor's degree.

Master's-level jobs also often come with more benefits-including better health insurance, more paid vacation time, profit sharing, promotion opportunities, and financial support for continuing education and personal health. In summary, they significantly enhance the full financial package of a master's level job.

Adapted from <https://www.apu.edu/articles/graduate-school-why-a-masters-degree-is-worth-the-investment/>

- _____ 1. A master's degree is required for at least 33 occupations according to the BLS.
- _____ 2. Medical doctors and lawyers are not counted among the 33 occupations on the BLS list.
- _____ 3. Employers tend to not favour candidates with graduate degrees for jobs not on the BLS list.
- _____ 4. Fewer employers now require a higher education compared to five years ago.
- _____ 5. People with a master's degree have a higher unemployment rate than those with a bachelor's degree.
- _____ 6. Healthcare is the main factor in career satisfaction for individuals with graduate degrees.
- _____ 7. People with master's degrees earn over \$250 less per week than those with bachelor's degrees.
- _____ 8. Master's-level jobs generally offer more benefits.

V. WRITING

Task 1. Complete the following sentences using the given words. Change the form of the verb if necessary.

1. His / father / regretted / not / gone / university.

2. Many / school-leavers / choose / go / university / study / academic / subjects.

3. There / many / educational / opportunities / school-leavers / today.

4. It I usually / take / at least / three years / complete / degree programmes / university.

5. Not / having / ask / anyone / advice, / she / make / wrong / decision / education.

Task 2. Finish the second sentence so that it has a similar meaning to the first one, beginning with the given word(s).

1. She did not apply for universities. She chose a vocational school.
-> Not _____ school.
2. My friend took a boring course at university. He regretted it.
-> My friend _____ university.
3. After he finished his master's degree, he became a biologist.
-> Having _____ biologist.
4. Nam borrowed my notebooks. He did not remember it.
-> Nam _____ notebooks.
5. He failed the university entrance exam, then he became a carpenter.
-> Having _____ carpenter.

UNIT 8. BECOMING INDEPENDENT

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
	achieve	(v)	/ə'ʃi:v/	đạt được
	apply	(v)	/ə'plai/	áp dụng
	combine	(v)	/kəm'baɪn/	kết hợp
	convince	(v)	/kən'vɪns/	thuyết phục
	fold	(v)	/fəʊld/	gập, gấp
	force	(v)	/fɔ:s/	ép buộc
	identify	(v)	/aɪ'dentɪfaɪ/	nhận dạng
	influence	(v)	/'ɪnfluəns/	ảnh hưởng
	install	(v)	/ɪn'stɔ:l/	cài đặt
	iron	(v)	/aɪən/	là (quần áo)
	manage	(v)	/'mænɪdʒ/	quản lý
	measure	(v)	/'meʒə/	đo
	place	(v)	/pleɪs/	đặt, để
	remove	(v)	/rɪ'mu:v/	lấy ra, loại bỏ
	rinse	(v)	/rɪns/	vo (gạo)
	schedule	(v/n)	/'ʃedju:l/	lên thời gian biểu/ thời gian biểu
	sort	(v)	/sɔ:t/	phân loại
	store	(v)	/stɔ:/	cất
	characteristic	(n)	/'kærəktə'rɪstɪk/	tính cách, đặc điểm
	decision-maker	(n)	/dɪ'sɪʒən/-/'meɪkə/	người ra quyết định
	dryer	(n)	/'draɪə/	máy sấy
	learner	(n)	/'lɜ:nə/	người học
	pressure	(n)	/'preʃə/	áp lực
	self-study	(n)	/self/-/'stʌdi/	tự học
	challenging	(adj)	/'ʃælɪndʒɪŋ/	đầy thách thức
	curious	(adj)	/'kjʊə.ri.əs/	tò mò
	organised	(adj)	/'ɔ:gənaɪzd/	kỷ luật, gọn gàng
	reliable	(adj)	/rɪ'laɪəbəl/	đáng tin cậy
	required	(adj)	/rɪ'kwaɪəd/	bắt buộc
	self-motivated	(adj)	/self/-/'məʊtɪveɪtɪd/	tự giác, có động lực

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
	deal with	(vp)	/di:l/ /wɪð/	đương đầu, đối phó
	get around	(vp)	/get/ /ə'raʊnd/	đi lại, di chuyển
	come up with	(vp)	/kʌm/ /ʌp/ /wɪð/	nghĩ ra
	carry out	(vp)	/'kæri/ /aʊt/	tiến hành
	give up	(vp)	/ɡɪv/ /ʌp/	từ bỏ
	make use of	(vp)	/meɪk/ /ju:z/ /ʊv/	tận dụng
	do babysitting	(v-n)	/du:/ /'beɪbɪsɪtɪŋ/	trông trẻ
	do chores	(v-n)	/du:/ /ʃɔ:z/	làm việc nhà
	do laundry	(v-n)	/du:/ /'ləʊndri/	giặt quần áo
	do part-time jobs	(phrase)	/du:/ /pɑ:t/-/taɪm/ /dʒɒbz/	làm công việc bán thời gian
	earn sb's trust	(phrase)	/ɜ:n/ /trʌst/	lấy được niềm tin từ ai

	get into the habit of	(phrase)	/get/ /'mtu:/ /ðə/ /'hæbɪt/ /ɒv/	tạo thói quen
	make an effort	(phrase)	/meɪk/ /'efət/	nỗ lực
	load the washing machine	(phrase)	/ləʊd/ /ðə/ /'wɒʃɪŋ/ /mə'ʃiːn/	cho quần áo vào máy giặt
	pay sb for	(phrase)	/peɪ/ /fɔː/	trả tiền cho ai đó
	set goals	(v-n)	/set/ /gəʊlz/	đặt mục tiêu
	take responsibility for	(phrase)	/teɪk/ /rɪ'spɒnsɪ'bɪləti/ /fɔː/	chịu trách nhiệm về
	decision-making skill	(np)	/dɪ'sɪʒən-/ /'meɪkɪŋ/ /skɪl/	kỹ năng ra quyết định
	dog walking	(np)	/dɒg/ /'wɔːkɪŋ/	dắt chó đi dạo
	extracurricular activity	(adj-n)	/,ekstrəkə'rɪkjʊlə/ /æk'tɪvəti/	hoạt động ngoại khóa
	food bank	(np)	/fuːd/ /bæŋk/	ngân hàng thực phẩm
	learning goal	(np)	/ˈlɜːnɪŋ/ /gəʊl/	mục tiêu học tập
	life skill	(np)	/laɪf/ /skɪl/	kỹ năng sống
	old people's home	(np)	/əʊld/ /ˈpiːplz/ /həʊm/	viện dưỡng lão
	out and about	(phrase)	/aʊt/ /ænd/ /ə'baʊt/	ra ngoài, ra khỏi nhà
	pocket money	(np)	/ˈpɒkɪt/ /ˈmʌni/	tiền tiêu vặt
	presentation skill	(np)	/,prezən'teɪʃn/ /skɪl/	kỹ năng thuyết trình
	rice cooker	(np)	/raɪs/ /ˈkʊkə/	nồi cơm điện
	sense of responsibility	(phrase)	/sens/ /ɒv/ /rɪ'spɒnsɪ'bɪləti/	tinh thần trách nhiệm
	time/ money management	(np)	/taɪm/ /ˈmʌni/ /ˈmænɪdʒmənt/	quản lý thời gian/ tiền
	to-do list	(phrase)	/tə'duː/ /lɪst/	danh sách những việc cần làm
	university admission	(np)	/ˌjuːnɪ'vɜːsəti/ /əd'mɪʃn/	việc nhập học đại học
	work experience	(np)	/wɜːk/ /ɪk'spiəriəns/	kinh nghiệm làm việc

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
	confidence	(n)	/ˈkɒnfɪdəns/	sự tự tin
	confident	(adj)	/ˈkɒnfɪdənt/	tự tin
	free	(adj)	/ˈfriː/	tự do
	freedom	(n)	/ˈfriːdəm/	sự tự do
	independence	(n)	/ˌɪndɪ'pendəns/	sự tự lập
	dependent	(adj)	/dɪ'pendənt/	phụ thuộc
	independent	(adj)	/ˌɪndɪ'pendənt/	tự lập
	motivate	(v)	/ˈməʊtɪveɪt/	động viên
	motivated	(adj)	/ˈməʊtɪveɪtɪd/	cảm thấy có động lực
	motivation	(n)	/ˌməʊtɪ'veɪʃn/	động lực
	responsibility	(n)	/rɪ'spɒnsɪ'bɪləti/	trách nhiệm
	responsible	(adj)	/rɪ'spɒnsəbəl/	có trách nhiệm
	separate	(v)	/ˈsepəreɪt/	tách riêng
	separate	(adj)	/ˈsep.ər.ət/	riêng biệt
	separately	(adv)	/ˈsep.ər.ət.li/	một cách riêng biệt

II. PRONUNCIATION

TÔNG GIỌNG TRONG LỜI MỜI, LỜI GỢI Ý VÀ CÂU YÊU CẦU LỊCH SỰ

Trong lời mời, lời gợi ý và câu yêu cầu lịch sự, thông thường ta sẽ xuống giọng ở đầu câu và lên giọng ở cuối câu để khiến lời mời, yêu cầu, gợi ý trở nên thân thiện và lịch sự.

Ví dụ:

Invitations Lời mời	Would you like some cookies? ↗ Would you like to get around by public transport tomorrow? ↗
Suggestions Lời gợi ý	Why don't we go to the cinema this weekend? Shall we clean the house together? ↗
Polite requests Yêu cầu lịch sự	Can I borrow your book? ↗ Could you please tell me how to manage my time effectively? ↗

III. GRAMMAR

CÂU CHỈ VỚI IT IS/ WAS... THAT/ WHO

- Câu chỉ được dùng để nhấn mạnh một thành phần nhất định của câu và ý ta muốn nói.
- Chúng ta đặt thông tin cần nhấn mạnh sau **It** còn phần còn lại được đặt trong mệnh đề quan hệ với các đại từ quan hệ ví dụ như **that/ who**

Cấu trúc:

It is/ was S1 + V1 that/ who/... + S2 + V2

Ví dụ: Linh gave me a beautiful dress at my birthday party last week.

	Cấu trúc	Ví dụ
Nhấn mạnh chủ ngữ	- It + is/ was + chủ ngữ (chỉ người) + who/ that + V - It + is/ was + chủ ngữ (chỉ vật) + that + V	It was Linh who/ that gave me a beautiful dress at my birthday party last week. Chính Linh đã tặng tôi một chiếc váy đẹp trong bữa tiệc sinh nhật tuần trước. (nhấn mạnh Linh)
Nhấn mạnh tân ngữ	- It is/ was + tân ngữ (chỉ người) + that/ whom + S + V - It is/ was + tân ngữ (tên danh từ riêng) + that + S + V - It is/ was + tân ngữ (chỉ vật) + that + S + V	It was a beautiful dress that Linh gave me at my birthday party last week. Đó là chiếc váy đẹp mà Linh tặng tôi trong bữa tiệc sinh nhật tuần trước. (nhấn mạnh a beautiful dress)
Nhấn mạnh trạng ngữ (chỉ thời gian, nơi chốn)	It + is/ was + từ/ cụm từ chỉ trạng ngữ + that + S + V + O	It was last week that Linh gave me a beautiful dress at my birthday party. Đó là chính vào tuần trước Linh đã tặng tôi một chiếc váy đẹp trong bữa tiệc sinh nhật của tôi. (nhấn mạnh last week) It was at my birthday party that Lisa gave me a beautiful dress last week. Đó chính là trong bữa tiệc sinh nhật của tôi , Lisa đã tặng tôi một chiếc váy đẹp vào tuần trước. (nhấn mạnh at my birthday party)

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|------------------------|---------------------------|-----------------------|-------------------------|
| 1. A. convince | B. <u>ri</u> ce | C. de <u>ci</u> sion | D. baby <u>si</u> tting |
| 2. A. <u>re</u> quired | B. <u>re</u> move | C. de <u>pe</u> ndent | D. <u>pre</u> ssure |
| 3. A. <u>eff</u> ort | B. <u>or</u> ganized | C. <u>sto</u> re | D. <u>so</u> rt |
| 4. A. <u>ide</u> ntify | B. <u>ap</u> ply | C. <u>lau</u> ndry | D. <u>dry</u> er |
| 5. A. <u>sepa</u> rate | B. <u>moti</u> vated | C. <u>plac</u> e | D. <u>man</u> age |
| 6. A. <u>cho</u> re | B. <u>cha</u> racteristic | C. <u>ach</u> ieve | D. <u>cha</u> llenging |
| 7. A. <u>rin</u> se | B. <u>hab</u> it | C. <u>reli</u> able | D. <u>uni</u> versity |
| 8. A. <u>inst</u> all | B. <u>mea</u> sure | C. <u>sel</u> f-study | D. <u>se</u> t |

9. A. schedule B. sense C. pocket D. presentation
 10. A. maker B. separately C. admission D. apply

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

1. A. convince B. manage C. install D. remove
 2. A. money B. study C. walking D. review
 3. A. learner B. curious C. achieve D. laundry
 4. A. decision B. confident C. challenging D. organised
 5. A. required B. motivate C. dependent D. admission
 6. A. measure B. habit C. cooker D. machine
 7. A. around B. pressure C. effort D. freedom
 8. A. responsible B. activity C. university D. identify
 9. A. management B. reliable C. motivated D. babysitting
 10. A. responsibility B. extracurricular C. characteristic D. independence

II. VOCABULARY

Task 1. Match the words/phrases on the left with their meanings on the right.

1. independence	a. the ability to make choices effectively
2. self-motivated	b. the quality of being certain of your abilities
3. trust	c. the ability to live your life without being helped or influenced by others
4. self-study	d. the skill that is essential and useful for daily living
5. life skill	e. to be able and willing to work without being told what to do
6. decision-making skills	f. the act of controlling or organising something, like time or resources
7. confidence	g. the process of learning something without the support from teachers
8. management	h. the belief that someone is good and honest or that something is safe and reliable

Task 2. Complete each sentence with a suitable word/ phrase from Task 1.

1. She is a _____ student who sets her own study goals and work towards them without pressure.
 2. _____ is an effective way to explore topics that interest you outside of the classroom and learn at your own pace.
 3. Learning how to do chores is a valuable _____ that preps you for an independent life.
 4. Developing good _____ involves considering the pros and cons of your choices before making a decision.
 5. Effective time _____ is crucial for students, as it helps them balance between their studies and other activities.
 6. Learning to cook simple meals is an important step toward gaining _____ in your daily life.
 7. Public speaking may be challenging, but with practice, you can increase your _____ and improve your communication skills.
 8. To earn your teacher's _____, it's essential to complete your assignments on time and follow classroom rules.

Task 3. Match the words on the left with their meanings on the right.

1. deal with	a. to think of or suggest an idea or plan
2. get around	b. to do or complete something
3. give up	c. to take action to solve a problem
4. carry out	d. to go to different places
5. come up with	e. to use something for a specific purpose or benefit

6. make use of	f. to stop doing something usually because of difficulty
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Task 4. Complete each sentence with a suitable phrase from Task 3.

1. When facing challenges, it is essential to stay calm and _____ solutions to the problems.
2. Students can _____ online resources and educational apps to improve their learning results.
3. To become independent of parents, teenagers can _____ by walking, biking and using public transport.
4. You must learn how to _____ unexpected challenges that may arise along the way to be more mature.
5. The key to success is to never _____ even when things get difficult.
6. Independence means being able to _____ tasks and responsibilities without guidance from others.

Task 5. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

1. Developing good time management skills can help you _____ your tasks effectively.
A. store B. sort C. combine D. manage
2. By _____ clear goals, you can work towards achieving your dreams and becoming more independent.
A. placing B. influencing C. setting D. putting
3. A strong sense of independence can enable you to make important decisions with less _____.
A. motivation B. pressure C. freedom D. confidence
4. Sarah _____ her parents that she was responsible enough to stay at home alone.
A. forced B. influenced C. convinced D. identified
5. Becoming more independent often involves identifying goals and staying _____ to achieve them.
A. motivated B. organised C. reliable D. curious
6. _____ allows individuals to gain knowledge independently, often outside of a traditional classroom.
A. Self-study B. Trust C. Money management D. Responsibility
7. Becoming financially independent means being _____ for your money and spending it wisely.
A. confident B. dependent C. organised D. responsible
8. When doing the laundry, it's essential to _____ your clothes by colour before loading the washing machine.
A. fold B. sort C. store D. measure

Task 6. Choose the correct word to complete each sentence.

1. My mother gets into the habit of **removing** / **ironing** her clothes before storing them in the wardrobe.
2. I save my **pocket money** / **food bank** to buy things I really want, which teaches me the value of money.
3. My current learning goal is to improve my **presentation** / **decision-marker** skills for university admission interviews.
4. When cooking rice, the first step you need to do is to **rinse** / **measure** the rice to make it clean.
5. I'll **pay** / **place** you for dog walking while I'm away on vacation.
6. My **schedule time** / **to-do list** for today includes cleaning the bathroom and doing the laundry.

Task 7. Complete each sentence using the correct form of the word in brackets.

1. He felt _____ in his ability to complete all the chores well. (CONFIDENCE)
2. She sorted her clothes by colour, then washed her whites and colours _____ to avoid colour bleeding. (SEPARATE)
3. One of the greatest joys of adulthood is the _____ to make your own choices. (FREELY)
4. _____ plays a crucial role in your life, as it encourages you to achieve your goals. (MOTIVATE)
5. Children are often _____ on their parents for basic needs like food and accommodation. (INDEPENDENCE)

III. GRAMMAR

Task 1. Choose the correct answer to complete each sentence.

1. **It wasn't my brother / My brother didn't** who helped me hang the wet clothes to dry yesterday.
2. **It is the dryer / The dryer** is very convenient for quickly drying clothes, especially during the rainy season.
3. **It was at local hospitals / At local hospitals** that teenagers can volunteer to improve social skills and contribute to the community.
4. **It was doing my chores / Doing the chores** on my own helps me earn my parents' trust.
5. **At the food bank / It was at the food bank** that he worked to develop a sense of responsibility and support the community.
6. **It was through self-study / Through self-study** that she gained the knowledge and skills needed for the exam.
7. **It was Trang who / Trang volunteered** to teach English to poor children in her town last summer.
8. **It was last month / Last month** that Phong signed up for a course in life skills.

Task 2. Rewrite the sentences using cleft sentences focusing on the underlined parts.

1. Mai does babysitting as a part-time job to earn some money.

2. My club did some volunteer work in an old people's home last week.

3. I installed the money-time management app on my phone to learn how to spend money wisely.

4. I usually take part in extracurricular activities after school to improve social skills.

5. My time management skills enabled me to balance between my studies and my part-time job.

6. My mother taught me about steps in cooking rice in a rice cooker.

7. She worked part-time as a shop assistant at a clothes store last summer.

8. Essential life skills prepare individuals for an independent life in adulthood.

Task 3. Mark the letter A, B, C or D to indicate the mistake in each of the following sentences and correct it.

1. It is doing babysitting as a part-time job where helps students earn some pocket money.
A. is B. as C. where D. earn
2. It is Tuan who got around by riding a bike with me yesterday.
A. is B. got C. riding D. with
3. It is at the sports club that we usually play judo as an extracurricular activity.
A. is B. that C. play D. extracurricular
4. It was yesterday when my teacher gave a presentation on how to develop decision-making skills.
A. was B. when C. gave D. how
5. It is working part-time that allows you gain some work experience and improve social skills.
A. is B. that C. gain D. experience

IV. READING

Task 1. 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.

Independence for pre-teens and teenagers is about trying new things, taking on more (1) _____, making decisions by themselves, and working out who they are and what they want to be. (2) _____ independence is an essential part of your child's journey towards adulthood.

As pre-teens and teenagers go through the physical, social and emotional changes of adolescence, they often experience intense and sometimes overwhelming emotions. (3) _____ you understand your child's emotions; you can help your child learn to (4) _____ these emotions by themselves. This is an

important part of becoming (5) _____. Exploring opinions and ideas is (6) _____ of the ways your child works out where they fit in the world. Your child's opinions might be different (7) _____ yours, but taking them seriously sends the message (8) _____ you value your child. And different opinions can be a good chance for you to talk about how it's OK for people to have different perspectives.

Clear family rules about behaviour and communication will help your child understand where the limits are and what you expect. Rules help to keep your child (9) _____ as they try new things. Likewise, rules can help you be consistent in the way you treat your child if they push the boundaries of their independence. It's a good idea to monitor (10) _____ well your child is going with independence and change the rules accordingly.

Adapted from <https://raisingchildren.net.au/pre-teens/development/social-emotional-development/independence-in-teens>

- | | | | |
|----------------------|----------------|---------------------|------------------|
| 1. A. responsibility | B. responsible | C. irresponsibility | D. responsibly |
| 2. A. Taking | B. Applying | C. Achieving | D. Placing |
| 3. A. Unless | B. If | C. Although | D. Due to |
| 4. A. remove | B. influence | C. solve | D. manage |
| 5. A. dependence | B. dependent | C. independent | D. independently |
| 6. A. a | B. each | C. any | D. one |
| 7. A. from | B. with | C. of | D. for |
| 8. A. where | B. that | C. what | D. which |
| 9. A. be safe | B. to be safe | C. being safe | D. safe |
| 10. A. how | B. why | C. what | D. when |

Task 2. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

Parents who restrict their children instead of guiding them, actually end up coming in their way of self-discovery.

According to Bhagat Rajput, consultant, Manipal Hospital in Delhi, independence is essential for children's growth, but mostly it's the generation gap between the children and the parents that acts as a barrier. "This gap is obvious because each of them grows up in two separate historical times and cultures, impacting the views, values and tastes. The barrier can be minimised with parents acting as guides to adolescents and increasing communication and understanding in the relationship," Rajput told IANS.

Struggling for personal independence, 23-year-old Delhi based Muskan, said: "Parents putting barriers at every step harms more than it helps. This is the time when we are trying to build our own identity and want to make our own mistakes. Parents think they're advising or helping US, but too much interference is not really good."

The researchers recommend parents support the teens if they can't solve the problems independently. Parents should also establish specific milestones and create opportunities to guide their teens in gaining experience and confidence while reaching those goals, they said. According to researchers, one quarter of the parents surveyed admit they are the main barrier to their teen's independence as they don't take the time or make effort to give them more responsibility.

"Parenting is about learning to care and control in the right way. Autonomy for young people is important for the development of their identity. But autonomy has to be within a safety framework," Achal Bhagat, senior consultant, psychiatry, Indraprastha Apollo Hospitals, told IANS.

Adapted from <https://www.hindustantimes.com/sex-and-relationships/most-parents-are-barriers-to-teens-independence/story-PIRLP4IXFkr00mo2RpWUhK.html>

- _____ 1. Parents who restrict their children actually prevent them from self-discovery.
- _____ 2. The generation gap between children and parents is an obstacle to children's independence.
- _____ 3. The generation gap can be expanded by increasing communication between children and parents.
- _____ 4. Muskan thinks that parents putting barriers has more advantages than drawbacks.
- _____ 5. The researchers suggest that parents should assist the teens unless they deal with their problems on their own.
- _____ 6. Parents should give children chances to gain work experience and selfmotivation.

- _____ 7. One-third of the parents surveyed admit being the main obstacle to their teen's independence.
- _____ 8. Achal Bhagat believes that autonomy is crucial for the development of a young person's relationship.

Task 3. Read the following passage and choose the correct answer to each of the following questions.

Watching your child grow up and become their own person is amazing! You may feel a little sad sometimes when they're spending less time with you and doing more on their own. These signs of independence are normal parts of becoming a teen. Remember that you are important to your teen's healthy development and can help them make good decisions.

Raising healthy and independent teens means encouraging them to explore interests and activities that may take them away from home. You can help them discover hobbies that will keep them active, teach them new skills, and let them have fun.

While your teen may be spending more time at school, at work, or hanging out with friends, let them know you are always there for them. You can plan get-togethers, meals, or other activities so that you and your teen can check in with each other. When you are together, make sure you are really listening and responding **empathetically** to your teen so that they feel heard. This time with each other can help you both feel connected when you're apart. Doing things together on a regular basis can also give you the time and space you need to provide guidance and set limits. It's helpful to talk to your teen about how you want them to behave, both when they're at home and away. You can explain that while all emotions are okay, not all behaviours are acceptable.

Teens like to know what is expected of them and what the limits are. It is necessary to talk to your teens about the different situations **they** end up in and ask them questions about their emotions, decisions they made, and their behaviour. Listening to your teen as they think through what happened can help them make better decisions and see the connection between what they decided to do and the consequences of their actions. As your teen grows and gains more experience, your expectations of them will likely **shift** overtime. It is important to communicate with your teen as this happens so they have a clear understanding of what you expect.

Adapt from <https://www.cdc.gov/parents/essentials/teens/encouraging-independence.html>

1. Which of the following can be the best title for the passage?
A. The Challenges of Parenting Teens B. Nurturing Independence in Teenagers
C. Maintaining Control Over Teenagers D. Understanding Teenage Emotions
2. The word '**empathetically**' in paragraph 1 is closest in meaning to _____.
A. sympathetically B. angrily C. energetically D. unemotionally
3. According to paragraph 3, how can parents connect with their teens as they become more independent?
A. by controlling their every activity
B. by setting strict limits on their activities
C. by planning get-togethers and actively listening to them
D. by avoiding any communication to give them freedom
4. According to paragraph 3, what is the purpose of parents setting limits for their teenagers?
A. to prevent teenagers from having fun
B. to control every aspect of their lives
C. to ensure that teenagers behave appropriately
D. to help teenagers make better decisions
5. The word '**shift**' in paragraph 4 is closest in meaning to _____.
A. change B. influence C. remain D. remove
6. The word '**they**' in paragraph 4 refers to _____.
A. limits B. emotions C. teens D. situations
7. What should parents do as their teens grow and gain more experience?
A. They should provide guidance without discussion.
B. They should expect less from their teens.
C. They should give their teens more freedom.
D. They should adjust their expectations.
8. According to paragraph 4, how can discussing different situations, decisions and emotions benefit teens?
A. by encouraging them to make more choices B. by showing the causes of their actions

C. by improving their decision-making skills D. by setting strict rules on their behaviour

9. Which of the following can be inferred from the passage?

A. Parents should limit their interactions with their teens as they grow older.

B. Teens always prefer spending time with their friends over their parents.

C. Parents should not spend too much time talking with their teenagers.

D. Parents play a crucial role in guiding their teens' independence.

10. Which of the following is NOT true according to the passage?

A. Parents should restrict their teens' activities to ensure they stay at home.

B. Spending time together helps maintain a connection between parents and teenagers.

C. It is necessary for parents to help teens explore hobbies that are fun and educational.

D. Parents should talk to teens about their expectations and acceptable behaviours.

V. WRITING

Task 1. Complete the following sentences using given words. Change the form of the verbs if necessary.

1. Help / parents / with / housework / allow / children / develop / sense / responsibility.

2. Learn / basic / life skills / be / essential / teenager's journey / towards / independence.

3. It / confidence / that / play / important / role / one's ability / make / good decisions.

4. It / through / choose / their / own / clothing styles / that / teens / can / express / their independence.

5. Poor / time management / skills / can / make / hard / students / balance / between / work / study.

Task 2. Rewrite each sentence using the given word in brackets as long as its meaning stays the same as the original one.

1. Working part-time may influence students' health and study negatively. (EFFECTS)

-> Working part time may have _____.

2. My mom taught me how to use the dishwasher properly. (WHO)

-> It was _____.

3. Teens are able to gain important life skills through sharing the chores with their parents. (THAT)

-> It is through _____.

4. Her strong motivation and self-study helped her become an independent learner. (THAT)

-> It was her strong motivation _____.

5. Teenagers can gain work experience and money management skills by doing a part-time job. (ALLOW)

-> Doing a part-time job _____.

UNIT 9. SOCIAL ISSUES

Vocabulary

WORD	PRONUNCIATION	MEANING
admit (v)	/əd'mɪt/	thú nhận
alcohol (n)	/'ælkəhɒl/	đồ uống có cồn (rượu, bia ...)
anxiety (n)	/æŋ'zaɪəti/	sự lo lắng
ashamed (adj)	/ə'ʃeɪmd/	xấu hổ
awareness (n)	/ə'weənəs/	nhận thức

body shaming (n)	/'bɒdi ˌʃeɪmɪŋ/	sự chế nhạo ngoại hình của người khác
bully (v)	/'bɒli/	bắt nạt
campaign (n)	/kæm'peɪn/	chiến dịch
crime (n)	/kraɪm/	tội phạm
depression (n)	/dɪ'preʃn/	sự trầm cảm
drug (n)	/drʌg/	ma túy
hang out	/ˌhæŋ 'aʊt/	đi chơi
lie (n)	/laɪ/	lời nói dối
make fun of	/meɪk fʌn əv/	trêu chọc, chế giễu
obey (v)	/ə'beɪ/	tuân thủ
offensive (adj)	/ə'fensɪv/	gây xúc phạm
overpopulation (n)	/ˌəʊvəˌpɒpjʊ'leɪʃn/	sự quá tải dân số
peer pressure (n)	/'piə preʃə/	áp lực từ bạn bè
physical (adj)	/'fɪzɪkl/	về mặt thể chất
poverty (n)	/'pɒvəti/	sự nghèo đói
proposal (n)	/prə'pəʊzl/	lời / bản đề xuất
propose (v)	/prə'pəʊz/	đề xuất
self-confidence (n)	/ˌself 'kɒnfɪdəns/	sự tự tin vào bản thân
skip (v)	/skɪp/	trốn, bỏ
stand up to	/ˌstænd 'ʌp tuː/	đứng lên chống lại
struggle (v)	/'strʌgl/	đấu tranh
the odd one out	/ði ɒd wʌn aʊt/	kẻ / người khác biệt
the poverty line (n)	/ðiə 'pɒvəti laɪn/	mức nghèo đói
verbal (adj)	/'vɜːbəl/	bằng lời
victim (n)	/'vɪktɪm/	nạn nhân
violent (adj)	/'vaɪələnt/	sử dụng vũ lực, bạo lực

Grammar

Loại từ nối	Cấu trúc	Ví dụ	Dịch nghĩa
Liên từ chỉ nguyên nhân – kết quả	Because/ Since/ As/ Now that + S+ V Because of Due to/ owing to/ in view of/ on account of/ by dint of/ by virtue of/ in the light of/	<i>She stayed home because she was sick.</i>	Cô ấy ở nhà bởi vì cô ấy bị ốm.

Loại từ nối	Cấu trúc	Ví dụ	Dịch nghĩa
Liên từ chỉ mục đích	To + V In order (for sb) (not) to + V So as (not) to V In order that / so that+ S + V	<i>He studies hard in order to pass the exam.</i>	Anh ấy học chăm chỉ để vượt qua kỳ thi.
Liên từ chỉ sự đối lập, nhượng bộ	But/ yet + mệnh đề Although/Though + mệnh đề In spite of + N/V-ing Despite + N/V-ing However, While Nevertheless/ Nonetheless Whereas	<i>Although it was raining, they went for a walk.</i>	Mặc dù trời mưa, họ vẫn đi dạo.
Từ nối cung cấp thêm thông tin	Furthermore Moreover Besides Additionally In addition (to...) Not only ... but also Also Moreover And What's more	<i>She is talented; moreover, she is very kind.</i>	Cô ấy tài năng; hơn thế nữa, cô ấy rất tốt bụng.
Từ nối chỉ hậu quả	As a result (of sth) As a consequence (of...) Therefore Hence/ Thus/ Consequently So	<i>He was late; therefore, he missed the bus.</i>	Anh ấy đến muộn; vì thế, anh ấy lỡ chuyến xe buýt.

Exercises

• Words and phrases related to social issues

I. Complete the sentences with the words given.

<i>campaign</i>	<i>body shaming</i>	<i>awareness</i>	<i>social issue</i>	<i>poverty</i>
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bullying	cyberbullying	alcohol	peer pressure	violence
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- The closure of the factory brought _____ to the town.
- Children of different ages see _____ or teasing differently.
- There are many risks attached to social media sites, and _____ is one of the largest risks.
- Youth in the behavioural risk group were more likely to report negative _____ than were youth in the optimal group.
- This is the latest act of terrorism in a long-standing and bloody _____ of violence.
- Ageing is simultaneously an academic problem, a pressing _____ and an urgent personal concern.
- _____ is criticizing yourself or others because of some aspect of physical appearance.
- The programme makers reject the notion that seeing _____ on television has a harmful effect on children.
- He is under doctor's orders to cut down on fatty food and to drink no _____ for at least six months.
- The campaign has certainly succeeded in raising public _____ of the issue.

II. Complete the sentences with the correct form of the verbs given.

<i>accept</i>	<i>influence</i>	<i>report</i>	<i>value</i>	<i>hang out</i>
<i>lead</i>	<i>hesitate</i>	<i>colour</i>	<i>bully</i>	<i>stand up</i>

- Do you think he _____ his hair?
- She was _____ as a full member of the society.
- I don't know why he _____ with Phong because they've got nothing in common.
- Our survey indicates that one in four children is _____ at school.
- Some people believe your biorhythms can _____ your moods and behaviour.
- I _____ his friendship more than I can ever say.
- It was brave of her to _____ to those bullies.
- Should you ever need anything, please don't _____ to contact me.
- Reducing speed limits has _____ to fewer deaths on the motorways.
- Doctors have _____ a 13% increase in the number of people with heart disease.

III. Fill in each blank in the following sentences with the correct word / phrase from the box.

<i>met face to face</i>	<i>broken up</i>	<i>closeness</i>	<i>date</i>	<i>relationship</i>
<i>romantic relationships</i>	<i>sympathetic</i>	<i>argument</i>	<i>reconciled</i>	<i>dating</i>

- _____ without attraction is the kind of love we feel for best friends.
- Have your brother and Mary in a(n) _____?
- She met her husband through a(n) _____ agency.
- My youngest uncle and I have never _____ before.
- Ann is always the person to lend a(n) _____ ear if you have problems.
- She has just _____ with her boyfriend.
- When two people are _____, they become friendly again after they have argued.
- He has asked her out on a(n) _____.
- The counsellor gave us some helpful tips on ways we could talk to Nick without starting a big _____.
- It is advisable for parents to start talking with their children as early as late teens regarding future _____.

• Prepositions

IV. Complete each sentence with the correct preposition.

- We need to focus public attention _____ this social issue.
- As the daughter of the president, she enjoys high status _____ her peers.
- The main problem _____ the climbers was lack of sleep.
- My grandfather had a strong influence _____ my early childhood.
- You have to have such a lot of patience when you are dealing _____ kids.
- For years she struggled _____ the establishment to get her theories accepted.
- He challenged her right as director to decide _____ the matter.
- You should keep a safe distance _____ the car in front.
- The information led the police _____ a house near the harbour.

10. The purpose of the article was to draw attention _____ the problems faced by single parents.

C. Grammar

• Linking words and phrases

I. Complete the sentences with *because*, *because of*, or *therefore*.

- _____ it rained, we stayed home.
- It rained. _____, we stayed home.
- We stayed home the rain _____.
- The hurricane was moving directly toward a small coastal town. _____, all residents were advised to move inland until it passed.
- The residents moved inland _____ the hurricane.
- _____ the hurricane was moving directly toward a small coastal town, all residents were advised to move inland.
- Lan is afraid of heights. _____, she will not walk across the glass-bottomed bridge.
- Diamond can be used to cut grass _____ it is extremely hard.
- A camel is an ideal animal for desert areas _____ it can go completely without water for eight to ten days.
- Phong has poor eyesight. _____, he has to sit in the front row.

II. Complete the sentences with *although* or *because*.

- I put on my sunglasses _____ it was a dark, cloudy day.
- I put on my sunglasses _____ the sun was bright.
- _____ she has a job, she doesn't make enough money to support her four children.
- _____ she has a job, she is able to pay her rent and provide food for her family.
- Jack is going horseback riding with his friends this afternoon _____ he's afraid of horses.
- Jack is going horseback riding with his friends this afternoon _____ he enjoys it.
- I knew that I should get some sleep, but I just couldn't put my book down _____ I was really enjoying it.
- I'm glad that my mother made me take piano lessons when I was a child _____ I hated it at the time. Now, I play the piano every day.
- Nam jumped into the river to rescue the little girl who was drowning _____ he wasn't a good swimmer.
- _____ the flood damaged the bridge across the river, his family were able to cross the river _____ they had a boat.

III. Complete the sentences with *although* or *however*.

- Jack ate a large dinner. _____, he is still hungry.
- Jack is still hungry _____ he ate a large dinner.
- I had a lot of studying to do. _____, I went to the cinema.
- I finished all of my work _____ I was very sleepy.
- I had washed my hands. _____, they still looked dirty.
- _____ I had washed my hands, they still looked dirty.
- Diana didn't know how to swim; _____, she jumped into the swimming pool.
- _____ Diana didn't know how to swim, she jumped into the swimming pool.
- Ann's father gave her some good advice. _____, she didn't follow it.
- _____ Ann's father gave her some good advice, she didn't follow it.

IV. Complete the sentences. Use *although* and a sentence given below.

- A. I didn't speak the language
- B. I had never seen her before
- C. it was quite cold
- D. I had met her twice before
- E. he has a very important job
- F. we don't like them very much
- G. the heating was on
- H. we have known each other for a long time

- _____, he isn't particularly well-paid.
- _____, I recognised her from a photo.

3. She wasn't wearing a coat _____.
4. We thought we'd better invite them to the party _____.
5. _____, I managed to make myself understood.
6. _____, the room wasn't warm.
7. I didn't recognise her _____.
8. We're not very good friends _____.

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

1. _____ we got lost driving into the city, we were late for the meeting.
A. Since B. Because of C. However D. For
2. Two of the factories in our small town have closed. _____, unemployment is high.
A. However B. Because C. So that D. Furthermore
3. John's favourite show was on. He reached to turn on the TV _____ he could watch it.
A. because of B. therefore C. so that D. for
4. She bought the book _____ she had heard it was good.
A. due to B. because C. because of D. so
5. _____ I heard the telephone ring, I didn't answer it.
A. Because B. Only if C. Even though D. If
6. _____ the post office was closed, I couldn't mail my package.
A. Therefore B. Because of C. However D. Since
7. _____ I was dead tired, I walked all the way home.
A. Despite B. Although C. In spite of D. Because
8. Some English words have the same pronunciation _____ they are spelled differently, for example, *dear* and *deer*.
A. unless B. even though C. since D. only if
9. Ms. Moore, the school counselor, had years of experience dealing with student problems. _____, she is sometimes confronted by a problem that she cannot handle by herself.
A. Therefore B. However C. Otherwise D. On the other hand
10. _____ excellent art museums, Moscow has a world-famous ballet company.
A. Because of B. In spite of C. Moreover D. In addition to

D. Reading

I. Read the magazine article and choose the correct words to complete the sentences.

School Hacker Faces Prison!

One morning, Kevin Lehman, a teacher at Greenwood High School in Texas, was grading his students' math homework. He had started to enter the grades on the school database when he noticed something mysterious. He was by nature a careful person, so he checked all the grades again. According to the computer, one of his students, 18-year-old Dan Sinclair, had got the top grade in the last six maths tests. The problem was Lehman knew that he hadn't. The boy's grades had always been dreadful. So, who had changed the scores on the computer?

Lehman went to see Principal Sarah Lowe and explained the situation. Miss Lowe immediately called Dan to her office. Dan was unhelpful and said that he hadn't done anything to the database. So, the Principal called the police. The police found copies of some final exams with all the answers in Dan's desk. When they questioned Dan, he realised he was in a dangerous position and it was better to be truthful. He admitted that he had hacked into the school computer because he wanted to study law and he needed good maths grades. The police charged Dan with hacking and theft. If they find him guilty, Dan could go to prison for 40 years.

1. Kevin Lehman **teaches** / **studies** maths at Greenwood High School.
2. Lehman noticed that Dan had **good** / **bad** grades, according to the computer.
3. The Principal called the police **before** / **after** she had spoken to Dan.
4. Dan told the police he **had** / **hadn't** changed the grades.
5. Dan wants to study **maths** / **law** in college.

II. Read the text, and mark the sentences true (T) or false (F).

A Good Job

In the past when married couples had problems they usually split up or continued to live together in an unhappy relationship. These days couples, married or not, can get advice on their problems from many sources. A lot of them come to me.

I'm a counsellor and I'm trained to listen to couples with problems. Then I try to advise them on the best way forward. One of my main tasks is to get people to talk - to each other and to me. Often a relationship has problems because people keep all their feelings inside. If we talk about things, we can often find an answer. It's also important to realise that we're not all perfect. We all make mistakes. But we need to say sorry and talk about how we can prevent these mistakes from happening again. This can make a relationship stronger. I don't always succeed in helping people to stay together. Sometimes it's better for the couple to split up and start new lives apart. But it helps everyone if the break-up can be friendly, especially for any children involved.

I love my job. I meet all sorts of people and it's generally very rewarding.

1. In the old times, couples chose to live together in an unhappy relationship instead of divorce.

2. Only married couples come to a counsellor.

3. One important thing in a good relationship is sharing our feelings.

4. Couples break up because they are not perfect.

5. Sometimes the break-up can help couples lead a better life.

III. Read the text, and mark the sentences true (T) or false (F). Correct the false sentences.

Learning to Love

How would you feel if your parents chose your partner?

In some cultures, parents choose a future husband or wife for their children and then organize a wedding. The reasons for these arranged marriages are complicated, but they're usually connected with status, traditions and money. This affects some young people in Britain, but they don't all agree with the practice.

'I want to wait until the time is right.'

'There's a girl I like. I've known her since August, when we met on holiday. I'm not thinking of telling my parents yet because it's nothing serious, but I'm not sure that they will understand if I bring a girlfriend home. I think that there may be a problem in the future. My parents come from a country where families choose a partner for their sons and daughters. They introduced me a girl "from a good family" recently. I hadn't met her before, so she came to our house with her mother and father. It was a very formal occasion because they all think that this girl will be my future wife, but we didn't have anything in common. I'm sixteen and I don't want to get married to anyone at the moment. I want to wait until the time is right and choose my future partner myself. It's difficult because I respect my parents and I don't want to upset them.'

Harry, aged 16

'All relationships require commitment.'

I used to think that "love" marriages were better than arranged marriages, but I've changed my mind recently. I've met people who are happy in arranged marriages. Maybe they weren't in love when they got married, but with time they've learned to love and respect their partners. On the other hand, some people who are in "love" marriages split up. They've been with their partners for years, but they fall out and their marriages end in failure. I think a relationship needs commitment. Love isn't enough on its own. The couple must be understanding and patient and build up their relationship over time. People can't just fall in love, get married and hope that everything will perfect forever. That only happens in films.'

Samina, aged 17

1. In an arranged marriage, the parents of the future couple organize the wedding.

2. Harry hasn't told his parents about the girl he met on holiday.

3. Harry got on well with the girl his parents introduced him to.

4. Harry wants to get married when the time is right.

5. Samina thinks that arranged marriages don't work as well as love marriages.

6. Samina thinks that a relationship needs more than love for it to last.

7. Samina says that perfect relationships only exist in films.

IV. Read the web page and do the tasks that follow.

Any Answers?

Popular Topics

A. SCHOOL	B. HEALTH	C. FAMILY and HOME	D. MONEY
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Reese341

'My little brother is a pain! He's 8 years old, and he copies everything I do. When I watch TV, he watches it. When I listen to music, so does he. I think that if I spend a whole day cleaning, he's probably join in. The worst part is when my friends come over. He won't leave US alone for a minute. My friends say they won't mind, but I don't believe them. What should I do? I really need my space.'

Favourite Answer

WiseOwl

'Hi, Reese. You shouldn't be angry with your brother. It's cool that he admires you so much! You should tell him that you need your own space, but promise to spend some time with him. Why don't you ask him what he'd like to do? I bet he'd be delighted. If you did a few things together sometimes, he'd probably leave you alone at other times. You should talk with your parents about the problem, too. I'm sure they can help.'

HollyG

'My mum got a great job in a different town, so I'm starting a new school next week. If it was the start of the school year, it wouldn't be so bad, but I'm changing school halfway through a term! I'm going to be 'the new girl', and I'm scared. How can I make new friends? Please tell me what I should do. I'm so worried that no one will like me. Every time I think about it, I get a headache.'

Favourite Answer

BlueRose

'I understand how you feel. When I started college, I was so nervous that I had a stomachache. But I'm sure you'll be fine. On your first day, you shouldn't try too hard to impress people. Just relax, and be yourself. Smile and ask a lot of questions (everyone loves talking about themselves!). You should also join some after-school clubs that interest you. They're a great way to make friends because you already like similar things.'

Task 1. Choose the correct answer.

What kind of website is it?

- a. an online newsletter b. an official medical website c. an advice site

Task 2. Match the new words 1-5 from the webpage with their definitions a-e.

- | | | |
|------------------|-------|--|
| 1. copy (v) | _____ | a. to like somebody very much |
| 2. admire (v) | _____ | b. a period of time of a school year |
| 3. halfway (adv) | _____ | c. to do the same as somebody else |
| 4. term (n) | _____ | d. to make someone have good opinion about you |
| 5. impress (v) | _____ | e. in the middle of something |

Task 3. Answer the questions.

1. What is Reese's problem?

2. What is the worst part of Reese's problem?

3. According to WiseOwl, what should Reese promise to do?

4. Who else can help Reese?

5. Why is HollyG starting a new school?

6. Why is HollyG worried?

7. According to BlueRose, why should HollyG ask questions?

8. Why is it a good idea to join an after-school club?

TEST OF UNIT 9

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

1. A. alcohol B. awareness C. anxiety D. ancampaign

2. A. body B. poverty C. confident D. violent
 3. A. offensive B. depression C. pressure D. expression

II. Choose the word which has a different stress pattern from the others.

4. A. influence B. dangerous C. remember D. hesitate
 5. A. sensitivity B. cyberbullying C. representative D. anti-bullying

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

6. Examples of _____ can range from insults on instant messages to photos shared without consent.
 A. hurting B. frightening C. cyberbullying D. cyberterrorism
 7. There is tremendous peer _____ among teenagers to dress a certain way.
 A. stress B. tension C. pressure D. reaction
 8. She wrote a great piece about the relationship between weight loss contests and the detrimental effects of body _____.
 A. shape B. shaming C. size D. weight
 9. The problems of _____, homelessness and unemployment are all interconnected.
 A. happiness B. hopelessness C. honesty D. poverty
 10. This week's broadcast features a report on victims of domestic _____.
 A. violence B. war C. argument D. debate
 11. Carol showed up for the meeting _____ I asked her not to be there.
 A. even though B. despite C. provided that D. because
 12. I turned on the fan _____ the room was hot.
 A. due to B. despite C. even though D. because
 13. The sky was grey and cloudy. _____, we went to the beach.
 A. Therefore B. However C. Even though D. In spite of
 14. I ask Mary to run the office while I'm away _____ I know I can depend on her.
 A. unless B. since C. although D. therefore
 15. _____ Nancy is an honest person, I still wonder whether she's telling the truth about the incident.
 A. In spite of B. Since C. Though D. In the event that

IV. Fill in each blank in the passage with the correct word below. There are three extra words.

<i>influence</i>	<i>values</i>	<i>example</i>	<i>confidence</i>
<i>pressure</i>	<i>experience</i>	<i>result</i>	<i>task</i>

Pros of Peer Pressure

Peers help us to gain new experiences and information. We can learn many things from the
 16 _____ of people around us to make ourselves better. It can be copying someone's
 17 _____, dressing style, or fitness. According to psychology, people perform better when they
 have someone to support them. Sometimes members of a group motivate us to perform a(n)
 18 _____ that we think we are not able to do.
 All decisions we make have some direct or indirect 19 _____ on people. So, when we are in a
 group of productive people, they will always give us advice that is useful to us. Friends also create a good
 20 _____ when they frown upon bad behaviours and habits, and share their positive values.

V. Combine each pair of sentences, using the linking word given in brackets.

21. I went to bed. I was very tired. (because)

 22. Many people avoid using a microwave oven for fear of its rays. It has been shown to be safe. (although)

 23. Because of his age, Mr. Jones was not hired. He had the necessary qualifications. (even though)

 24. It is warm and sunny today. We go to the park. (because)

 25. Nick seems to be a trustworthy person. I don't ask him for any advice before making important decisions. (however)

VI. Choose the word among A, B, C or D that best fits the blank space in the following passage.

Online Dating

Dating people online has become an extremely popular custom that has developed as more and more people have figured out the ²⁶ _____ of using the Internet as a way of finding love. People of all ages submit to dating online, teens and adults ²⁷ _____ searching for that special person by setting up ²⁸ _____ on online dating sites and browsing through other people's profiles. On dating websites, singles are provided the ²⁹ _____ of learning a few things about various potential partners, making their decision of contacting them based ³⁰ _____ dating profile descriptions and photos.

Out of the many countries where people practise online dating, the United Kingdom is perhaps the keenest on online dating ³¹ _____ most English people prefer to browse on the Internet in order to find ³² _____ instead of trying to meet other persons in bars, clubs, parks or at parties.

Dating may vary across the globe, yet as time passes, people develop ³³ _____ dating customs, such as dating with the help of the Internet. Although this ³⁴ _____ of dating is mostly practised in the Western civilization, no one can tell for sure what other customs will emerge as the world changes, and whether strict dating will come against some people's right of choosing whatever partner they see ³⁵ _____ for themselves.

- | | | | |
|---------------------|---------------|----------------|----------------|
| 26. A. success | B. qualities | C. advantages | D. drawbacks |
| 27. A. alike | B. like | C. unlike | D. likely |
| 28. A. arrangements | B. accounts | C. records | D. details |
| 29. A. situation | B. time | C. development | D. opportunity |
| 30. A. in | B. on | C. at | D. from |
| 31. A. although | B. so | C. since | D. but |
| 32. A. girlfriends | B. days | C. marriage | D. dates |
| 33. A. new | B. interested | C. shocking | D. available |
| 34. A. document | B. chance | C. form | D. arrangement |
| 35. A. fit | B. ready | C. excited | D. interesting |

VII. Read the passage, and choose the correct answer A, B, C or D for each question.

Mr. and Mrs. Nelson have two children, Lara 10 and Peter is 16. Mrs. Nelson first discovered that Peter was getting into trouble when school rang her to say that he hadn't turned up that day, or the day before. She realized right away that he had been truanting.

Peter's behaviour was causing conflict in the house and Mr. and Mrs. Nelson were both concerned. They had different views of how they should deal with Peter's behaviour and this led to rows that upset the whole family. They decided to prevent Peter from going out with his friends, but this just made him more stubborn, and he would continue to miss school and stay outside his curfew.

Over the coming weeks, family life became more and more difficult. Mr. and Mrs. Nelson felt that they could no longer do this on their own and asked the school to help. The school arranged for Peter to talk to someone he trusted, and they made an agreement for him to start gradually attending school again. He was also given some time to catch up with the work he had missed.

As he started to talk it through, Peter realized that he had been unhappy at school for a while. He admitted that he had felt lonely since his best friend moved away and another group of friends had persuaded him to skip school. As he missed more and more school, it became harder to go back.

Peter was encouraged to tell his parents how much he missed his friend and that he wanted to spend time with his dad playing football or fishing. Mr. Nelson thought he had grown out of that a long time ago but was pleased to spend time with Peter again.

Mr. and Mrs. Nelson tried to notice every day when Peter achieved his goal of attending school, being on time and remembering to do his homework. It took a little longer for Peter's friendships to return to normal and Peter has had to learn to prove himself trustworthy to his parents, but gradually Mr. and Mrs. Nelson are learning to trust Peter again.

36. The conflict in the Nelsons was due to the fact that _____.

- A. Peter had been truanting at school
- B. Peter was getting into trouble at school
- C. they paid too much attention to Lara
- D. they didn't agree on the solution to Peter's problem

37. When Mr. and Mrs. Nelson applied severe punishment to Peter, _____.

- A. Peter stopped going out with his friends

- B. it had no effect and made the situation worse
- C. he missed his friends and stayed outside his curfew
- D. the family didn't know how to deal with his behaviour

38. The school applied all the following things to help Peter EXCEPT that _____.

- A. they helped the Nelsons solve the problem on their own
- B. they agreed to allow him to come back to school
- C. they helped him to catch up with his study
- D. they tried to make his communication with his friends better

39. The reason why Peter got into trouble was that _____.

- A. it became harder for him to miss school
- B. he couldn't talk about his problem at home and at school
- C. some of his friends had negative impact on him
- D. he wanted to move away with his best friend

40. The best solution to Peter's problem was that _____.

- A. he went fishing with his dad again
- B. the school and family have helped and trusted him
- C. he could do his homework and go to school on time
- D. it took him a long time to have normal friendship again

IX. Write sentences about the problem of bullying, using the words given.

41. teachers / parents / understand / various forms / bullying / especially cyberbullying

42. first step / fighting / this social problem / to understand / both / its causes / effect / but / solutions / not simple

43. bullying prevention / involve / entire school community / creating / a culture / respect

44. adults / including parents / help / prevent bullying / by / keep / lines / communication / open

45. adults / also talk / their children / bullying / and / encourage / get help / when / they / in trouble

ĐÁP ÁN ĐỀ CƯƠNG ÔN TẬP CUỐI HỌC KỲ 2- ANH 11

UNIT 5. GLOBAL WARMING - KEY

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|-----------------------------|----------------------------|---------------------------|---------------------------|
| 1. A. glob <u>a</u> l | B. pol <u>a</u> r | C. im <u>a</u> ct | D. hum <u>a</u> n |
| 2. A. leaf <u>l</u> et | B. rele <u>a</u> se | C. pro <u>g</u> ress | D. <u>e</u> mission |
| 3. A. bal <u>a</u> nce | B. far <u>m</u> ing | C. lan <u>d</u> fill | D. nat <u>a</u> ral |
| 4. A. <u>i</u> ncrease | B. env <u>i</u> ronment | C. clim <u>a</u> te | D. ris <u>i</u> ng |
| 5. A. ann <u>u</u> al | B. fu <u>e</u> l | C. h <u>u</u> man | D. <u>c</u> ut |
| 6. A. effect <u>s</u> | B. nat <u>i</u> ons | C. pollut <u>a</u> nts | D. cap <u>s</u> |
| 7. A. con <u>s</u> equence | B. con <u>f</u> erence | C. carb <u>o</u> n | D. def <u>o</u> restation |
| 8. A. rele <u>a</u> se | B. incre <u>a</u> se | C. greenhou <u>s</u> e | D. caus <u>e</u> |
| 9. A. <u>g</u> reenhouse | B. en <u>e</u> rg <u>y</u> | C. <u>g</u> as | D. pro <u>g</u> ress |
| 10. A. temp <u>e</u> rature | B. pollut <u>a</u> nt | C. deforest <u>a</u> tion | D. atm <u>o</u> sphere |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|--------------------|------------------|----------------|----------------|
| 1. A. balance | B. carbon | C. effect | D. increase |
| 2. A. release | B. emission | C. united | D. leaflet |
| 3. A. annual | B. methane | C. dioxide | D. progress |
| 4. A. activity | B. polar | C. fossil | D. global |
| 5. A. environment | B. natural | C. consequence | D. temperature |
| 6. A. impact | B. release | C. climate | D. landfill |
| 7. A. energy | B. pollutant | C. greenhouse | D. farmland |
| 8. A. natural | B. renewable | C. responsible | D. emission |
| 9. A. environment | B. activity | C. pollutant | D. atmosphere |
| 10. A. consequence | B. deforestation | C. temperature | D. conference |

II. VOCABULARY

Task 2. Complete the following sentences with suitable words or phrases from Task 1. Make any changes if necessary.

- The excess amount of waste in landfills can release **methane**, a greenhouse gas.
- Burning **fossil fuels** like oil, coal, and natural gas releases carbon dioxide into the atmosphere, contributing to global warming.
- The emission of **black carbon** from vehicles and industries has negative effects on air quality and our health.
- Coal plants** release smoke and harmful gases, so many countries are trying to replace them with cleaner energy sources.
- People in some parts of the world still cook their food over a (an) **open fire**, which can produce smoke and pollution.
- The amount of **landfill waste** can be reduced by recycling, reusing, and composting our everyday items.
- The melting of the **polar ice caps** is one of the causes of rising sea levels, which can be linked to global warming.
- The **deforestation** of the Amazon rainforest contributes to the loss of animal homes and valuable farmland.

Task 3. Match the words or phrases on the left with their meanings on the right.

1. carbon dioxide - c	a. refers to significant and long-term changes in the Earth's weather patterns, including temperature, wind and so on.
2. natural gas - d	b. a state where things are equal.
3. balance - b	c. the gas formed when carbon is burned, or when people or animals breathe out.
4. soot - g	d. a substance in a form like air that found underground and is used as a fuel
5. climate change - a	e. an increase in the amount of carbon dioxide and other gases in the atmosphere.
6. emission - h	f. a gradual increase in the world temperatures caused by gases such as carbon dioxide.
7. global warming - f	g. a black powder composed mainly of carbon, produced when coal, wood, etc. is burned.
8. greenhouse effect - e	h. the act of sending out gas, heat, light, etc. into the air.

Task 4. Complete the following sentences with suitable words or phrases from Task 3. Make any changes if necessary.

- Climate change** can cause more frequent and severe storms, leading to flooding and other types of damage in many parts of the world.
- Natural gas** is a cleaner energy source than coal, but it still contributes to climate change.

11. Reducing the emission of methane is a key aspect of addressing climate change, as it can have a significant short-term impact on global temperatures.
12. Deforestation, or cutting down trees, can impact the balance of carbon in the atmosphere.
13. Global warming is primarily caused by the increase in greenhouse gases in the Earth's atmosphere.
14. Soot, also known as black carbon, is a fine particulate substance released from burning fossil fuels and biomass.
15. Carbon dioxide, a greenhouse gas released through activities such as burning fossil fuels and deforestation.
16. The greenhouse effect, caused by certain gases like carbon dioxide trapping heat in the atmosphere, contributes to global warming.

Task 5. Complete the sentences using the correct form of the word in brackets.

9. The increase in global temperature can be linked to human activities, such as burning fossil fuels and deforestation. (LINK)
10. The melting of polar ice caps can cause a (n) rise in sea levels, which can have negative consequences on coastal areas. (RISING)
11. Carbon dioxide is considered a(n) pollutant as it contributes to the warming of the Earth's atmosphere. (POLLUTE)
12. An increase in global temperatures can have a negative consequence on various ecosystems. (CONSEQUENT)
13. The release of methane from landfills and farming activities also contributes to global warming. (RELEASING)
14. An increase in greenhouse gases is a significant factor leading to the environmental changes associated with global warming. (ENVIRONMENT)
15. The emission of pollutants has a significant impact on climate change. (EMIT)
16. One solution to reduce landfill waste is to improve our recycling efforts. (RECYCLE)

Task 6. Fill in the blanks with suitable words or phrases.

heat-trapping

atmosphere

heat stress

renewable energy

human activities

6. The use of renewable energy sources, such as wind, solar and hydroelectric power is beneficial to tackle global warming.
7. Human activities like deforestation and burning fossil fuels raise global temperatures.
8. The increasing amount of carbon dioxide in the atmosphere is a major contributor to global warming.
9. Global warming is the long-term increase in the Earth's average temperature due to human activities and the release of heat-trapping pollutants.
10. Heat stress, resulting from higher temperatures, can negatively impact human health, agriculture, and wildlife.

Task 7. Choose the correct answers to complete the sentences.

9. Burning fossil fuels like coal and natural gas can release / melt heat-trapping pollutants into the atmosphere.
10. Using renewable energy sources, such as solar and wind power, can help escape / decrease greenhouse gas emissions.
11. Healthy soot / soil is essential for promoting sustainable agriculture and maintaining a balanced ecosystem.
12. Soil degradation and waste of farmland are some of the causes / consequences of unsustainable farming practices.
13. Human activities, such as burning fossil fuel and deforestation, are largely responsible / available for the greenhouse effect and climate change.
14. Reducing carbon dioxide emissions is a challenge / waste in tackling global warming and preventing further environmental damage.

15. Renewable energy is considered a reliable / negative and environmentally friendly alternative to fossil fuels.
16. Many regions around the world run out / suffer from the consequences of global warming, such as rising temperatures and extreme weather events.

III. GRAMMAR

Task 1. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

1. _____ by human activities, global warming has become a major concern for scientists and policymakers.
A. Causing B. Caused C. Cause D. Causes
2. The melting ice caps, _____ to rising sea levels, present a threat to coastal communities.
A. link B. linking C. links D. linked
3. _____ crops in the changing climate conditions, farmers are often faced with many challenges.
A. Growing B. Growth C. Grown D. Grow
4. Landfill waste, _____ overtime, can have a negative impact on the environment.
A. is gathered B. gathering C. gathered D. gather
5. The leaflets _____ by environmental organisations aim to raise awareness of the dangers of deforestation.
A. distribute B. distributed C. distributing D. are distributed

Task 2. Choose the correct answers to complete the sentences.

6. Using / Used renewable energy sources, we can reduce our dependence on fossil fuels and decrease greenhouse gas emissions.
7. Melted / Melting at an alarming rate due to an increase in temperatures, polar ice caps are causing sea levels to rise.
8. Released / Releasing large amounts of carbon dioxide, coal plants contribute significantly to greenhouse gas emissions.
9. Carbon dioxide emitting / emitted from burning fossil fuels leads to global warming.
10. Concerned / Concerning about the release of methane from agriculture and landfills, the government encourage people to use renewable energy.

Task 3. Complete the sentences with the correct form of the verbs in brackets (present participle or past participle).

6. _____ Investing _____ in renewable energy, we can create a sustainable future by using less fossil fuel. (invest)
7. _____ Emitted _____ from coal plants, the pollutants have a negative impact on the environment. (emit)
8. _____ Reducing _____ our reliance on fossil fuels, we can decrease the effects of global warming. (reduce)
9. The greenhouse effect, _____ caused _____ by heat-trapping pollutants, is a main contributor to global warming. (cause)
10. Carbon dioxide, _____ released _____ when burning fossil fuels, is a significant greenhouse gas. (release)

IV. READING

Task 1. Read the following passage and mark the letter A, B, C or D to indicate the correct word that best fits each of the numbered blanks.

Climate change, a (1) _____ of global warming, has been largely attributed (2) _____ human activities, particularly the burning of fossil fuels such as coal, oil, and natural gas. These actions release carbon dioxide, a greenhouse gas, (3) _____ traps heat in the Earth's atmosphere and leads to an increase in global temperatures. The rise in temperature disrupts the delicate balance of ecosystems and has a range of significant consequences on the planet.

One of the most obvious consequences of climate change is the rising sea level. This phenomenon is linked to the melting of polar ice caps and the expansion of seawater (4) _____ it warms. As a result, coastal regions are increasingly (5) _____ risk of flooding, erosion, and the loss of natural habitats. Another impact of climate change is the increasing frequency and intensity of (6) _____ weather events,

such as hurricanes, heatwaves, and droughts. These events can lead to (7) _____ agricultural productivity, food and water shortages, and the displacement of people and wildlife.

In response to the growing concern surrounding climate change, there has been a shift towards the use of renewable energy sources, which produce (8) _____ greenhouse gas emissions (9) _____ to traditional fossil fuels. By using renewable energy, we can help reduce the impacts of climate change and work towards (10) _____ the Earth's natural balance.

- | | | | |
|------------------|----------------|----------------|--------------|
| 1. A. cause | B. consequence | C. contributor | D. measure |
| 2. A. to | B. for | C. with | D. of |
| 3. A. that | B. then | C. which | D. where |
| 4. A. therefore | B. as | C. but | D. and |
| 5. A. under | B. for | C. at | D. in |
| 6. A. favourable | B. pleasant | C. decent | D. extreme |
| 7. A. reduced | B. reduction | C. reducing | D. reduce |
| 8. A. less | B. more | C. much | D. fewer |
| 9. A. related | B. compared | C. connected | D. regarded |
| 10. A. restored | B. restore | C. restoration | D. restoring |

Task 2. Read the following passage and choose the correct answer to each of the following questions.

Global warming is the long-term warming of the planet's overall temperature. Though this warming trend has been going on for a long time, its pace has significantly increased in the last hundred years due to the burning of fossil fuels. As the human population has increased, so has the volume of fossil fuels burned. Fossil fuels include coal, oil, and natural gas, and burning them causes what is known as the "greenhouse effect" in Earth's atmosphere.

The greenhouse effect is when the sun's rays **penetrate** the atmosphere, but when that heat is reflected off the surface cannot escape back into space. Gases produced by the burning of fossil fuels prevent the heat from leaving the atmosphere. These greenhouse gases are carbon dioxide, chlorofluorocarbons, water vapour, methane, and nitrous oxide. The excess heat in the atmosphere has caused the average global temperature to rise overtime, otherwise known as global warming.

Global warming has presented another issue called climate change. Sometimes these phrases are used **interchangeably**, however, they are different. Climate change refers to changes in weather patterns and growing seasons around the world. **It** also refers to sea level rise caused by the expansion of warmer seas and melting ice sheets and glaciers. Global warming causes climate change, which poses a serious threat to life on Earth in the forms of widespread flooding and extreme weather. Scientists continue to study global warming and its impact on Earth.

Source: <https://education.nationalgeographic.org/resource/global-warming/>

- Which of the following can be the best title for the passage?
A. A Brief Introduction to Global Warming
B. The Effects of Global Warming on Earth's Climate
C. The Greenhouse Effect and Global Warming
D. The Link between Fossil Fuels and Global Warming
- According to paragraph 1, what has significantly led to the rising pace of global warming in the last hundred years?
A. Increased population
B. Burning of fossil fuels
C. Natural disasters
D. Solar activity
- The word "**penetrate**" in paragraph 2 is closest in meaning to _____.
A. break in
B. move through
C. come across
D. go into
- According to paragraph 2, how does the greenhouse effect work?
A. It reflects the sun's rays off the Earth's surface.
B. It causes the burning of fossil fuels.
C. It prevents the heat from escaping the atmosphere.
D. It increases the average global temperature.
- According to paragraph 2, which gases are contributors to the greenhouse effect?
A. oxygen and nitrous oxide
B. carbon dioxide and methane
C. hydrogen and water vapour
D. nitrogen and chlorofluorocarbons

6. The word “**interchangeably**” in paragraph 3 is closest in meaning to _____.
 A. exclusively B. collectively C. replaceably D. irreplaceably
7. The word “**It**” in paragraph 3 refers to _____.
 A. global warming B. greenhouse effect C. weather pattern D. climate change
8. What is the main difference between global warming and climate change?
 A. Global warming refers to changes in weather patterns, while climate change refers to the rise in global temperature.
 B. Global warming and climate change are two different terms used to describe the same phenomenon.
 C. Global warming is a natural process, while climate change is human-induced.
 D. Global warming refers to the greenhouse effect, while climate change refers to sea level rise and extreme weather.
9. Which of the following is NOT TRUE according to the passage?
 A. Global warming and climate change are two interchangeable terms with different meanings.
 B. Carbon dioxide is one of the greenhouse gases that are responsible for trapping heat in the atmosphere.
 C. Flooding and extreme weather are potential consequences of climate change.
 D. Global warming is the reflection of heat off the Earth’s surface.
10. Which of the following can be inferred from the passage?
 A. The greenhouse effect is a natural process that has been amplified by human activities.
 B. Absorption of the sun’s rays by the Earth’s surface leads to the greenhouse effect.
 C. Global warming is a recent phenomenon that has only been happening for the last hundred years.
 D. The impact of global warming on Earth is not yet fully understood.

V. WRITING

Task 2. Rewrite the following sentences using present or past participle clauses based on the given words.

1. Many companies raise awareness of impacts of carbon emissions, so they promote the use of renewable energy resources.

-> Raising _____ awareness of impacts of carbon emissions, many companies promote the use of renewable energy resources _____

2. Open fires and burning fossil fuels release soot and black carbon, which have negative effects on air quality.

-> Released _____ from open fires and burning fossil fuels, soot and black carbon have negative effects on air quality _____

3. Deforestation reduces carbon absorption by trees so it affects the balance of the ecosystem badly.

-> Reducing _____ carbon absorption by trees, deforestation impacts the balance of the ecosystem badly _____

4. The destruction of coral reefs results from rising ocean temperatures, so it threatens ocean biodiversity.

-> Resulting _____ from rising ocean temperature, the destruction of coral reefs threatens ocean biodiversity _____

5. If the ozone layer is damaged badly, it will affect human health and ecosystems.

-> Damaged _____ badly, the ozone layer will affect human health and ecosystems _____

C. BÀI KIỂM TRA

Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

Question 1: A. wasted

B. linked

C. increased

D. released

Question 2: A. balance

B. change

C. natural

D. farmland

Mark the letter A, B, C, or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions.

Question 3: A. natural

B. climate

C. impact

D. release

Question 4: A. consequence

B. atmosphere

C. pollutant

D. temperature

Mark the letter A, B, C or D to indicate the sentence that best completes each of the following exchanges.

Question 5: The excessive heat in the atmosphere leads to an increase in the average global temperature, also _____ as global warming.

- A. knowing B. known C. knows D. know

Question 6: Greenhouse gases like carbon dioxide, methane, and nitrous oxide _____ heat from leaving the atmosphere.

- A. prevent B. take C. hinder D. block

Question 7: We are responsible _____ reducing the amount of waste and carbon dioxide released into the environment.

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

Question 8: Poor waste management has a negative _____ on the environment.

- A. impact B. cause C. reason D. balance

Question 9: Renewable energy sources offer a _____ alternative to fossil fuels.

- A. sustainedly B. sustainability C. sustainable D. sustain

Question 10: Methane, _____ is a greenhouse gas, is released during the breaking down of landfill waste.

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

Question 11: A large number of trees are being _____, reducing the planet's ability to absorb carbon dioxide.

- A. fallen off B. gone up C. take over D. cut down

Question 12: If we don't take immediate action to deal with global warming, it _____ serious consequences for our planet.

- A. will cause B. causes C. would cause D. caused

Question 13: The overuse of pesticides is harming the ecosystem; _____, alternative farming practices should be encouraged.

- A. however B. therefore C. moreover D. since

Question 14: Many climate change conferences focus on the importance of _____ renewable energy sources.

- A. develop B. developed C. developing D. development

Question 15: The leaflet provides information on _____ to reduce your carbon footprint and contribute to a cleaner planet.

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

Question 16: Burning fossil fuels is considered as one of _____ most obvious causes of global warming.

- A. another B. a C. X D. the

Question 17: Open fires produce soot and black carbon, contributing _____ the air.

- A. pollute B. to pollute C. to polluting D. polluting

Question 18: Soil erosion _____ by unsustainable farming methods is harming agricultural land.

- A. causing B. are causing C. are caused D. caused

Question 19: _____ environmental impacts, sustainable farming practices help to preserve the ecosystem.

- A. Decline B. To decline C. Declining D. Declined

Mark the letter A, B, C, or D to indicate the option that best completes the following exchanges.

Question 20: John and Peter are talking about the danger of burning waste.

John: "I must warn you that burning waste can release harmful pollutants into the air, contributing to air pollution and negatively affecting our health."

Peter: "_____."

- A. Oh really? I didn't know that. Thanks. B. That's a good idea.
C. That's all right. D. Don't mention it.

Question 21: Lucy and Kate are building a campfire.

Lucy: "Be careful! It is very dangerous to start a fire in a dry and forested area like this."

Kathy: "_____."

- A. You're welcome. B. Thanks for the warning.
C. I'd love that. D. Yes, that's fine.

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.

Practitioners of sustainable agriculture seek to integrate three main objectives into their work: a healthy environment, economic profitability, and social and economic equity. Every person involved in the food system - growers, food processors, distributors, retailers, consumers, and waste managers - can (29) _____ a role in ensuring a sustainable agricultural system.

There are many practices commonly used by people working in sustainable agriculture and sustainable food systems. Growers may use methods to promote soil health, minimise water use, and lower (30) _____ levels on the farm. Consumers and retailers concerned with sustainability can look for “values-based” foods (31) _____ are grown using methods promoting farm worker wellbeing, are environmentally friendly, or strengthen the local economy. And researchers in sustainable agriculture often cross disciplinary lines with their work: combining biology, economics, engineering, chemistry, community development, and (32) _____ others. (33) _____, sustainable agriculture is more than a collection of practices. It is also a process of negotiation: a push and pull between the sometimes competing interests of an individual farmer or of people in a community as they work to solve complex problems about how we grow our food and fibre.

Source: <https://sarep.ucdavis.edu/sustainable-ag>

- Question 29:** A. have B. take C. play D. make
Question 30: A. pollution B. polluted C. polluting D. pollute
Question 31: A. when B. that C. whose D. where
Question 32: A. lot of B. much C. many D. number
Question 33: A. Therefore B. Moreover C. Furthermore D. However

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

Solar power is energy from the sun that is converted into thermal or electrical energy. Solar energy is the cleanest and most **abundant** renewable energy source available, and the U.S. has some of the richest solar resources in the world. Solar technologies can capture this energy for a variety of uses, including generating electricity, providing light or a comfortable interior environment, and heating water for domestic, commercial, or industrial use.

There are three main ways to capture solar energy: photovoltaics, solar heating & cooling, and concentrating solar power. Photovoltaics generate electricity directly from sunlight via an electronic process and can be used to power anything from small electronics such as calculators and road signs up to homes and large commercial businesses. Solar heating & cooling (SHC) and concentrating solar power (CSP) applications both use the heat generated by the sun to provide space or water heating in the case of SHC systems, or to run traditional electricity-generating turbines in the case of CSP power plants.

Solar energy is a very flexible energy technology: it can be built as distributed generation (located at or near the point of use) or as a central-station, utility-scale solar power plant (similar to traditional power plants). Both of these methods can also store the energy they produce for distribution after the sun sets, using cutting edge solar storage technologies. Solar exists within a complex and interrelated electricity system in the U.S, working alongside other technologies like wind power to transition the U.S. to a clean energy economy. All of these applications depend on supportive policy frameworks at the local, state and federal level to ensure consumers and businesses have fair access to clean energy technologies like solar.

Adapted from <https://www.seia.org/initiatives/about-solar-energy>

Question 34: Which best serves as the title for the passage?

- A. The Benefits of Solar Energy B. Solar Power in the United States
C. Capturing the Sun's Energy D. Solar Technologies and Their Uses

Question 35: The word “**abundant**” in paragraph 1 is closest in meaning to _____.

- A. scarce B. limited C. plentiful D. insufficient

Question 36: According to paragraph 2, what is the main purpose of SHC systems?

- A. Generating electricity B. Running turbines
C. Providing water heating D. Cooling large commercial businesses

Question 37: Which of the following is NOT a way to capture solar energy?

- A. Photovoltaics B. Solar heating & cooling
C. Concentrating solar power D. wind turbines

Question 38: According to paragraph 3, what is the relationship between solar energy and wind power?

- A. They are incompatible and cannot work together.
- B. Solar energy is more efficient than wind power.
- C. Solar energy and wind power work together in the U.S. electricity system.
- D. Solar energy is dependent on wind power for its functioning.

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions.

Reforestation, whether by planning for natural regeneration or tree planting, allows for the accelerated development of forested ecosystems following natural disturbance events such as wildfire, wind events, and insect and disease infestations, or planned timber harvest. This forest management practice helps to develop forest structure and species composition to provide for wildlife habitat, clean and abundant water, forest wood products, recreation opportunities, soil stabilisation, and so much more. Reforestation presents unique opportunities to address emerging issues associated with climate change by **conserving** and managing tree genetic diversity and capturing carbon to counter greenhouse gas emissions.

In some situations, relying on natural **regeneration** from existing tree seed and genetic sources may best meet management objectives. While on other sites where the seed source has been lost due to a natural disturbance, such as a stand-replacing wildfire or insects or diseases, tree planting may be needed to restore trees to the site. Forest Service nurseries and seed extractories are a critical component of the reforestation program, collecting seed ahead of reforestation needs, and assuring that healthy seedlings are available for restoring native ecosystems.

“Growing and Nurturing Resilient Forests: A Reforestation strategy for the National Forest System” is a focused effort to address current and future forest needs. Reforesting in the right place, at the right time, with the right species, and at appropriate scales can change the current direction of ecosystem development. To be successful, the agency must make complex land management decisions **that** include the best available science and collaborations with a wide variety of partners, including nongovernmental organisations and other government agencies. The Reforestation strategy provides the framework for fully addressing current and future reforestation needs. The Forest Service will develop national and regional 10-year implementation plans that will include the finer scale steps the agency will take to successfully increase the pace and scale of reforestation, address existing needs, and anticipate future events.

The work also will help the agency meet provisions of the Repairing Existing Public Land by Adding Necessary Trees Act, also called the REPLANT Act, which provided the agency with additional funding to address the backlog of needed reforestation and a mandate to address post-disturbance needs.

Adapted from <https://www.fs.usda.gov/managing-land/forest-management/vegetation-management/reforestation>

Question 39: Which of the following can be the best title for the passage?

- A. Challenges and Limitations of Forest Management Practices
- B. Strategies for Effective Reforestation Programs
- C. The Impact of Natural Disturbances on Forest Regeneration
- D. The Role of Collaboration in Reforestation Efforts

Question 40: According to paragraph 1, which of the following is NOT mentioned as a benefit of reforestation?

- A. Recreation opportunities
- B. Soil stabilisation
- C. Reduction of timber harvest
- D. Development of forest structure and species

Question 41: The word **“conserving”** in paragraph 1 mostly means _____.

- A. preserving
- B. reducing
- C. eliminating
- D. exploiting

Question 42: The word **“regeneration”** in paragraph 2 is closest in meaning to _____.

- A. destruction
- B. rebuilding
- C. deterioration
- D. extraction

Question 43: What does the phrase **“that”** in paragraph 3 refer to?

- A. forest needs
- B. land management decisions
- C. species
- D. scales

Question 44: According to paragraph 3, which of the following best describes the approach advocated for reforestation?

- A. Random selection of species and locations for reforestation.
- B. Ignoring the current trajectory of forest management.
- C. Collaborative decision-making based on scientific evidence.
- D. Reforestation efforts restricted to government agencies only.

Question 45: Which of the following can be inferred from the passage?

- A. Reforestation efforts are mainly focused on timber harvest and wood product development.
- B. Reforestation programs primarily rely on natural regeneration rather than tree planting.
- C. The Forest Service lacks the necessary resources to implement the reforestation strategy effectively.
- D. Reforestation helps in mitigating climate change by sequestering carbon and conserving tree genetic diversity.

UNIT 6

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|---------------------------|-----------------------|-----------------------|-------------------------|
| 1. A. <u>h</u> eritage | B. <u>s</u> cenic | C. <u>r</u> estore | D. <u>p</u> reserve |
| 2. A. <u>f</u> olk | B. <u>p</u> ropose | C. <u>p</u> romote | D. <u>r</u> ecognise |
| 3. A. <u>f</u> estive | B. <u>w</u> ildlife | C. <u>c</u> ontribute | D. <u>o</u> riginal |
| 4. A. <u>t</u> ourism | B. <u>m</u> ausoleum | C. <u>e</u> cosystem | D. <u>u</u> nusual |
| 5. A. <u>t</u> raditional | B. <u>d</u> amage | C. <u>n</u> atural | D. <u>v</u> alue |
| 6. A. <u>f</u> loating | B. <u>p</u> osition | C. <u>t</u> emple | D. <u>h</u> istoric |
| 7. A. <u>s</u> tate | B. <u>a</u> ncient | C. <u>l</u> andscape | D. <u>s</u> ustainable |
| 8. A. <u>t</u> rending | B. <u>r</u> ecognize | C. <u>i</u> mperial | D. <u>d</u> elta |
| 9. A. <u>l</u> imestone | B. <u>c</u> itadel | C. <u>i</u> ssue | D. <u>t</u> ourist |
| 10. A. <u>c</u> ulture | B. <u>p</u> unishment | C. <u>m</u> onument | D. <u>c</u> rowdfunding |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|--------------------|----------------|-----------------|-----------------|
| 1. A. damage | B. wildlife | C. promote | D. value |
| 2. A. landscape | B. restore | C. festive | D. mountain |
| 3. A. cultural | B. heritage | C. recommend | D. monument |
| 4. A. historic | B. punishment | C. contribute | D. awareness |
| 5. A. effort | B. preserve | C. propose | D. complex |
| 6. A. original | B. position | C. sustainable | D. recognise |
| 7. A. unusual | B. importance | C. crowdfunding | D. performing |
| 8. A. architecture | B. traditional | C. suggestion | D. appreciate |
| 9. A. imperial | B. ecosystem | C. activity | D. condition |
| 10. A. mausoleum | B. generation | C. destination | D. organisation |

II. VOCABULARY

Task 2. Match the words/ phrases on the left with their meanings on the right.

1. heritage site c	a. the condition in which something was first made or created, without changes.
2. field trip h	b. the old building designs and structures from the past, often have important historical or cultural value.
3. monument f	c. a location that has cultural, historical, or natural importance and is recognized by organisations like UNESCO.
4. original state a	d. a feature that has important historical or social value.
5. natural importance j	e. forms of entertainment such as acting, dancing, and playing music
6. ancient architecture b	f. a building that is built to honour a special person or event
7. cultural importance d	g. a street for people to walk on, not for vehicles like cars or motorbikes.
8. folk singing i	h. a visit, usually organised by schools, to explore and learn new things

9. pedestrian street g	i. a traditional form of singing that expresses the stories, values, and culture of a specific community or region.
10. performing arts e	j. a feature that has important geological, or environmental value.

Task 3. Fill in each blank with a suitable phrase from Task 2.

1. At the night market, you can enjoy delicious street food and local crafts on the pedestrian street.
2. Ho Chi Minh Mausoleum in Ha Noi is a famous monument, which was built to honour the Vietnam's beloved leader.
3. Phong Nha-Ke Bang National Park is of great natural importance, known for its beautiful caves and rivers.
4. Exploring the ancient architecture of Hue Imperial citadel was an exciting experience.
5. Hoi An Ancient Town is a UNESCO heritage site in Viet Nam, attracting visitors from all over the world.
6. The traditional Lunar New Year celebration holds great cultural importance in Viet Nam.
7. Last month, our school organised a field trip to visit the Imperial city of Hue.
8. Folk singing is a crucial part of Vietnamese culture, telling stories through beautiful melodies.
9. The Water Puppet Theatre showcases one of Vietnam's unique traditional performing arts.
10. They try to keep the ancient temple to its original state to preserve its historical value.

Task 4. Match the words on the left with their meanings on the right.

1. promote f	a. to bring something back to its original state
2. restore a	b. to recognize how good someone or something is
3. preserve e	c. to stop something from happening or someone from doing something
4. appreciate b	d. to suggest a plan or an idea
5. fine h	e. to protect and keep something safe
6. propose d	f. to encourage or support something
7. prevent c	g. to harm or destroy something
8. damage g	h. to charge someone an amount of money for breaking a rule or law

Task 5. Complete each sentence below with a suitable phrase from Task 4.

1. Irresponsible behaviours can **damage** the structures and artefacts at heritage sites.
2. The government will **restore** the ancient pagoda to its original state after years of neglect.
3. Local communities are working together to **preserve** their cultural heritage for future generations.
4. The city council will **propose** new guidelines for the conservation and management of heritage sites.
5. The government is trying to **promote** the traditional performing arts and attract more tourists.
6. Fences around the heritage site help to **prevent** people from entering restricted areas.
7. The local council will **fine** tourists who drop litter or damage monuments.
8. Visitors from all over the world **appreciate** the unique architecture of this historic building.

Task 6. Complete each sentence with one suitable phrase (form of the verb can be changed if necessary).

pass down lead to set up go on die out

1. The local community decided to **set up** a volunteer group to protect the heritage site from damage.
2. The knowledge of traditional crafts has been **passed down** through generations in this region.
3. Unfortunately, if we don't take action, some of our cultural traditions might **die out** overtime.
4. Increased tourism may **lead to** negative effects on the environment surrounding heritage sites.
5. Let's **go on** a tour to learn more about the historical value of this site.

Task 7. Choose the correct word to complete each sentence.

1. The ancient town is **home to** / **contribute to** some of the best-preserved traditional architecture in the country.
2. The **ecosystem** / **eco-tour** in the area must be protected from the negative effects of mass tourism.
3. The artist uses her work to **bring** / **give** voice to environmental issues.
4. The village is well-known for its **folk dancing** / **complex**, which is performed during local festivals.
5. The non-profit organisation has started a **wildlife** / **crowdfunding** campaign to raise money for restoring the damaged heritage site.

Task 8. Complete each sentence using the correct form of the word in brackets.

1. The growth of **tourism** in the area has promoted the local economy. (TOURIST)
2. Local communities need to be **aware** of the importance of preserving their cultural heritage for future generations. (AWARENESS)
3. Visitors are eager to enjoy **cultural** performances that showcase the area's traditional music and dance. (CULTURE)
4. Efforts to **preserve** the ancient structures in this city have been made for years. (PRESERVATION)
5. It is crucial to restore **historic** buildings in the town because they have significant cultural values. (HISTORY)

III. GRAMMAR

Task 1. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

1. The local community decided _____ the ancient pagoda to its original state.
A. restore B. to restore C. restoring D. restored
2. In her opinion, the best way _____ about the culture of a country is to enjoy its traditional performing arts.
A. to learn B. learnt C. learn D. learning
3. This cultural programme aims _____ a deeper understanding of our cultural heritage.
A. promote B. promoting C. to promote D. promoted
4. The government plans _____ some new pedestrian streets in the city centre.
A. to build B. building C. build D. to be built
5. We felt very excited _____ on a tour to Hoi An Ancient Town last week.
A. go B. going C. to going D. to go
6. During our trip to Trang An, the first thing _____ was to explore the beauty of the caves there.
A. to do B. doing C. to doing D. do
7. People should _____ involved in these activities _____ awareness of heritage preservation.
A. get/ raise B. to get/ to raise C. to get/ raising D. get/ to raise
8. We need _____ action _____ further damage to these historical sites.
A. to take/ preventing B. to take/ to prevent
C. take/ preventing D. take/ prevent

Task 2. Complete each sentence using the correct form of the verb in brackets.

1. One of the most famous destinations (visit) to visit in Ha Noi is the Imperial Citadel of Thang Long.
2. Let's (promote) promote responsible tourism to protect our heritage sites.
3. The most exciting activity (do) to do during our trip is to take a boat ride along the river.
4. Can you recommend the most exciting destinations for tourists (explore) to explore in Ha Noi?
5. The best way (preserve) to preserve heritage sites is to educate the public about their importance.
6. I have a keen interest in (learn) learning about natural heritage sites in our country.
7. Trang An Scenic Landscape Complex deserves (recognise) to be recognised as a world-class heritage site.
8. Minh was the last person (join) to join our field trip to Phong Nha-Ke Bang National Park last summer.

Task 3. Mark the letter A, B, C or D to indicate the mistake in each of the following sentences and correct it.

1. Our school organised a field trip for visit the Trang An Scenic Landscape Complex last summer.
A. organised B. field C. for visit D. Complex => **to visit**
2. Visitors don't need to pay any fee before enter Hoi An Ancient Town in Da Nang.
A. to pay B. before C. enter D. Ancient => **entering**
3. The local community has made efforts to preservation their traditional folk singing and folk dancing.
A. made B. preservation C. their D. dancing => **preserve**
4. The floating market boats are an interesting way to explore the local culture and buying fresh products.
A. are B. to explore C. culture D. buying => **buy**
5. The non-profit organisation focuses on to protect the wildlife and ecosystems in this area.
A. non-profit B. focuses C. to protect D. ecosystems => **protecting**

IV. READING

Task 1. 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.

Over 250,000 protected areas (1) _____ up around 15% of the globe's surface area. They include World Heritage Sites, national parks, nature reserves and many other sites on land or water. These protected areas are (2) _____ for preserving the world's biodiversity and ecosystem functions. They also support the well-being of millions of people.

Protected areas are increasingly under threat because of global change. These include (3) _____, climate change and biological invasions caused by invasive alien species. Invasive alien species are organisms that are moved by humans to new regions (4) _____ they traditionally don't occur. For various reasons, these species spread uncontrollably and can negatively (5) _____ their new environments.

Invasive alien species are (6) _____ of the leading threats to biodiversity in protected areas globally. For example, in South Africa, invasive tree species on Table Mountain National Park are changing naturally occurring fire and water systems. Managing invasive alien species is also a huge financial burden (7) _____ many protected areas.

A team of researchers and managers (8) _____ in invasion science have been monitoring invasive alien species in World Heritage Sites across the world. When reviewing documents about invasions in these sites, we found reports were hard (9) _____ because no systematic method of reporting was followed. (10) _____, we developed a new framework to guide monitoring and reporting of invasive alien species in natural World Heritage Sites globally.

Adapted from <https://theconversation.com/weve-developed-a-framework-to-help-world-heritage-sites-manage-invasive-species-147804>

- | | | | |
|-----------------|-----------------|-------------------|----------------|
| 1. A. make | B. get | C. set | D. turn |
| 2. A. trending | B. crucial | C. harsh | D. inessential |
| 3. A. pollutant | B. polluted | C. pollute | D. pollution |
| 4. A. when | B. where | C. which | D. why |
| 5. A. effective | B. effect | C. affect | D. effectively |
| 6. A. one | B. each | C. any | D. every |
| 7. A. at | B. with | C. from | D. for |
| 8. A. worked | B. to work | C. working | D. work |
| 9. A. comparing | B. to comparing | C. to be compared | D. to compare |
| 10. A. Moreover | B. Therefore | C. However | D. Otherwise |

Task 2. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

Our present is connected with our past, our sense of identity shaped by the cultural legacies of our ancestors. That's why organisations such as UNESCO exist to protect the cultural heritage of the world for current and future generations.

Recent years have all too clearly shown the need for that protection, with wars leading to the destruction of many ancient monuments, while others are lost to natural disasters, cultural crime and neglect. What can we do to prevent the loss of precious cultural heritage in the future?

One way to preserve ancient monuments at least in a sense is to protect heritage using digital means such as laser scanning to create 3D models. While this approach often requires specialist imaging equipment, another approach is to use something that we already have a lot: the effort, curiosity and holiday photographs of millions of travellers worldwide. *Curious Travellers* is a project launched by researchers from the universities of Bradford, St Andrews, Nottingham Ningbo China and Birmingham, alongside international heritage consultancy MOSPA, that aims to preserve a record of sites and monuments in 3D digital form, built not from specialist scans but from tourist snaps.

Have you visited ancient sites and monuments? Do you have photographs of sites that are now at risk - or even those that have since been damaged or destroyed? The crowdsourcing project takes tourist photos and videos and combines them with other freely available resources from websites such as travel blogs and social media sources in order to create 3D models of ancient monuments and sites.

Adapted from <https://theconversation.com/your-tourist-snaps-can-help-preserve-threatened-heritage-sites-for-the-future-65610>

- _____ **T** _____ 1. UNESCO is responsible for preserving the cultural heritage of the world.
- _____ **F** _____ 2. Recent wars have led to the preservation of many ancient monuments.
- _____ **NG** _____ 3. Laser scanning is the most effective method used to preserve ancient monuments.
- _____ **NG** _____ 4. *Curious Travellers* is a successful project of the University of Bradford and MOSPA.
- _____ **T** _____ 5. Natural disasters are one of the reasons for the loss of cultural heritage.
- _____ **F** _____ 6. The purpose of "*Curious Travellers*" is to preserve sites and monuments using specialist scans.
- _____ **F** _____ 7. The project combines tourist photos and videos with scanning technology to create 3D models.
- _____ **T** _____ 8. Travel blogs and social media sources are used to create ancient monuments and sites in 3D digital form.

Task 3. Read the following passage and choose the correct answer to each of the following questions.

Over the past decade many **priceless** heritage sites and monuments have been damaged in countries across the world. In Africa, sites in Libya, Algeria, Egypt and Mali, among others, have been damaged during internal and cross-border conflicts. The three main threats to heritage sites are development projects,

armed conflicts and natural disasters. International agencies like UNESCO have called for the protection of heritage resources in the event of conflict. But this has not happened.

Destroying monuments is a violent act. Those responsible are trying to erase - by force - an aspect of history. One example was the Nazis who, during World War II, tried to destroy Jewish people's art and personal property. The attacks on monuments and calls for **their** destruction reflect the systemic and complex violence in many African states, although it's important to note that the problem is not only an African one. ISIS is the latest group destroying history and heritage. This is popular in Iraq. Syria is another country witnessing its heritage being **wiped out**. When examining the ongoing conflict in the north of Mali, it is clear that heritage sites are just part of the damage of human lives and cultural property in the ongoing conflict.

It is worth considering national and world heritage conservation policies and guidelines. All heritage is valuable and should be protected. Destroying heritage is not in the interest of humanity. The African continent has to address the question of how we collectively deal with difficult and damaged heritages. A reflection on the UNESCO Conventions between 1954 and 1972 should also provide guidance on future actions on heritage management at local and national levels. The 1954 Convention which calls for the protection of cultural heritage during conflict and war was regularly mentioned during the Iraq conflict and recent conflict in Mali. The 1970 and 1972 Conventions draw attention to protecting world heritage by state parties, with these tools, countries should have enough guidance to individually and collectively protect heritage resources.

Adapted from <https://theconversation.com/africas-rich-heritage-is-under-threat-42335>

1. Which of the following can be the best title for the passage?

- A. The Importance of Heritage Sites
- B. The Destruction of Heritage Monuments
- C. The Role of UNESCO in Heritage Preservation
- D. Heritage Conservation Policies and Regulations

2. The word '**priceless**' in paragraph 1 is closest in meaning to _____.

- A. valuable
- B. worthless
- C. useless
- D. affordable

3. According to paragraph 1, what are the three main threats to heritage sites?

- A. Tourism, development projects, and wars
- B. Wars, natural disasters, and development projects
- C. Natural disasters, tourism, and armed conflicts
- D. Armed conflicts, climate changes, and natural disasters

4. The word '**wiped out**' in paragraph 2 is closest in meaning to _____.

- A. preserved
- B. prevented
- C. damaged
- D. protected

5. The word '**their**' in paragraph 2 refers to _____.

- A. the Nazis'
- B. monuments'
- C. the Jewish's
- D. attacks'

6. Which region or country is NOT mentioned as a location where heritage destruction has occurred?

- A. Iraq
- B. Libya
- C. Syria
- D. Kenya

7. According to paragraph 2, what is TRUE about the destruction of monuments in Mali?

- A. It is the primary focus of the conflict.
- B. It is the result of violence against human lives.
- C. It is limited to heritage sites and doesn't affect human lives.
- D. It is not as serious as the destruction in Syria.

8. According to paragraph 3, why should countries consider the UNESCO Conventions from 1954 and 1972?

- A. to update and revise their own heritage policies
- B. to reflect on the history of heritage conservation
- C. to offer guidance on the preservation of heritage resources
- D. to address issues related to damaged heritages

9. Which of the following can be inferred from the passage about the destruction of heritage sites?

- A. It is primarily limited to African countries.

B. It is a reflection of systemic violence in Africa.

C. It is not a serious concern for international agencies.

D. It is mainly caused by natural disasters.

10. Which of the following is NOT true according to the passage?

A. UNESCO has been successful in protecting heritage resources during conflicts.

B. The destruction of heritage is not only a problem within African states.

C. ISIS is responsible for the destruction of heritage and history in Iraq.

D. The 1954 Convention focuses on the protection of cultural heritage during conflict and war.

V. WRITING

Task 1. Complete each sentence using the given words/phrases. Change the form of the verb if necessary.

1. Promote / eco-tourism / great / way / preserve / local wildlife.

1. Promoting eco-tourism is a great way to preserve local wildlife.

2. best / thing / do / Hoi An / is / to take / boat trip / Thu Bon River.

2. The best thing to do in Hoi An is to take a boat trip on Thu Bon River.

3. One / most / well-known / heritage sites / visit / Viet Nam / My Son Sanctuary.

3. One of the most well-known heritage sites to visit in Viet Nam is My Son Sanctuary.

4. Tourists / enjoy / go on / eco-tour / explore / beautiful landscape / of / region.

4. Tourists enjoy going on an eco-tour to explore the beautiful landscape of the region.

5. They / organise / ideas competitions / encourage / young people / appreciate / their / cultural heritage.

5. They organise ideas competitions to encourage young people to appreciate their cultural heritage.

Task 2. Combine these sentences using to-infinitive clauses.

1. My brother joined our family trip to Hue. He was the youngest person who did so.

-> My brother **was the youngest person to join our family trip to Hue**

2. My family went on a trip to Ha Long Bay two weeks ago. We wanted to enjoy the stunning limestone caves there.

-> My family **went on a trip to Ha Long Bay two weeks ago to enjoy the stunning limestone caves there**

3. She went to Hoi An Night Market during her trip. She wanted to buy some souvenirs for her friends there.

-> She **went to Hoi An Night Market during her trip to buy some souvenirs for her friends**

4. Phong went to the cultural festival very late. He was the last person in my class who did so.

-> Phong **was the last person in my class to go to the cultural festival**

5. Trang visited Phu Tho Province last month. She wanted to listen to Xoan singing, a valuable cultural heritage of Viet Nam there.

-> Trang **visited Phu Tho Province last month to listen to Xoan singing, a valuable cultural heritage of Viet Nam**

UNIT 7. EDUCATION OPTIONS FOR SCHOOL-LEAVERS - KEY

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|-----------------------|---------------------|----------------------|------------------------|
| 1. A. college | B. wage | C. <u>graduation</u> | D. manage |
| 2. A. <u>trade</u> | B. <u>accepted</u> | C. <u>salary</u> | D. <u>career</u> |
| 3. A. <u>sensible</u> | B. <u>degree</u> | C. <u>apprentice</u> | D. <u>professional</u> |
| 4. A. <u>advice</u> | B. <u>qualify</u> | C. <u>living</u> | D. <u>opinion</u> |
| 5. A. <u>business</u> | B. <u>advisor</u> | C. <u>sense</u> | D. <u>hands-on</u> |
| 6. A. <u>cost</u> | B. <u>doctorate</u> | C. <u>job</u> | D. <u>convince</u> |
| 7. A. <u>academic</u> | B. <u>dream</u> | C. <u>study</u> | D. <u>educational</u> |
| 8. A. <u>bachelor</u> | B. <u>technical</u> | C. <u>school</u> | D. <u>mechanic</u> |
| 9. A. <u>cover</u> | B. <u>specific</u> | C. <u>critical</u> | D. <u>particular</u> |
| 10. A. <u>master</u> | B. <u>market</u> | C. <u>apprentice</u> | D. <u>option</u> |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|-----------------------|-----------------------|-------------------|----------------------|
| 1. A. <u>vocation</u> | B. sensible | C. salary | D. qualify |
| 2. A. critical | B. doctorate | C. business | D. <u>apprentice</u> |
| 3. A. leaver | B. college | C. <u>degree</u> | D. brochure |
| 4. A. manage | B. formal | C. <u>exam</u> | D. entrance |
| 5. A. bachelor | B. <u>mechanic</u> | C. critic | D. technical |
| 6. A. knowledge | B. master | C. option | D. <u>convince</u> |
| 7. A. <u>academic</u> | B. professional | C. appropriate | D. particular |
| 8. A. experience | B. <u>institution</u> | C. apprenticeship | D. vocational |
| 9. A. specific | B. <u>practical</u> | C. duration | D. advisor |
| 10. A. follow | B. further | C. <u>advice</u> | D. doctor |

II. VOCABULARY

Task 1. Match the words on the left with their meanings on the right.

1. qualification d	a. someone who has just finished school
2. degree f	b. the process of finishing school
3. graduation b	c. a period of time working for a skilled person to learn from his/ her skills
4. institution h	d. a record showing that a person has finished a training course or has the necessary skills
5. doctorate g	e. a job that needs special skills
6. school-leaver a	f. a record given to a student after completing studies at a college or university
7. apprenticeship c	g. the highest certificate from a university
8. trade e	h. a large and important organisation that has a particular purpose

Task 2. Complete each sentence with a suitable word from Task 1.

1. He earned a bachelor's _____ **degree** _____ in computer science from a well-known university.
2. She spent years researching to earn her _____ **doctorate** _____ in Biology.
3. Learning a _____ **trade** _____ like plumbing or electrician work can provide good employment and income.
4. As a _____ **school-leaver** _____, he was excited to explore different career options.
5. Our family celebrated my sister's _____ **graduation** _____ from high school with a big party.
6. She gains the necessary _____ **qualification** _____ to apply for the job as a nurse.

7. Choosing the right educational _____ **institution** _____ to attend is an important decision for many school leavers.
8. After the first year in the vocational school, he decided to do _____ **apprenticeship** _____ in a restaurant.

Task 3. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions

1. In the UK, students usually attend a/an _____ for their final two years of high school.
A. sixth-form college B. career education
C. academic education D. higher education
2. Earning money to pay for _____ while in college can be a challenge for students.
A. job-specific skills B. living costs C. hands-on experience D. career advisor
3. She spent months preparing for the university _____. She wanted to have a high score.
A. technical education B. critical thinking C. job market D. entrance exam
4. Many students choose _____ to gain practical skills for specific careers.
A. academic study B. full-time education
C. vocational education D. master's degree
5. He is working as a/an _____ at a famous restaurant.
A. apprentice B. institution C. brochure D. wage
6. He is a skilled _____. He is good at repairing cars.
A. representative B. option C. bachelor's degree D. mechanic
7. Many students go to university to _____ their dreams of becoming doctors or engineers.
A. follow B. do C. detest D. value
8. She is excited to be _____ into her top-choice university.
A. done B. accepted C. gained D. taken
9. After high school, some students _____ a year off to travel or work before starting college.
A. gain B. grow C. take D. give
10. He decides to _____ an apprenticeship to become a great chef.
A. make B. work C. do D. set

Task 4. Complete each sentence with one suitable phrase from the box.

gain knowledge	grow business	cover living cost(s)
earn a salary	give opinion(s)	

1. Having completed his study, he started to _____ **earn a salary** _____ as an engineer. He can get 6 million dong each week.
2. Part-time jobs can help students _____ **cover living costs** _____ while attending college.
3. Higher education provides an opportunity for students to _____ **gain knowledge** _____ in their chosen field.
4. With a master's degree in business administration, she wanted to _____ **grow** _____ her own **business** _____.
5. When pursuing higher education, students are encouraged to _____ **give** _____ their **opinion** _____ and participate in meaningful discussions.

Task 5. Complete each sentence with one suitable phrase from the box.

get into succeed in related to focus on apply for

1. School-leavers should _____ **focus on** _____ their interests and strengths when choosing their educational path.
2. It's challenging to _____ **get into** _____ a good university, but with hard work, it's possible.
3. With great effort, students can _____ **succeed in** _____ their chosen field of study and achieve their goals.
4. Choosing a career _____ **related to** _____ your passions can make the learning experience more enjoyable.

5. After leaving high school, he plans to _____ *apply for* _____ vocational training to become a skilled mechanic.

Task 6. Choose the correct word to complete each sentence.

1. It's **sensible** / **particular** to manage your money carefully before starting your journey to higher education.
2. She is excellent in her **professional** / **academic** studies, earning top grades in all her classes.
3. It is **skilled** / **appropriate** to wear formal clothes when people attend interviews.
4. The **formal** / **practical** skills learned in engineering courses are essential for solving real-life problems.
5. She gained valuable experience **on** / **in** the job while working part-time as a waitress.
6. Students can **manage** / **convince** to work 2 part-time jobs to pay for their living costs.

Task 7. Complete each sentence using the correct form of the word in brackets.

1. Her _____ **academic** _____ achievements in high school helped her get into a famous university. (ACADEMY)
2. _____ **Vocational** _____ schools provide hands-on training for specific careers. (VOCATION)
3. Having a degree is a common _____ **qualification** _____ for many jobs. (QUALIFY)
4. She received her _____ **doctorate** _____ in chemistry after conducting a great research. (DOCTOR)
5. Developing _____ **professional** _____ skills during college can help you succeed in your career. (PROFESSION)
6. Developing _____ **critical** _____ thinking skills is essential for higher education to deal with complex problems. (CRITIC)
7. The career _____ **advisor** _____ helped students with their plans after high school graduation. (ADVICE)
8. Completing an _____ **apprenticeship** _____ is a great way to gain practical experience in your field. (APPRENTICE)

III. GRAMMAR

Task 1. Complete the sentences with the correct form of perfect gerund of the verbs in brackets.

1. He denied _____ **having cheated** _____ in the university entrance exam. (CHEAT)
2. _____ **Having won** _____ the first place at the computer science competition made him proud. (WIN)
3. _____ **Having attended** _____ education fairs helped her gather valuable information about different educational institutions. (ATTEND)
4. She admitted _____ **having worked** _____ several part-time jobs to pay for her living costs. (WORK)
5. Lan talked about _____ **having been** _____ a career advisor for 5 years. (BE)
6. Nam forgot _____ **having applied** _____ for the business training course. (APPLY)
7. Han shared about _____ **having earned** _____ a master's degree in law since 2018. (EARN)
8. _____ **Having graduated** _____ from high school was just the beginning, now she's focusing on pursuing higher education. (GRADUATE)

Task 2. Combine the two sentences into one sentence using perfect participle clauses.

1. She graduated from her high school. She is now preparing for her university entrance exam.
1. Having graduated from her high school, she is now preparing for her university entrance exam.
2. She wanted to gain cooking skills. She attended a vocational school.
2. Having wanted to gain cooking skills, she attended a vocational school.
3. He did not study hard enough. He failed the final exam.
3. Not having studied hard enough, he failed the final exam.
4. Binh did not know any information about the university. He asked his teacher.
4. Not having known any information about the university, Binh asked his teacher.
5. I was asked about my plan after high school. I said that I would prepare to go to university.

5. Having been asked about my plan after high school, I said that I would prepare to go to university.

Task 3. Mark the letter A, B, C or D to indicate the mistake in each of the following sentences and correct it.

1. After years of of studying, she is proud of having achieve her dream of getting a master's degree in law.
A. of B. proud C. achieve D. getting => **achieved**
2. Have studied hard for the exams, the student felt confident during the test.
A. Have B. for C. the D. during => **Having**
3. Having passed all their final exam, they celebrated with a big party.
A. Having passed B. exam C. celebrated D. with => **exams**
4. Having gotten the first place in class, she felt extreme happy.
A. gotten B. the C. extreme D. happy => **extremely**
5. She forgot to have told me about her favourite university. She was studying hard to apply for it.
A. forgot B. to have C. about D. for => **having**

IV. READING

Task 1. 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.

Once (1) _____ into the Connecticut technical high school system, all students (2) _____ career and technical education coursework instead of other optional subjects, such as world languages, art or music. Typically, coursework (3) _____ into one of 10 to 17 programs of study. Traditional public high schools in the state, (4) _____ the other hand, tend (5) _____ at most four career and technical programs through optional courses.

In the Technical High School System schools in Connecticut, students explore various programs of study during their first year. Then - (6) _____ help from an advisor - students select a program of study, within these programs, students take at least three courses and often more. They also have more opportunities (7) _____ academic and technical coursework materials, (8) _____ Maths and English contents can often be integrated (9) _____ technical courses. Chances for work-based learning and job apprenticeship can also be enhanced in these settings, (10) _____ may contribute to their impacts.

Adapted from <https://theconversation.com/for-male-students-technical-education-in-high-school-boosts-earnings-after-graduation-123134>

- | | | | |
|--------------------|--------------|---------------|----------------|
| 1. A. accept | B. accepted | C. accepting | D. to accept |
| 2. A. do | B. play | C. make | D. take |
| 3. A. group | B. groups | C. is grouped | D. are grouped |
| 4. A. on | B. in | C. for | D. of |
| 5. A. to buy | B. to prefer | C. to offer | D. to refer |
| 6. A. with | B. on | C. in | D. through |
| 7. A. use | B. using | C. used | D. to use |
| 8. A. nevertheless | B. so that | C. but | D. otherwise |
| 9. A. for | B. into | C. at | D. out of |
| 10. A. which | B. that | C. who | D. when |

Task 2. Read the following passage and choose the correct answer to each of the following questions.

Vocational learning opportunities play a critical role in skill development. In non- vocational studies, students often spend hours of their time exploring a variety of different subjects. Their class time tends to be only a few hours per week, as they will spend many hours in the library and on computers conducting research and writing papers that help them continue to build their theoretical knowledge in a variety of fields.

Even within their chosen discipline, they often spend a significant amount of time exploring theory and ideas used by other professionals in the industry. They have significantly fewer opportunities to actually put these ideas to work compared to students going through a vocational education situation. The skills for work and vocation are significantly limited for these students, as their theoretical knowledge does not have the work experience that helps them **transition** from a classroom study topic into their actual profession. This can sometimes cause challenges when the students graduate and transition into the working world.

However, for students in vocational education and training, this situation gets corrected. Students spend hours in the practical workshops each week learning **hands-on** practical skills related to their chosen field. Class time tends to increase in these schools, compared to their outside research time, because students spend more time exploring actual work opportunities that prepare **them** for their future jobs. They do not focus as much time on researching the theoretical as learning the practical.

Students also have courses that will help them use the highly specialised equipment that they need to do their jobs well. Rather than simply learning about this type of equipment or how it might be useful in the job, they actually have the chance to try out their own skills while still in school. When the time comes for them to transition to an actual job, they have the experience they need to begin the job right away. They will not have to spend time learning how to physically operate the equipment on the job, allowing them to become a valuable employee and build a career faster.

Source: <https://hospitalityinsights.ehl.edu/vocational-training-career-development>

1. Which of the following can be the best title for the passage?
A. Challenges in Moving from Theory to a Profession
B. Benefits of Vocational Education
C. Importance of Specialised Equipment in Vocational Learning
D. Drawbacks of Non-vocational Studies
2. What do non-vocational students mainly explore within their discipline?
A. practical skills
B. research opportunities
C. theories and ideas
D. specialised equipment
3. How does vocational education help with the transition to work?
A. by providing lots of theoretical knowledge
B. by reducing class time
C. by offering more research opportunities
D. by providing practical work experience
4. The word '**transition**' in paragraph 2 is closest in meaning to _____.
A. change B. act C. prefer D. show
5. What's the main focus of students in vocational education and training?
A. theoretical research
B. specialised equipment
C. hands-on practical skills
D. library-based learning
6. The word "**hands-on**" in paragraph 3 is closest in meaning to _____.
A. direct B. automatic C. important D. critical
7. How is class time in vocational education compared to non-vocational studies?
A. Vocational education has more class time.
B. Non-vocational studies have more class time.
C. Both have the same class time.
D. Class time is not mentioned.
8. The word "**them**" in paragraph 3 refers to _____.
A. opportunities B. schools C. skills D. students
9. Why do vocational students spend more time in practical workshops?
A. to prepare for future jobs
B. to enhance theoretical knowledge
C. to reduce the need for specialised equipment
D. to increase research time
10. What advantage do vocational students have when starting jobs?

- A. more theoretical knowledge
- C. less time in practical workshops

- B. experience operating specialised equipment
- D. fewer work opportunities

Task 3. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

For many jobs, graduate school is required. According to the U.S. Bureau of Labor Statistics (BLS), at least 33 occupations require a master's degree even for beginning positions-everything from economists to therapists. And that number still doesn't count those that require professional degrees, such as medical doctors and lawyers.

That means a master's degree opens up doors to careers that others can't. Even for careers not on the BLS list, employers often prioritise candidates with graduate degrees. A 2021 CareerBuilder survey showed that 33% more employers require a higher education than five years ago. Furthermore, an equal percentage are hiring people with master's degrees for positions previously held by those with four-year degrees.

That may be why the BLS shows that people with a master's degree have a lower unemployment rate than those with a bachelor's degree. Statistically, it's easier for people with graduate degrees to get jobs.

Financial compensation isn't all that matters for career satisfaction, but it certainly helps. With a master's degree, you're likely to earn a higher salary: people with a graduate degree make more than \$300,000 more over their lifetimes than those with only a bachelor's degree. Weekly income for those with a master's degree is also more than \$250 higher than those with a bachelor's degree.

Master's-level jobs also often come with more benefits-including better health insurance, more paid vacation time, profit sharing, promotion opportunities, and financial support for continuing education and personal health. In summary, they significantly enhance the full financial package of a master's level job.

Adapted from <https://www.apu.edu/articles/graduate-school-why-a-masters-degree-is-worth-the-investment/>

- T 1. A master's degree is required for at least 33 occupations according to the BLS.
- T 2. Medical doctors and lawyers are not counted among the 33 occupations on the BLS list.
- F 3. Employers tend to not favour candidates with graduate degrees for jobs not on the BLS list.
- F 4. Fewer employers now require a higher education compared to five years ago.
- F 5. People with a master's degree have a higher unemployment rate than those with a bachelor's degree.
- NG 6. Healthcare is the main factor in career satisfaction for individuals with graduate degrees.
- F 7. People with master's degrees earn over \$250 less per week than those with bachelor's degrees.
- T 8. Master's-level jobs generally offer more benefits.

V. WRITING

Task 1. Complete the following sentences using the given words. Change the form of the verb if necessary.

- 1. His / father / regretted / not / gone / university.
1. His father regretted not having gone to university.
- 2. Many / school-leavers / choose / go / university / study / academic / subjects.
2. Many school-leavers choose to go to university to study academic subjects.
- 3. There / many / educational / opportunities / school-leavers / today.
3. There are many educational opportunities for school-leavers today.
- 4. It I usually / take / at least / three years / complete / degree programmes / university.
4. It usually takes at least three years to complete degree programmes at university.
- 5. Not / having / ask / anyone / advice, / she / make / wrong / decision / education.
5. Not having asked anyone for advice, she made the wrong decision about her education.

Task 2. Finish the second sentence so that it has a similar meaning to the first one, beginning with the given word(s).

1. She did not apply for universities. She chose a vocational school.

-> Not **having applied for universities, she chose a vocational** school.

2. My friend took a boring course at university. He regretted it.

-> My friend **regretted having taken a boring course at** university.

3. After he finished his master's degree, he became a biologist.

-> Having **finished his master's degree, he became a** biologist.

4. Nam borrowed my notebooks. He did not remember it.

-> Nam **did not remember having borrowed my** notebooks.

5. He failed the university entrance exam, then he became a carpenter.

-> Having **failed the university entrance exam, he became a** carpenter

UNIT 8. BECOMING INDEPENDENT

B. THỰC HÀNH

I. PRONUNCIATION

Task 1. Find the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|------------------------|---------------------------|-----------------------|-------------------------|
| 1. A. convince | B. <u>rice</u> | C. <u>dec</u> ision | D. baby <u>s</u> itting |
| 2. A. <u>requ</u> ired | B. <u>rem</u> ove | C. <u>de</u> pendent | D. <u>pr</u> essure |
| 3. A. <u>eff</u> ort | B. <u>org</u> anized | C. <u>st</u> ore | D. <u>sort</u> |
| 4. A. <u>ident</u> ify | B. <u>appl</u> y | C. <u>laundr</u> y | D. <u>dry</u> er |
| 5. A. <u>separ</u> ate | B. <u>motiv</u> ated | C. <u>plac</u> e | D. <u>manag</u> e |
| 6. A. <u>ch</u> ore | B. <u>char</u> acteristic | C. <u>ach</u> ieve | D. <u>chall</u> enging |
| 7. A. <u>rin</u> se | B. <u>hab</u> it | C. <u>reli</u> able | D. <u>univ</u> ersity |
| 8. A. <u>install</u> | B. <u>meas</u> ure | C. <u>self</u> -study | D. <u>set</u> |
| 9. A. <u>sched</u> ule | B. <u>sense</u> | C. <u>pock</u> et | D. <u>pres</u> entation |
| 10. A. <u>mak</u> er | B. <u>separ</u> ately | C. <u>admiss</u> ion | D. <u>appl</u> y |

Task 2. Find the word that differs from the other three in the position of stress in each of the following questions.

- | | | | |
|-----------------------|--------------------|----------------------|------------------------|
| 1. A. convince | B. <u>manage</u> | C. install | D. remove |
| 2. A. money | B. study | C. walking | D. <u>review</u> |
| 3. A. learner | B. curious | C. <u>achieve</u> | D. laundry |
| 4. A. <u>decision</u> | B. confident | C. challenging | D. organised |
| 5. A. required | B. <u>motivate</u> | C. dependent | D. admission |
| 6. A. measure | B. habit | C. cooker | D. <u>machine</u> |
| 7. A. <u>around</u> | B. pressure | C. effort | D. freedom |
| 8. A. responsible | B. activity | C. <u>university</u> | D. identify |
| 9. A. management | B. <u>reliable</u> | C. motivated | D. babysitting |
| 10. A. responsibility | B. extracurricular | C. characteristic | D. <u>independence</u> |

II. VOCABULARY

Task 1. Match the words/phrases on the left with their meanings on the right.

1. independence c	a. the ability to make choices effectively
2. self-motivated e	b. the quality of being certain of your abilities
3. trust h	c. the ability to live your life without being helped or influenced by others
4. self-study g	d. the skill that is essential and useful for daily living
5. life skill d	e. to be able and willing to work without being told what to do
6. decision-making skills a	f. the act of controlling or organising something, like time or resources
7. confidence b	g. the process of learning something without the support from teachers
8. management f	h. the belief that someone is good and honest or that something is safe and reliable

Task 2. Complete each sentence with a suitable word/ phrase from Task 1.

- She is a self-motivated student who sets her own study goals and work towards them without pressure.
- Self-study is an effective way to explore topics that interest you outside of the classroom and learn at your own pace.
- Learning how to do chores is a valuable life skill that prepares you for an independent life.
- Developing good decision-making skills involves considering the pros and cons of your choices before making a decision.

5. Effective time _____ **management** _____ is crucial for students, as it helps them balance between their studies and other activities.
6. Learning to cook simple meals is an important step toward gaining _____ **independence** _____ in your daily life.
7. Public speaking may be challenging, but with practice, you can increase your _____ **confidence** _____ and improve your communication skills.
8. To earn your teacher's _____ **trust** _____, it's essential to complete your assignments on time and follow classroom rules.

Task 3. Match the words on the left with their meanings on the right.

1. deal with c	a. to think of or suggest an idea or plan
2. get around d	b. to do or complete something
3. give up f	c. to take action to solve a problem
4. carry out b	d. to go to different places
5. come up with a	e. to use something for a specific purpose or benefit
6. make use of e	f. to stop doing something usually because of difficulty

Task 4. Complete each sentence with a suitable phrase from Task 3.

1. When facing challenges, it is essential to stay calm and _____ **come up with** _____ solutions to the problems.
2. Students can _____ **make use of** _____ online resources and educational apps to improve their learning results.
3. To become independent of parents, teenagers can _____ **get around** _____ by walking, biking and using public transport.
4. You must learn how to _____ **deal with** _____ unexpected challenges that may arise along the way to be more mature.
5. The key to success is to never _____ **give up** _____ even when things get difficult.
6. Independence means being able to _____ **carry out** _____ tasks and responsibilities without guidance from others.

Task 5. Mark the letter A, B, C or D to indicate the correct answer to each of the following questions.

1. Developing good time management skills can help you _____ your tasks effectively.
A. store B. sort C. combine **D. manage**
2. By _____ clear goals, you can work towards achieving your dreams and becoming more independent.
A. placing B. influencing **C. setting** D. putting
3. A strong sense of independence can enable you to make important decisions with less _____.
A. motivation **B. pressure** C. freedom D. confidence
4. Sarah _____ her parents that she was responsible enough to stay at home alone.
A. forced B. influenced **C. convinced** D. identified
5. Becoming more independent often involves identifying goals and staying _____ to achieve them.
A. motivated B. organised C. reliable D. curious
6. _____ allows individuals to gain knowledge independently, often outside of a traditional classroom.
A. Self-study B. Trust C. Money management D. Responsibility
7. Becoming financially independent means being _____ for your money and spending it wisely.
A. confident B. dependent C. organised **D. responsible**
8. When doing the laundry, it's essential to _____ your clothes by colour before loading the washing machine.
A. fold **B. sort** C. store D. measure

Task 6. Choose the correct word to complete each sentence.

1. My mother gets into the habit of **removing** / **ironing** her clothes before storing them in the wardrobe.
2. I save my **pocket money** / **food bank** to buy things I really want, which teaches me the value of money.
3. My current learning goal is to improve my **presentation** / **decision-marker** skills for university admission interviews.
4. When cooking rice, the first step you need to do is to **rinse** / **measure** the rice to make it clean.
5. I'll **pay** / **place** you for dog walking while I'm away on vacation.
6. My **schedule time** / **to-do list** for today includes cleaning the bathroom and doing the laundry.

Task 7. Complete each sentence using the correct form of the word in brackets.

1. He felt _____ **confident** _____ in his ability to complete all the chores well. (CONFIDENCE)
2. She sorted her clothes by colour, then washed her whites and colours _____ **separately** _____ to avoid colour bleeding. (SEPARATE)
3. One of the greatest joys of adulthood is the _____ **freedom** _____ to make your own choices. (FREELY)
4. _____ **Motivation** _____ plays a crucial role in your life, as it encourages you to achieve your goals. (MOTIVATE)
5. Children are often _____ **dependent** _____ on their parents for basic needs like food and accommodation. (INDEPENDENCE)

III. GRAMMAR

Task 1. Choose the correct answer to complete each sentence.

1. **It wasn't my brother** / **My brother didn't** who helped me hang the wet clothes to dry yesterday.
2. **It is the dryer** / **The dryer** is very convenient for quickly drying clothes, especially during the rainy season.
3. **It was at local hospitals** / **At local hospitals** that teenagers can volunteer to improve social skills and contribute to the community.
4. **It was doing my chores** / **Doing the chores** on my own helps me earn my parents' trust.
5. **At the food bank** / **It was at the food bank** that he worked to develop a sense of responsibility and support the community.
6. **It was through self-study** / **Through self-study** that she gained the knowledge and skills needed for the exam.
7. **It was Trang who** / **Trang volunteered** to teach English to poor children in her town last summer.
8. **It was last month** / **Last month** that Phong signed up for a course in life skills.

Task 2. Rewrite the sentences using cleft sentences focusing on the underlined parts.

1. Mai does babysitting as a part-time job to earn some money.
1. It is Mai who does babysitting as a part-time job to earn some money.
2. My club did some volunteer work in an old people's home last week.
2. It was last week that my club did some volunteer work in an old people's home.
3. I installed the money-time management app on my phone to learn how to spend money wisely.
3. It was the money-time management app that I installed on my phone to learn how to spend money wisely.
4. I usually take part in extracurricular activities after school to improve social skills.
4. It was after school that I usually take part in extracurricular activities to improve social skills.
5. My time management skills enabled me to balance between my studies and my part-time job.
5. It was my time management skills that enabled me to balance between my studies and my part-time job.
6. My mother taught me about steps in cooking rice in a rice cooker.
6. It was my mother who taught me about steps in cooking rice in a rice cooker.
7. She worked part-time as a shop assistant at a clothes store last summer.

7. It was at a clothes store that she worked part-time as a shop assistant last summer.

8. Essential life skills prepare individuals for an independent life in adulthood.

8. It is essential life skills that prepare individuals for an independent life in adulthood.

Task 3. Mark the letter A, B, C or D to indicate the mistake in each of the following sentences and correct it.

1. It is doing babysitting as a part-time job where helps students earn some pocket money.

A. is B. as C. where D. earn => **that**

2. It is Tuan who got around by riding a bike with me yesterday.

A. is B. got C. riding D. with => **was**

3. It is at the sports club that we usually play judo as an extracurricular activity.

A. is B. that C. play D. extracurricular => **do**

4. It was yesterday when my teacher gave a presentation on how to develop decision-making skills.

A. was B. when C. gave D. how => **that**

5. It is working part-time that allows you gain some work experience and improve social skills.

A. is B. that C. gain D. experience => **to gain**

IV. READING

Task 1. 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.

Independence for pre-teens and teenagers is about trying new things, taking on more (1) _____, making decisions by themselves, and working out who they are and what they want to be. (2) _____ independence is an essential part of your child's journey towards adulthood.

As pre-teens and teenagers go through the physical, social and emotional changes of adolescence, they often experience intense and sometimes overwhelming emotions. (3) _____ you understand your child's emotions; you can help your child learn to (4) _____ these emotions by themselves. This is an important part of becoming (5) _____. Exploring opinions and ideas is (6) _____ of the ways your child works out where they fit in the world. Your child's opinions might be different (7) _____ yours, but taking them seriously sends the message (8) _____ you value your child. And different opinions can be a good chance for you to talk about how it's OK for people to have different perspectives.

Clear family rules about behaviour and communication will help your child understand where the limits are and what you expect. Rules help to keep your child (9) _____ as they try new things. Likewise, rules can help you be consistent in the way you treat your child if they push the boundaries of their independence. It's a good idea to monitor (10) _____ well your child is going with independence and change the rules accordingly.

Adapted from <https://raisingchildren.net.au/pre-teens/development/social-emotional-development/independence-in-teens>

- | | | | |
|----------------------|----------------|---------------------|------------------|
| 1. A. responsibility | B. responsible | C. irresponsibility | D. responsibly |
| 2. A. Taking | B. Applying | C. Achieving | D. Placing |
| 3. A. Unless | B. If | C. Although | D. Due to |
| 4. A. remove | B. influence | C. solve | D. manage |
| 5. A. dependence | B. dependent | C. independent | D. independently |
| 6. A. a | B. each | C. any | D. one |
| 7. A. from | B. with | C. of | D. for |
| 8. A. where | B. that | C. what | D. which |
| 9. A. be safe | B. to be safe | C. being safe | D. safe |
| 10. A. how | B. why | C. what | D. when |

Task 2. Read the passage and decide whether the following statements are true (T), false (F) or not given (NG).

Parents who restrict their children instead of guiding them, actually end up coming in their way of self-discovery.

According to Bhagat Rajput, consultant, Manipal Hospital in Delhi, independence is essential for children's growth, but mostly it's the generation gap between the children and the parents that acts as a barrier. "This gap is obvious because each of them grows up in two separate historical times and cultures, impacting the views, values and tastes. The barrier can be minimised with parents acting as guides to adolescents and increasing communication and understanding in the relationship," Rajput told IANS.

Struggling for personal independence, 23-year-old Delhi based Muskan, said: "Parents putting barriers at every step harms more than it helps. This is the time when we are trying to build our own identity and want to make our own mistakes. Parents think they're advising or helping US, but too much interference is not really good."

The researchers recommend parents support the teens if they can't solve the problems independently. Parents should also establish specific milestones and create opportunities to guide their teens in gaining experience and confidence while reaching those goals, they said. According to researchers, one quarter of the parents surveyed admit they are the main barrier to their teen's independence as they don't take the time or make effort to give them more responsibility.

"Parenting is about learning to care and control in the right way. Autonomy for young people is important for the development of their identity. But autonomy has to be within a safety framework," Achal Bhagat, senior consultant, psychiatry, Indraprastha Apollo Hospitals, told IANS.

Adapted from <https://www.hindustantimes.com/sex-and-relationships/most-parents-are-barriers-to-teens-independence/story-PIRLP4IXFkr00mo2RpWUhK.html>

- ___ **T** ___ 1. Parents who restrict their children actually prevent them from self-discovery.
- ___ **T** ___ 2. The generation gap between children and parents is an obstacle to children's independence.
- ___ **F** ___ 3. The generation gap can be expanded by increasing communication between children and parents.
- ___ **F** ___ 4. Muskan thinks that parents putting barriers has more advantages than drawbacks.
- ___ **T** ___ 5. The researchers suggest that parents should assist the teens unless they deal with their problems on their own.
- ___ **NG** ___ 6. Parents should give children chances to gain work experience and selfmotivation.
- ___ **F** ___ 7. One-third of the parents surveyed admit being the main obstacle to their teen's independence.
- ___ **NG** ___ 8. Achal Bhagat believes that autonomy is crucial for the development of a young person's relationship.

Task 3. Read the following passage and choose the correct answer to each of the following questions.

Watching your child grow up and become their own person is amazing! You may feel a little sad sometimes when they're spending less time with you and doing more on their own. These signs of independence are normal parts of becoming a teen. Remember that you are important to your teen's healthy development and can help them make good decisions.

Raising healthy and independent teens means encouraging them to explore interests and activities that may take them away from home. You can help them discover hobbies that will keep them active, teach them new skills, and let them have fun.

While your teen may be spending more time at school, at work, or hanging out with friends, let them know you are always there for them. You can plan get-togethers, meals, or other activities so that you and your teen can check in with each other. When you are together, make sure you are really listening and responding **empathetically** to your teen so that they feel heard. This time with each other can help you both feel connected when you're apart. Doing things together on a regular basis can also give you the time and space you need to provide guidance and set limits. It's helpful to talk to your teen about how you want them to behave, both when they're at home and away. You can explain that while all emotions are okay, not all behaviours are acceptable.

Teens like to know what is expected of them and what the limits are. It is necessary to talk to your teens about the different situations **they** end up in and ask them questions about their emotions, decisions they made, and their behaviour. Listening to your teen as they think through what happened can help them make better decisions and see the connection between what they decided to do and the consequences of their actions. As your teen grows and gains more experience, your expectations of them will likely **shift** overtime. It is important to communicate with your teen as this happens so they have a clear understanding of what you expect.

Adapt from <https://www.cdc.gov/parents/essentials/teens/encouraging-independence.html>

1. Which of the following can be the best title for the passage?
A. The Challenges of Parenting Teens
B. Nurturing Independence in Teenagers
C. Maintaining Control Over Teenagers
D. Understanding Teenage Emotions
2. The word '**empathetically**' in paragraph 1 is closest in meaning to _____.
A. sympathetically B. angrily C. energetically D. unemotionally
3. According to paragraph 3, how can parents connect with their teens as they become more independent?
A. by controlling their every activity
B. by setting strict limits on their activities
C. by planning get-togethers and actively listening to them
D. by avoiding any communication to give them freedom
4. According to paragraph 3, what is the purpose of parents setting limits for their teenagers?
A. to prevent teenagers from having fun
B. to control every aspect of their lives
C. to ensure that teenagers behave appropriately
D. to help teenagers make better decisions
5. The word '**shift**' in paragraph 4 is closest in meaning to _____.
A. change B. influence C. remain D. remove
6. The word '**they**' in paragraph 4 refers to _____.
A. limits B. emotions C. teens D. situations
7. What should parents do as their teens grow and gain more experience?
A. They should provide guidance without discussion.
B. They should expect less from their teens.
C. They should give their teens more freedom.
D. They should adjust their expectations.
8. According to paragraph 4, how can discussing different situations, decisions and emotions benefit teens?
A. by encouraging them to make more choices B. by showing the causes of their actions
C. by improving their decision-making skills D. by setting strict rules on their behaviour
9. Which of the following can be inferred from the passage?
A. Parents should limit their interactions with their teens as they grow older.
B. Teens always prefer spending time with their friends over their parents.
C. Parents should not spend too much time talking with their teenagers.
D. Parents play a crucial role in guiding their teens' independence.
10. Which of the following is NOT true according to the passage?
A. Parents should restrict their teens' activities to ensure they stay at home.
B. Spending time together helps maintain a connection between parents and teenagers.
C. It is necessary for parents to help teens explore hobbies that are fun and educational.
D. Parents should talk to teens about their expectations and acceptable behaviours.

V. WRITING

Task 1. Complete the following sentences using given words. Change the form of the verbs if necessary.

1. Help / parents / with / housework / allow / children / develop / sense / responsibility.

- 1. Helping parents with housework allows children to develop a sense of responsibility.**
2. Learn / basic / life skills / be / essential / teenager's journey / towards / independence.
- 2. Learning basic life skills is essential for a teenager's journey towards independence.**
3. It / confidence / that / play / important / role / one's ability / make / good decisions.
- 3. It is confidence that plays an important role in one's ability to make good decisions.**
4. It / through / choose / their / own / clothing styles / that / teens / can / express / their independence.
- 4. It is through choosing their own clothing styles that teens can express their independence.**
5. Poor / time management / skills / can / make / hard / students / balance / between / work / study.
- 5. Poor time management skills can make it hard for students to balance between work and study.**

Task 2. Rewrite each sentence using the given word in brackets as long as its meaning stays the same as the original one.

1. Working part-time may influence students' health and study negatively. (EFFECTS)
-> Working part time may have **negative effects on students' health and study**.
2. My mom taught me how to use the dishwasher properly. (WHO)
-> It was **my mom who taught me how to use the dishwasher properly**.
3. Teens are able to gain important life skills through sharing the chores with their parents. (THAT)
-> It is through **sharing the chores with their parents that teens are able to gain important life skills**.
4. Her strong motivation and self-study helped her become an independent learner. (THAT)
-> It was her strong motivation **and self-study that helped her become an independent learner**.
5. Teenagers can gain work experience and money management skills by doing a part-time job. (ALLOW)
-> Doing a part-time job **can allow students to gain work experience and money management skills**.

Unit 9: Social issues

9B. Vocabulary

I

1. poverty 2. bullying 3. cyberbullying 4. peer pressure 5. campaign
6. social issue 7. Body shaming 8. violence 9. alcohol 10. awareness

II

1. colours 2. accepted 3. hangs out 4. bullied 5. influence
6. value 7. stand up 8. hesitate 9. led 10. reported

III

1. Closeness 2. relationship 3. dating 4. met face to face
5. sympathetic 6. broken up 7. reconciled 8. date
9. argument 10. romantic relationships

IV

1. on 2. among 3. for 4. on 5. with
6. with 7. on 8. from 9. to 10. to

9C. Grammar

I

1. Because 2. Therefore 3. because of 4. Therefore 5. because of
6. Because 7. Therefore 8. because 9. because 10. Therefore

II

1. although 2. because 3. Although 4. Because 5. although
6. because 7. because 8. although 9. although 10. Although – because

III

1. However 2. although 3. However 4. although 5. However

6. Although 7. however 8. Although 9. However 10. Although

IV

1. Although he has a very important job
2. Although I had never seen her before
3. although it was quite cold
4. although we don't like them very much
5. Although I didn't speak the language
6. Although the heating was on
7. although I had met her twice before
8. although we have known each other for a long time

V

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

9D. Reading

I

1. teaches	2. good	3. after	4. had	5. law
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II

1. F 2. F 3. T 4. F 5. T

III

1. T 2. T 3. F 4. T 5. F 6. T 7. T
3. F. They didn't have anything in common.
5. F. Some people who are in "love" marriages split up and their marriages end in failure.

IV

Task 1: c

Task 2.

1. c Task 3.	2. a	3. e	4. b	5. d
-----------------	------	------	------	------

1. His little brother copies everything he does.
2. The worst part is when his friends come over, he won't leave them alone for a minute.
3. Reese should promise to spend some time with him.
4. His parents can help him.
5. Because her mum got a great job in a different town.
6. Because she's changing school halfway through a term.
7. Because everyone loves talking about themselves
8. Because it's a great way to make friends.

TEST OF UNIT 9

I 1. B	2. D	3. A	4. C	5. B
--------	------	------	------	------

II

6. C 7. C 8. B 9. D 10. A
11. A 12. D 13. B 14. B 15. C

III

16. experience 17. confidence 18. task 19. influence 20. Example

IV

21. I went to bed because I was very tired.
22. Many people avoid using a microwave oven for fear of its rays although it has been shown to be safe.
23. Because of his age, Mr. Jones was not hired even though he had the necessary qualifications.
24. We go to the park because it is warm and sunny today.
25. Nick seems to be a trustworthy person. However, I don't ask him for any advice before making important decisions.

V

26. C 27. A 28. B 29. D 30. B

31. C 32. D 33. A 34. C 35. A

VI 36. D	37. B	38. A	39. C	40. B
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41.

Teachers and parents should understand various forms of bullying, especially cyberbullying.

42.

The first step in fighting this social problem is to understand both its causes and effects, but the solutions are not simple.

43.

Bullying prevention should involve the entire school community, creating a culture of respect.

44.

Adults, including parents, can help prevent bullying by keeping lines of communication open.

45.

Adults should also talk to their children about bullying and encourage them to get help when they are in trouble.