**Period: 1**

**PRONUNCIATION OF ENDING “ED”, VOWEL AND WORD STRESS**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: know how to distinguish the ending “ed”, the pronunciation of vowel and word stress.

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (10’)**  ***Step 1:***  - Has students work in groups and discuss the ways to distinguish “ed” ending.  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on the board and exchange the answer to mark  Group 1 ↔ Group 3  Group 2 ↔ Group 4 | * **/id/**: t, d (ted, ded) * **/t/**: ch, p, f, x, sh, c, gh, k, th, s (chính phủ phát xe Sh cũ ghẻ không thèm sờ)   Hoặc Ch, s, sh, x, k , ce , p, f (**Ch**ó **s**ủa **sh**ôn **x**ao **k**hắp cả (**ce**) **p**hố **f**ường)   * **/d/**: âm còn lại |

|  |  |
| --- | --- |
| **ACTIVITY 2: PRACTICE (10’)**  Task 1: Find the word that has the underlined part pronounced differently from that of the others.  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

Find the word that has the underlined part pronounced differently from that of the others.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. | | A. mended | B. faced | C. objected | | D. waited |
| 2. | | A. explored | B. named | C. travelled | | D. separated |
| 3. | | A. filled | B. missed | C. switched | | D. watched |
| 4. | | A. talked | B. passed | C. called | | D. watched |
| 5. | | A. played | B. matched | C. cleaned | | D. opened |
| 6. | | A. hated | B. watched | C. decided | | D. wanted |
| 7. | | A. finished | B. raised | C. cooked | | D. stopped |
| 8. | | A. enjoyed | B. loved | C. joined | | D. helped |
| 9. | | A. stopped | B. watched | C. decided | | D. flipped |
| 10. | | A. stopped | B. played | C. watched | | D. parked |
| **ACTIVITY 3: PRACTICE (10’)**  Task 1: Find the word that has the underlined part pronounced differently from that of the others.  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary | | | |  | | |

**Find the word that has the underlined part pronounced differently from that of the others.**

**1. A.** feather  **B.** feature  **C.** leather  **D.** measure

**2. A.** stagnant **B.** expand **C.** vacancy **D.** Applicant

**3. A.** b**an**d  **B.** h**an**d  **C.** s**an**d  **D.** b**an**k

**4. A.** gr**a**duate **B.** m**a**ximum  **C.** v**a**cancy  **D.** **a**pplicant

**5. A.** shift  **B.** wind  **C.** bring  **D.** bride

**6. A.** doubt  **B.** mouth  **C.** found  **D.** bought

**7. A.** wear  **B.** treat  **C.** dream  **D.** mean

**8. A.** says  **B.** plays  **C.** stays  **D.** sprays

**9. A.** moment  **B.** monument  **C.** slogan  **D.** quotient

**10. A.** swear  **B.** spear  **C.** hear  **D.** shear

|  |  |
| --- | --- |
| **ACTIVITY 4: PRACTICE (10’)**  Task 1: Find the word that has the stress pattern different from the other three in the following sentences.  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary | **Quy tắc 1: DANH, TÍNH -1; ĐỘNG -2**  Động từ có 2 âm tiết -> trọng âm rơi vào âm tiết thứ 2  *Ngoại lệ: offer,happen,answer,enter,listen,open,publish,finish,follow,argue ..thì trọng âm chính rơi vào âm tiết đầu tiên.*  **Danh từ**, **tính từ** có 2 âm tiết -> trọng âm rơi vào âm tiết thứ 1  **Quy tắc 2:** Các tính từ tận cùng là: ANT, ABLE, AL, ENT, FUL, LESS, Y thì trọng âm nhấn vào âm tiết đầu tiên.  **Quy tắc 3**: Các từ tận cùng là đuôi; –IC, -ISH, -ICAL, -SION, -TION, -ANCE, -ENCE, -IDLE, -IOUS, -IAR, IENCE, -ID, -EOUS, -ACY, -IAN, -ITY -> trọng âm rơi vào âm tiết liền trước. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | A. machine | B. lesson | C. village | D. enter |
| 2. | A. biscuit | B. finish | C. movie | D. again |
| 3. | A. travel | B. machine | C. bottom | D. carry |
| 4. | A. august | B. toilet | C. something | D. suggest |
| 5. | A. person | B. begin | C. message | D. river |
| 6. | A. invite | B. also | C. summer | D. weather |
| 7. | A. number | B. never | C. receive | D. people |
| 8. | A. woman | B. along | C. after | D. finish |
| 9. | A. answer | B. question | C. polite | D. order |
| 10. | A. ready | B. famous | C. degree | D. picture |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A. decorate | B. arrival | C. employer | D. historical |
|  | A. holiday | B. semester | C. family | D. interest |
|  | A. wonderful | B. battery | C. apartment | D. thunderstorm |
|  | A. document | B. classical | C. national | D. pagoda |
|  | A. beautiful | B. September | C. November | D. December |
|  | A. animal | B. electric | C. different | D. hospital |
|  | A. century | B. horrible | C. adventure | D. company |
|  | A. capital | B. badminton | C. terrible | D. amazing |
|  | A. calendar | B. holiday | C. understand | D. colorful |
|  | A. solution | B. powerful | C. whenever | D. unselfish |

**Period: 2**

**TAG QUESTION**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: revise how to form the tag question.

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (15’)**  ***Step 1:***  - Has students work in groups and discuss the ways to form tag question  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on the board and exchange the answer to mark  Group 1 ↔ Group 3  Group 2 ↔ Group 4 | **To Be:**  **S + am/is/are + O, isn’t/ aren’t + S?**  **S + am/is/are + not + O, am/is/are + S?**  I am late, aren’t I?  He isn’t late, is he?  **Regular verbs**  **S + V + O, don’t/doesn’t + S?**  **S + don’t/doesn’t + V + O, do/does + S?**  Tom likes football, doesn’t he?  Tom doesn’t like football, does he? |

**1. CẤU TRÚC QUESTION HỎI ĐUÔI:**

S+V/ BE, TRỢ ĐỘNG TỪ/ BE + S?

- Phần đuôi gồm có chủ ngữ (phải la đại từ nhân xưng) và trợ động từ hoặc động từ khuyết thiếu (ở dạng rút gọn).

- Phần chính ở thể khẳng định thì phần đuôi ở thể phủ định và ngược lại.

- Chủ ngữ và thì của Question hỏi đuôi giống như phần chính.

**2. CÁCH SỬ DỤNG CHỦ NGỮ:**

|  |  |
| --- | --- |
| **Chủ ngữ ở phần chính** | **Đại từ ở Question hỏi đuôi** |
| This, that | it |
| These, those | they |
| There | There |
| one | You/ one |
| Đại từ bất định chỉ vật (nothing, anything, something, everything) | It |
| Đại từ bất định chỉ người (no one, nobody, anyone, anybody, someone, somebody, everyone, everbody) | They |
| Mệnh đề | it |

3. **QUESTION CÓ TỪ MANG NGHĨA PHỦ ĐỊNH ĐƯỢC XEM LÀ QUESTION PHỦ ĐỊNH**

No Not Never Neither Nobody Nothing Seldom Hardly (ever) Rarely

Scarcely Barely No longer Few Little By no mean Infrequently

|  |  |
| --- | --- |
| **ACTIVITY 2: PRACTICE (25’)**  Task 1: Choose the word A, B, C or D to complete the following sentences.  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

**1.** Lady Gaga is an American singer, songwriter and actress, \_\_\_\_\_\_?

**A.** doesn't she  **B.** hasn't she  **C.** won't she  **D.** isn't she

**2.** Many young people want to work for a humanitarian organization, \_\_\_\_\_\_?

**A.** doesn't it  **B.** didn't they  **C.** does it  **D.** don't they

**3.** Everybody is tired of watching the same comercials on TV every night, \_\_\_\_\_\_\_\_?

**A.** aren't they **B.** are they  **C.** haven't they **D.** don't they

**4.** The situation of COVID-19 worldwide is still serious, \_\_\_\_\_\_\_\_\_\_\_\_?

**A.** isn't it  **B.** doesn't it  **C.** is it  **D.** is not it

**5.** Most of the children were excited for the competition "Ring the Bell", \_\_\_\_?

**A.** haven't they **B.** weren't they **C.** aren't they **D.** were they

**6.** Peter won't come to see you tomorrow, \_\_\_\_\_?

**A.** can he **B.** does he **C.** will he **D.** is he

**7.** Tom invited us to come to his party, \_\_\_\_\_\_\_\_\_\_?

**A.** hadn't he  **B.** didn't he  **C.** couldn't he **D.** wasn't he

**8.** Nobody called me yesterday, ……………….?

**A.** didn't it  **B.** do they  **C.** didn't they  **D.** did they

**9.** My friends don't know him, \_\_\_\_\_\_\_?

**A.** are they  **B.** aren't they **C.** do they  **D.** don't they

**10.** You couldn't help me with my homework, \_\_\_\_\_\_\_\_\_?

**A.** couldn't you **B.** will you **C.** won’t you **D.** could you

**11.** It's unlikely that he will win, \_\_\_\_\_\_?

**A.** is it  **B.** isn't it  **C.** won't he  **D.** will he

**12.** None of the old people likes living in urban areas, \_\_\_\_\_\_\_\_\_?

**A.** does he  **B.** do them  **C.** don't they  **D.** do they

**13.** Michael rarely returns to his hometown, \_\_\_\_\_\_\_\_\_\_\_?

**A.** does he  **B.** doesn’t he  **C.** has he  **D.** hasn’t he

**14.** Jack thinks Daisy is going to take a gap year after graduating, \_\_\_\_\_\_\_?

**A.** doesn't he  **B.** does he  **C.** isn't she  **D.** is she

**15.** Nobody called the phone, \_\_\_\_\_\_?

**A.** did it **B.** didn’t he **C.** did they **D.** didn’t they

16. I don't think that everyone likes the way he makes fun, \_\_\_\_\_\_?

A. do I B. do they C. don't I D. don't they

**17.** There has been little rain in this area for too long, \_\_\_\_\_\_\_?

**A.** has it  **B.** has there  **C.** hasn't it  **D.** hasn't there

**18.** I don't suppose there is anyone there, \_\_\_\_\_\_\_\_\_\_?

**A.** is there  **B.** isn't there **C.** don't  **D.** do I

**19.** Jack thinks Daisy is going to take a gap year after graduating, \_\_\_\_\_\_\_?

**A.** doesn't he  **B.** does he  **C.** isn't she  **D.** is she

**20.** I don't think you know where she is, \_\_\_\_\_\_?

**A.** don't I  **B.** don't you  **C.** do I  **D.** do you

**Period: 3**

**PRACTICE TEST 1**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

**Question 1.** A. arrived B. believed C. received D. hoped

**Question 2.** A. opened B. knocked C. played D. occurred

**Question 3.** A. rubbed B. tugged C. stopped D. filled

**Question 4.** A. dimmed B. travelled C. passed D. stirred

**Question 5.** A. b**a**llet B. b**a**ll C. catw**a**lk D. s**a**lty

**Question 6.** A. b**e**llow B. b**e**long C. b**e**low D. b**e**longings

**Question 7.** A .ben**e**fit B. dep**e**nd C. d**e**velop D. tel**e**phone

**Question 8.** A. b**a**lance B. b**a**ke C. br**a**ve D. st**a**tion

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

**Question 9:** A. receive B. proper C. process D. leader

**Question 10:** A. habit B. coffee C. enjoy D. mention

**Question 11:** A. apply B. appear C. attend D. angle

**Question 12:** A. prevent B. recent C. receive D. remote

**Question 13:** A. beautiful          B. effective               C. favourite                D. popular

**Question 14:** A. attraction         B. government             C. borrowing              D. visitor

**Question 15:** A. difficult            B. individual              C. population             D. unemployment

**Question 16:** A. capital           B. tradition                 C. different                D. opera.

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 17:** It wasn't very late, ?

**A.** wasn't it **B.** isn't it **C.** was it D. is it

**Question 18:** Mark's buying something for his mother, ?

**A.** wasn't he **B.** isn't he **C.** was he D. is he

**Question 19:** My house \_\_\_\_\_\_\_\_\_\_\_ white and blue.

1. painted B. is painted C. was painted D. were painted

**Question 20:** The wall \_\_\_\_\_\_\_\_ before you paint it

A. must be cleaned B. should clean C. might be clean D. can cleaned

**Period: 4**

**PRACTICE TEST 2**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

**Question 21:** I would like to apply \_\_\_\_\_ the position of sales clerk that you advised in the Sunday newspaper.

A. for B. to C. with D. in

**Question 22:** Air pollution is getting serious in big cities in the world.'

**A.** more and more **B.** the more and the more **C.** the most and the most **D.** most

**Question 23:**\_\_\_\_\_\_\_he worked, the more he earned.

**A.** The more hard **B.** The hard **C.** The harder **D.** The hardest

**Question 24:** My friend bought me a tablecloth that fits perfectly with my \_\_\_\_\_\_.

A. large oval dining table B. oval large dining table C. dining table oval large D. dining table large oval

**Question 25: A:** Excuse me, do you have \_\_\_\_\_\_ boots? **B:** Sorry, they’re out of stock.

A. climbing grey leather B. climbing leather grey

C. leather grey climbing D. grey leather climbing

**Question 26:** While I \_\_\_\_\_\_along the road, I saw a friend of mine.

A. was cycling B. have cycled C. cycled D. am cycling

**Question 27:** When Carol \_\_\_\_\_\_\_ last night, I \_\_\_\_\_\_ my favorite show on television.

A. was calling / watched B. called / have watched C. called / was watching D. had called /watched

**Question 28:** Hung trained a lot \_\_\_\_\_\_\_ he wanted to get the championship.

A. because B. though C. in spite of D. because of

. **Question 29:** \_\_\_\_\_\_\_\_\_George ran fast, he didn’t win the race.

A. Although B. because C. despite D. because of

**Question 30:** He will take the dog out for a walk dinner.

A. as soon as he finishes B. as soon as he finish

C. While he will finish D. before he shall have finished

**Question 31:** \_\_\_\_\_\_\_\_\_him, I will give him your regards.

A. When I see B. Before I saw C. since I saw D. while I see

**Question 32:** \_\_\_\_\_\_ the play many times, Mary didn’t want to go to the theater with me.

A. Having seen B. Seen C. Have seen D. Being seen

**Question 33:**  \_\_\_\_\_\_, I quickly jumped up and down to call her name.

A. Seeing her from a distance C. Have seen her from a distance

B. He saw her from a distance D. He had seen her from a distance

**Question 34:** The Minister of the Education and Training Department appeared on TV last night to------- his new policy.

A. public B. publicly C. publicize D. publicizing

**Question 35:** He owed his success not to privilege but to self-education and a driving desire for \_\_\_\_\_.

A. achieve B. achiever C. achievement D. achievable

**Question 37:** There is a wide range of \_\_\_\_\_\_\_ in the education system of the USA.

A. select B. selective C. selected D. selection

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 38:** He’s really **delighted** with his success.

**A.** pleased **B.** angry **C.** entertained **D.** annoyed

**Question 38:** Try to **eliminate** fatty foods from your diet.

**A.** limit **B.** move **C.** add **D.** get rid of

**Question 39:** The student service centre will try their best to **assist** students in finding a suitable part-timejob.

**A.** make **B.** provide **C.** allow **D.** help

**Question 40:** GCSE are not **compulsory**, but they are the most common qualifications taken by students.

**A.** required **B.** applied **C.** fulfilled **D.** specialized

**Period: 5**

**PASSIVE VOICE**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: revise how to use the passive voice.

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (15’)**  ***Step 1:***  - Has students work in groups and discuss the ways to change an active sentence into a passive one.  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on the board and exchange the answer to mark  Group 1 ↔ Group 3  Group 2 ↔ Group 4 | 1. Hiện tại đơn  S + be + V3 (+ by Sb/ O)  Dishes are often washed by my mother.  2. Hiện tại tiếp diễn  S + am/ is/ are +  being + V3 (+ by Sb/ O)  A cake is being made by her.  3. Hiện tại hoàn thành  S + have/ has + been + V3 (+ by Sb/ O)  His car has been washed by him for hours  4. Quá khứ đơn  S + was/ were + V3 (+ by Sb/ O)  That washing machine was bought by my mother in 2010.  5. Quá khứ tiếp diễn  S + was/ were +  being + V3 (+ by Sb/ O)  The grass was being cut by her yesterday morning.  6. Quá khứ hoàn thành  S + had + been + V3 (+ by Sb/ O)  Lunch had been cooked by her before she left.  7. Tương lai đơn  S + will be + V3 (+ by Sb/ O)  The dogs will be fed. |

|  |  |
| --- | --- |
| **ACTIVITY 2: PRACTICE (25’)**  Task 1: Choose the word A, B, C or D to complete the following sentences.  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

**Choose the word A, B, C or D to complete the following sentences**

1. The telephone \_\_\_\_\_\_\_\_\_\_ by Alexander Graham Bell.

A. invented B. is inventing C. be invented D. was invented

2. Beethoven’s Fifth Symphony \_\_\_\_\_\_\_\_\_\_ next weekend.

A. is going to be performed B. has been performed

C. will be performing D. will have performed

3. English has become a second language in some countries where \_\_\_\_\_\_\_\_\_for administration, broadcasting and education.

A. is used B. it is used C. used D. being used

4. Lots of houses \_\_\_\_\_\_\_\_\_\_ by the earthquake.

A. are destroying B. destroyed C. were destroying D. were destroyed

5. "What a beautiful shirt you're wearing!"- "Thank you. It \_\_\_\_\_\_\_ especially for me by my mother."

A. is made B. has made C. made D. was made

6. "What happened to the postman?" "He \_\_\_\_\_\_\_\_\_\_ to a new town to work."

A. has sent B. was send C. was sent D. sent

7. There’s somebody walking behind us. I think \_\_\_\_\_\_\_\_\_\_.

A. we are following B. we are being followed

C. we are followed D. we are being following

8. Many U.S automobiles \_\_\_\_\_\_\_\_\_\_ in Detroit, Michigan.

A. manufacture B. have manufactured C. are manufactured D. are manufacturing

9. If you \_\_\_\_\_\_\_\_\_\_ about it, will you be able to answer?

A. are asked B. ask C. will be asked D. asked

**10.** In our hospital, patients\_\_\_\_\_ every morning.

**A**. are examined **B** have examined **C**. can examine **D**. were examining

**11.** When the old school friends met, a lot of happy memories­­\_\_\_\_\_ back.

**A.** had brought **B.** were brought **C.** brought **D.** had been brought

**12.** Only one of four gifted students \_\_\_\_\_ to participate in the final completion.

**A.** chosen **B.** have been chosen **C** has been chosen **D.** were choosing

**13.** It was announced that neither the passengers nor the driver \_\_\_\_\_ in the crash.

**A.** were injured **B.** are injured **C.** was injured **D**. have been injured

**14**. Every day, Peters mother drives him to school. However, today, he \_\_\_\_\_\_\_ to school by his father.

**A**. was taken **B**. is being taken **C**. is taking **D**. took

**15**. We can’t go along here because the road \_\_\_\_\_\_\_.

**A**. is repairing **B**. is repaired **C**. is being repaired **D**. repairs

**16.** Gold in California in the 19th century

**A.** was discovered **B**. has been discovered **C**. was discover **D**. they discover

**17.** The story I’ve just read................... by Agatha Christie

**A**. were written **B**. was written **C**. was written from **D**. wrote by

**18**. The application form \_\_\_\_\_\_to the university before May 31st.

A. must send B. sent C. must be sending D. must be sent

**19.** The road to our village \_\_\_\_\_\_\_\_\_\_\_\_\_ next year.

**A.** is widened **B.** will widened **C.** can widened **D.** will be widened

**20.** Many graffiti \_\_\_\_\_\_\_\_\_\_\_without the permission of the owner of the wall.

**A.** are writing **B.** are written **C.** is writing **D.** is written

**Period: 6**

**PREPOSITIONS**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: revise how to use the prepostions.

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (15’)**  ***Step 1:***  - Has students work in groups and make a list of some prepositions that are commonly used.  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on the board and exchange the answer to mark  Group 1 ↔ Group 3  Group 2 ↔ Group 4 |  |

|  |  |
| --- | --- |
| **ACTIVITY 2: PRACTICE (25’)**  Task 1: Choose the word A, B, C or D to complete the following sentences.  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

1. This organization is quick \_\_\_\_\_sending relief goods to the flooded areas.

A. with B. at C. for D. about

2. When are you leaving \_\_\_\_\_Singapore? This week or next week?

A. for B. in C. to D. at

3. Can you help me, please? I can't see the difference \_\_\_\_\_\_\_\_\_ these words.

A. from B. in C. between D. about

4. That house reminds me \_\_\_\_\_\_\_\_\_\_the one where I used to live.

A. of B. for C. about D. with

5. It was very kind \_\_\_\_\_\_\_\_\_\_you to lend me the money I needed.

A. for B. of C. to D. with

6. People are not aware \_\_\_\_\_\_ the problem of overpopulation.

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

7. We have to apply effective measures to save many plant and animal species \_\_\_\_\_\_\_ extinction.

A. from B. in C. for D. on

8. Clearing forests for timber has resulted \_\_\_the loss of biodiversity.

A. with B. at C. in D. for

9. She is looking\_\_\_\_ a new place to live because she does not want to depend \_\_\_\_ her parents any more.

A. for / on B. after / with C. up / forward D. at / into

10. I was brought \_\_\_\_\_\_\_ in the countryside by my aunt after my parents had pass \_\_\_\_\_\_\_.

A. on / over B. for / on C. on / off D. up / away

11. Due to industrialization, we have to cope \_\_ the fact that many species are\_\_\_\_ danger \_\_\_\_ extinction.

A. over / at / for B. at / upon / over C. for / on / with D. with / in / of

12. Boys! Put your toys \_\_\_\_\_\_. It is time to go to bed. Don't stay \_\_\_\_\_ late.

A. off / on B. away / up C. down / off D. around/ for

13. She intended to quit her job to stay \_\_\_\_\_\_\_ home and look \_\_\_\_\_\_\_ her sick mother.

A. in / at B. at / after C. for / over D. up / on

14. He is very worried \_\_\_\_\_\_\_ his new job because he is not quite prepared \_\_\_\_\_\_\_ working.

A. on / over B. to / off C. about / for D. in / at

15. Instead \_\_\_\_\_ petrol, cars will only run \_\_\_\_ solar energy and electricity.

A. of / on B. for / by C. in / over D. from/ upon

16. She has a promising future ahead \_\_\_\_\_\_\_ her.

A. for B. from C. on D. of

17. If you have ever watched television, you have seen plenty \_\_\_ drug ads.

A. with B. of C. for D. about

18. According \_\_\_\_\_\_\_ Bill, there's something wrong \_\_\_\_\_\_\_ my computer.

A. after / for B. on / about C. to / with D. upon / at

19. I’m terrified \_\_\_ breaking down on a motorway at night.

A. from B. with C. for D. of

20. As an adult, I am independent \_\_\_my parents financially.

A. of B. with C. out D. on

21. Today, women are increasingly involved \_\_\_\_the politics.

A. of B. in C. with D. from

22. Do you have any objections\_\_\_\_ this new road scheme?

A. at B. with C. to D. for

23. As I was\_\_\_\_ of the change in the program, I arrived half an hour late for the rehearsal.

A. unaware B. unconscious C. unable D. unreasonable

24. May I introduce you \_\_\_\_\_\_ Mrs Brown?

A. with B. for C. to D. of

25. She likes reading books \_\_\_\_\_\_ the library.

A. in B. at C. on D. from

26. Many students aren’t keen \_\_\_\_\_ their study at school.

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

27. Please write your answers \_\_\_\_\_ ink.

A. in B. with C. of D. by

26. Bread is usually made \_\_\_\_\_ wheat.

A. from B. of C. with D. by

27. There was no \_\_\_ in waiting longer than an hour so we left.

A. us B. worth C. good D. point

28: Education in many countries is compulsory \_\_\_\_\_\_ the age of 16.

A. for B. when C. until D. forwards

29. Like many other baby birds, ducklings are blind \_\_\_\_\_\_\_ birth.

A. of B. at C. on D. from

30. Lack \_\_\_\_\_\_\_ food had stunted his growth.

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

**Period: 7**

**PRACTICE TEST 3**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

**Question 41:** I received housing benefit when I was **unemployed**.

**A.** out of order **B.** out of fashion **C.** out of work **D.**  out of practice

**Question 42:** The space shuttle covered **vast** distances. out of practice

**A.** very **B.** varying **C.** huge **D.** hard

**Question 43:** I didn’t think his the comments were very **appropriate** at the time.

**A.** correct **B.** right **C.** exact **D.** suitable

**Question 44:** When you see your teacher **approaching** you, a slight wave to attract his attention isappropriate.

**A.** coming nearer to **B.** catching sight of **C.** pointing at **D.** looking up to

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 45:** Travel insurance is sometimes mistaken for **temporary** health insurance, but the two are

actually different.

**A.** mutable **B.** permanent **C.** passing **D.** transitory

**Question 46:** “Mary, I think these clothes are **inappropriate** for this important celebration.”

**A.** suitable **B.** improper **C.** attractive **D.** available

**Question 47:** No one knew **precisely** what would happen to human being in space.

**A.** informally **B.** Flexibly **C.** wrongly **D.** casually

**Question 48:** I must have a watch since **punctuality** is imperative in my new job.

**A.** being on time **B.** being cheerful **C.** being sufficient **D.** being late

**Question 49:** It’s **discourteous** to ask Americans questions about their age, marriage or income.

**A.** impolite **B.** polite **C.** unacceptable **D.** rude

**Question 50:** Remember not to show your **nervousness** during a job interview.

**A.** confidence **B.** anxiety **C.** challenge **D.** creativeness

**Question 51:** She was unhappy that she **lost contact with** a lot of her old friends when she went abroad to

study.

**A.** lost control of **B.** put in charge of **C.** made room for **D.** got in touch with

**Question 52:** The United States is a **major** influence in the United Nations.

**A.** main **B.** real **C.** minor **D.** true

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 53:** “You look nice in these blue jeans, Ann.” “...........................”

1. Don’t mention it. B. Don’t bother.

C. You can say that again. **D. Thanks.**

**Question 54:** “I wonder if you could help me.” “...........................”

1. Don’t mention it. B. Really? How nice.

**C. I’ll do my best. What’s up?** D. No, what is it?

**Question 55:** “You won the first prize, Jane.” “...........................”

1. You are very welcome. B. Congratulations!

**C. You are kiding.** D. Well done.

**Question 56:** “Didn’t you go to the cinema last night?” “...........................”

1. Yes, I lost the ticket. B. Yes, I stayed at home.
2. **No, It was too cold to go out.** D. OK. That’s a good idea.

**Question 57:** “Well, I hope enjoyed your meal.” “...........................”

1. **Oh, absolutely delicious**. B. Yes, that’s right.

C. No problem. D. Yes, it’s very interesting.

**Question 58:** “Do you have the time, please?” “...........................”

1. I’d rather not. B. Sure. I have plenty of time.

C. No, I haven’t. I’m busy. **D. Sorry. I don’t have a watch now.**

**Question 59:** “How long will it take to finish that report?” “...........................”

1. It’s about 10 pages long. B. I agree. It’s very long.
2. I’ll report it to the manager. **D. I’ll have it finished by next week.**

**Question 60:** “It is very kind of you to invite us to your party.” “...........................”

1. No, thanks. B. Good idea, thanks.

C. OK. That’s great. **D. It’s my pleasure.**

**Period: 8**

**PRACTICE TEST 4**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 61:** My mother usually comment on what I am wearing.

A. My B. usually C. comment D. am wearing

**Question 62:** Time pass very quickly when you get older.

A. pass B. quickly C. when D. older

**Question 63:**  Her boss always had a 3-week holiday in May with his family.

A. had B. 3-week C. in D. his family

**Question 64**: The books I bought last month at this shop is very interesting .

A. the B. bought C. interesting D. is

**Question 65:** The Joshua tree is marked by their sword shaped leaves and greenish white flowers.

### A B C D

**Question 66:** Research has proved that a baby can distinguish their mother's voice from the womb.

### A B C D

**Question 67:** Many living organisms depend largely on the environment for the satisfaction of its needs.

### A B C D

**Question 68:** It is not possible to give a confidential answer to the question of whether the delay was unreasonable.

A B confident C D

**Question 69:** The next step is deforestation, which involves growing forests in areas where there were none before.

**A**. deforestation reforestation **B**. growing **C**. where **D**. were

**Question 70:** Kazakova's performance made her the heroin of the Moscow Film Festival.

1. Kazakova's **B.** made **C.** the heroin of the heroine **D.** Film Festival

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions***

**Question 71**: The last time we went to the cinema was five years ago.

**A.** We didn’t go to the cinema five years ago.

**B.** We started going to the cinema five years ago.

**C.** We have never gone to the cinema for five years.

**D.** We haven’t gone to the cinema for five years.

**Question 72:** I haven't met my grandparents for five years.

**A**. I often met my grandparents five years ago.

**B**. I last met my grandparents five years ago.

**C**. I have met my grandparents for five years.

**D**. I didn't meet my grandparents five years ago.

**Question 73:** She last phoned her close friend two months ago.

**A.** She has two months to phone her close friend.

**B.** She didn’t phone her close friend two months ago.

**C.** She has phoned her close friend for two months.

**D.** She hasn’t phoned her-close friend for two months.

**Question 74:** “I have a lot of homework to do,” Ha said.

**A.** Ha said that I had a lot of homework to do.

**B.** Ha said that I have a lot of homework to do.

**C.** Ha said that she has had a lot of homework to do.

**D.** Ha said that she had a lot of homework to do.

**Question 75:** “Would you like to come out to dinner with me tonight, Jenny?” Paul said.

**A**. Paul suggested that Jenny go out to dinner with him that night.

**B**. Paul insisted on Jenny going out to dinner with him that night.

**C**. Paul invited Jenny to go out to dinner with him that night.

**D**. Pau offered Jenny to go out to dinner with him that night

**Question 76:** "If I were you, I'd attend this conference," she said to me.

1. She said to me that if I were you, I'd attend that conference.
2. She will attend that conference if she is me.
3. She suggested attending that conference if she were me.
4. She advised me to attend that conference.

**Question 77:** It is not necessary for you to wear formal clothes to the party this evening.

**A.** You can’t wear formal clothes to the party this evening.

**B.** You needn’t wear formal clothes to the party this evening.

**C.** You must wear formal clothes to the party this evening.

**D.** You would wear formal clothes to the party this evening.

**Question 78:** Every student is required to write an essay on the topic.

**A.** Every student might write an essay on the topic.   
**B.** Every student must write an essay on the topic.   
**C.** They require every student can write an essay on the topic.   
**D.** Every student should write an essay on the topic.

**Question 79:** *She probably buys this house next week.*

**A.** She doesn't have to buy this house next week.

**B.** She may buy this house next week.

**C.** She should buy next house next week.

**D.** She must buy this house next week.

**Period: 9**

**DOUBLE COMPARISON**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: know how to use the double comparison

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (5’)**  **Rewrite the following sentence**  1.The apartment is big. The rent is high.  The bigger……………………..  The bigger *the apartment is, the higher the rent is*  *2.* As he gets older, he wants to travel less.  The older……………………………………..  The older he gets, the less he wants to travel  **T: Leads to the double comparison**  **ACTIVITY 2: PRESENTATION (15’)**  ***Step 1:***  - Has students work in groups of 3 or 4 students and write down the form of the double comparison  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on their papers and exchange the answer to mark  Group 1 ↔ Group 3  Group 2 ↔ Group 4  …………………..  **Step 4:** T confirms, and explain more if necessary  **ACTIVITY 3: PRACTICE (24’)**  **Choose the best answer**  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: T calls on 2 Ss to do on the board and then calls other Ss to remark  Step 4: T gives the correct answer  **ACTIVITY 4: HOMEWORK ( 2’)**  Learn the form of double comparison by heart and redo the exercise | * **Expected answer**   1.Short adjectives  S + V + ADJ / ADV + ER + AND + ADJ / ADV + ER  Ex: It is getting hoter and hotter  2. Long adjectives  S + V + MORE AND MORE + ADJ / ADV  Ex: My lessons are becoming more and more difficuilt  3. S + V + LESS AND LESS + LONG ADJ OR SHORT ADJ  Ex: He is less and less studious.  4.THE + ADJ ( ngắn) + ER + S + V , THE + ADJ + ER + S + V  Ex : The older he gets, the weaker he is.  The younger you are, the easier it is to learn.  5. THE MORE + ADJ + S + V , THE MORE + ADJ + S + V  6. THE ADJ + ER + S + V , THE MORE + S + V + ADJ  7. THE MORE + S + V , THE + ADJ + ER + S + V  The more we get together, the happier we ill be.  Ex : The more he worked, the richer he was.  The more tired you are, the harder you concentrate  8. THE MORE + S + V, THE + MORE + S + V  **Ex:** The more she knows him, the more she loves him.  9. THE LESS +ADJ +S +V , THE LESS + ADJ+ S + V  EX : The less diligent the boy is, the less progress he will make.   * **Choose the best answer** |

**Exercise: Choose the best answer**

**Question 1**. The more you practice speaking in public, \_\_\_\_\_\_\_.

**A**. the more you become confident **B**. the more you become confidently

**C**. the greater confidence you become **D**. the more confident you become

**Question 2**. The more manufacturers advise, \_\_\_\_\_\_\_ they sell.

**A**. the most products **B**. the products more **C**. the more products **D**. most products

**Question 3.** The more he slept,\_\_\_\_\_\_\_irritable he became.

**A.** the most **B.** the vey more **C.** much more **D.** the more

**Question 4.** Air pollution is getting serious in big cities in the world.'

**A.** more and more **B.** the more and the more **C.** the most and the most **D.** most and most

**Question 5.** The more you study during this semester, the week before the exam.

**A.** you have to study the less **B.** the less you have to study

**C.** the least you have to study **D.** the study less you have

**Question 6**. :\_\_\_\_\_\_\_you study for these exams,\_\_\_\_\_\_\_you will do.

**A**. The harder / the better **B**. The more / the much

**C**. The hardest / the best **D**. The more hard / the more good

**Question 7**. The faster we walk,\_\_\_\_\_\_\_we will get there.

**A**. the soonest **B**. the soon **C**. the more soon **D**. the sooner

**Question 8.** It gets when the winter is coming.

**A.** more and more cold **B.** colder and colder **C.** cold and colder **D.** cold and less cold

**Question 9.**\_\_\_\_\_\_\_he worked, the more he earned.

**A.** The more hard **B.** The hard **C.** The harder **D.** The hardest

**Question 10.**  The more I tried my best to help her, \_\_\_\_\_\_\_.she became.

**A.** less lazy **B.** the lazier **C.** the more lazy **D.** lazier

**Question 11**.\_\_\_\_\_\_\_the time passes, \_\_\_\_\_\_\_I feel! The deadline of my thesis is coming, but I have just finished half of it.

**A**. The faster / the nervous **B**. The more fast / the nervous

**C**. The fast / the more nervous **D**. The faster / the more nervous

**Question 12.**  The streets are getting more and \_\_\_\_\_\_\_\_\_ these days.

A. crowded B. less crowded **C. more crowded**  D. most crowded

**Question 13**. \_\_\_\_\_\_\_\_ I love her, \_\_\_\_\_\_\_ I hate myself.

A. The more/the most                 B. The more/the more C. The many/the many           D. The many/the more

**Question 14.**  . \_\_\_\_\_\_\_\_\_\_ this exam is, \_\_\_\_\_\_\_ Linda likes.

A. The more difficult/the more        B. The difficult/the more

C. The more difficult/the many   D. The more difficult/the many

**Question 15.**  . \_\_\_\_\_\_\_\_\_ Lisa smiles , \_\_\_\_\_\_\_\_\_\_\_\_\_ she becomes.

A. The more/the most graceful   B. The many/the more graceful

C. The more/the more graceful D. The more/the graceful

**Question 16.**  . \_\_\_\_\_\_\_\_\_ Elly learns, \_\_\_\_\_\_\_\_\_\_ she knows.

A. The more/the most     B. The many/the more C. The many/the many              D. The more/the more

**Question 17.**  . \_\_\_\_\_\_\_\_\_\_\_ a car is, \_\_\_\_\_\_\_\_\_\_\_\_ it is.

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

C. The more expensive/the more comfortable         D. The expensive/the more comfortable

**Question 18.**  . \_\_\_\_\_\_\_\_\_\_ Tom tries, \_\_\_\_\_\_\_\_\_ he succeeds.

A. The more/the most                B. The many/the more C. The many/the many  D. The more/the more

**Question 19.**  . \_\_\_\_\_ my sister studies, \_\_\_\_\_\_she will become.

A. The many/the smarter         B. The more/the smarter

C. The more/the smartest     D. The more many/the more smart

**Question 20.** \_\_\_\_\_ books you read, \_\_\_\_\_\_\_\_ knowledge you will have.

A.The more /the more. B. The many / the many

C. The many/the many     D. The more/the most

**Period: 10**

**ORDER OF ADJECTIVES**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: know how to order the adjective correctly

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (5’)**  **T:** Has Ss combine three sentenses into a meaningful sentense ( Using the order of adjectives )  This game is new. It's for the family. And it's exciting.  🡪 This is **an exciting new family game**.  **T: Leads to “Opsashcomp”**  **ACTIVITY 2: PRESENTATION (15’)**  ***Step 1:***  - Has students work in groups of 3 or 4 students and write down the order of the adjectives  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on their papers and exchange the answer to mark  Group 1 ↔ Group 3  Group 2 ↔ Group 4  …………………..  T confirms, and explain more if necessary  **Step 4**: T has Ss learn by heart then checks up | * **Expected answer**   **1. Opinion ( Op) :** Quan điểm  -lovely, nice, wonderful, great, awful, terrible, beautiful…  **2. Size ( S):** Kích thước (lớn, nhỏ)  -big, small, long, large, short, tall, fat…  **3. Age ( A)** :Tuổi tác; cũ, mới  -new, old, young, elderly, ancient….  **4. Shape (Sh):** Hình dáng ( vuông, tròn.ô van…)  -square, round, oval, triangle  **5. Colour ( C):** Màu sắc  -green, red, purple, yellow, black…  **6. Origine ( O):** Xuất xứ (đến từ đâu)  -Japanese, American, Chinese, Korean…  **7. Material ( M )** Chất liệu (được làm bằng gì?)  -stone, plastic, paper, leather metal , wooden, silk ……  **8. Purpose ( P )** Mục đích (để làm gì?)  Thường là danh từ/ Danh động từ (được dùng như tính từ) sports, reading, walking…… |
| **ACTIVITY 3: PRACTICE (23’)**  **Choose the best answer**  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: T calls on 2 Ss to do on the board and then calls other Ss to remark  Step 4: T gives the correct answer  **ACTIVITY 4: HOMEWORK ( 2’)**  Learn the order of adjectives by heart and redo the exercise | **Exercise: *Choose the best answer*** |

***Choose the best answer***

**Question 1**. The report form is available on the two \_\_\_\_\_\_\_ discs in my drawer.

**A**. small green round **B**. round small green **C**. green small round **D**. small round green

**Question 2**. Her husband bought her \_\_\_\_\_\_ when he went on holiday in Singapore last week.

**A**. a beautiful silk yellow scarf **B**. a beautiful yellow silk scarf

**C**. a yellow beautiful silk scarf **D**. a beautiful yellow scarf silk

**Question 3.** Charles was wearing at the party.

**A**. a tie yellow silk funny **B**. very funny wide yellow silk tie

**C**. a yellow silk funny tie **D**. a funny wide yellow silk tie

**Question 4.** There is in my bedroom.

**A.** an old square wooden table **B.** a square wooden old table

**C.** an old wooden square table **D.** a wooden old square table

**Question 5.** She has just bought .

**A.** a Swiss beautiful brand-new watch **B.** a Swiss brand-new beautiful watch

**C.** a brand-new beautiful Swiss watch **D.** a beautiful brand-new Swiss watch

**Question 6.** John lost the bicycle he bought last week and his parents were very angry with him.

**A.** new beautiful blue Japanese **B.** beautiful blue Japanese new

**C.** beautiful new blue Japanese **D.** Japanese beautiful new blue

**Question 7.** On my birthday, my mother gave me a .

**A.** new blue German car **B.** blue German new car

**C.** new German blue car **D.** German new blue car

**Question 8**. Indiana University, one of the largest ones in the nation, is located in a \_\_\_\_\_\_town.

**A**. small beautiful Midwestern **B**. beautiful Midwestern small

**C**. Midwestern beautiful small **D**. beautiful small Midwestern

**Question 9.** My aunt gave me a hat on my 16th birthday.

**A.** nice yellow new cotton **B.** new nice cotton yellow

**C.** new nice yellow cotton **D.** nice new yellow cotton

**Question 10.**We like policies.

**A.** American recent economic **B.** economic recent American

**C.** recent American economic **D.** recent economic American

**Question 11.** She has just bought .

**A.** an interesting French old painting **B.** an old interesting French painting

**C.** a French interesting old painting **D.** an interesting old French painting

**Question 12.** It's silly of him to spend a lot of money buying .

**A.** a thick wooden old table **B.** a thick old wooden table

**C.** an old wooden thick table **D.** a wooden thick old table

**Question 13.**.I saw him hiding something in a\_\_\_\_\_\_\_ bag.

A. small plastic black B. black small plastic

C. small black plastic D. plastic small black

**Question 14.** Thomas wore a \_\_\_\_\_\_\_\_\_\_\_\_ shirt yesterday .

A. new white lovely cotton B. lovely new white cotton

C. lovely cotton new white D. new white cotton lovely

**Question 15.** She has just bought a \_\_\_\_\_\_\_\_\_\_\_\_ shoe

A. small German running white B. small German white running

C. small white German running D. small running white German

**Question 16.** Jack’s father bought him a(n)\_\_\_\_\_\_\_\_ bike as a birthday gift.

A. blue Japanese expensive B. expensive Japanese blue

C. Japanese expensive blue D. expensive blue Japanese

**Question 17**. I’m looking for a \_\_\_\_\_\_\_ for my bedside table.

A. cheap white Taiwanese clock radio. B. white cheap Taiwanese clock radio.

C. Taiwanese cheap white clock radio. D. Taiwanese white cheap clock radio

**Question 18**. There are many \_\_\_\_\_\_\_\_\_\_in our library.

A. old American interesting history books B. interesting old American history books

C. interesting American old history books D. American interesting old history books

**Question 19.** I have just bought an \_\_\_\_\_\_\_\_\_\_\_\_ painting

A. interesting old French B. interesting French old

C. old French interesting D. old interesting French

**Question 20.** My mother gave me a \_\_\_\_\_\_\_\_\_\_\_\_ shoe on my birthday.

A. small German running white B. small German white running

C. small white German running D. small running white German

**Period: 11**

**PRACTICE TEST 5**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

#### **Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions.**

**Question 80**: I couldn’t understand the exercise. I didn’t go to school yesterday.

**A.** If only I had understood the exercise, I would have gone to school yesterday.

**B.** I wish I had gone to school yesterday so that I could understand the exercise

**C.** Had I gone to school yesterday, I couldn’t have understood the exercise.

**D.** As long as I couldn’t understand the exercise, I would go to school yesterday.

**Question 81:** My neighbors often sing karaoke in the evening. It is noisy.

**A**. If only my neighbors hadn’t sung karaoke in the evening.

**B**. If my neighbors hadn’t sung karaoke in the evening, it wouldn’t have been noisy.

**C**. I wish my neighbors didn’t often sing karaoke in the evening.

**D**. As long as my neighbors don’t sing karaoke in the evening, it won’t be noisy.

**Question 82:** Mike doesn’t feel well today. He can’t go out with his friends.

**A.** If Mike had felt well today, he couldn’t have gone out with his friends.

**B.** Mike wishes he felt well today so that he could go out with his friends.

**C.** If only Mike had felt well today, he couldn’t have gone out with his friends.

**D.** Provided that Mike feels well today, he can’t go out with his friends.

**Question 83:** Students are forbidden to bring their phones into the exam room. There is no exception.

**A.** Under no circumstances are students prohibited from bringing their phones into the exam room.

**B.** On no account are students permitted to bring their phones into the exam room.

**C.** At no time were students permitted to bring their phones into the exam room.

**D.** In no way are students prohibited from bringing their phones into the exam room.

**Question 84:** You are not allowed to come home after midnight. There is no exception

**A.** On no account are you permitted to come home after midnight.

**B.** At no time are you banned from coming home late.

**C.** On no occasion are you prohibited from coming home late.

**D.** By no means are you forbidden to come home late

**Question 85:** You will not be allowed to enter the President Palace. There is no exception whoever.

**A.** In no way will you be forbidden to enter the President Palace.

**B.** On no account will you be banned from entering the President Palace.

**C.** By no means will you be prohibited from entering the President Palace

D. Under no circumstances will you be allowed to enter the President Palace.

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

Urban development is having a direct impact on the weather in (1) \_\_\_\_\_\_ cities worldwide. It has been noticed that the difference in temperature is usually greater at night and the phenomenon occurs in both winter and summer. Experts agree that this is due to urban development, when open green spaces are replaced with asphalt roads and tall brick or concrete buildings. These materials retain heat generated by the Sun and release it through the night. In Atlanta, in the US, this has even led to thunderstorms (2) \_\_\_\_\_\_ occur in the morning rather than, as is more common, in the afternoon.

Large cities around the world are adopting strategies to combat this issue, (3) \_\_\_\_\_\_ it is not uncommon to find plants growing on top of roofs or down the walls of large buildings. In Singapore, the government has (4) \_\_\_\_\_\_ to transform it into a "city within a garden" and, in 2006, they held an international competition calling for entries to develop a master plan to help bring this about. One outcome was the creation of 18 "Supertrees" – metal constructions resembling very tall trees. Each one is a vertical freestanding garden and is (5) \_\_\_\_\_\_ to exotic plants and ferns. They also contain solar panels used to light the trees at night and also containers to collect rainwater, making them truly self-sufficient.

**Question 1: A.** one **B.** many **C.** each **D.** much

**Question 2: A.** which **B.** where **C.** what **D.** when

**Question 3: A.** however **B.** for **C.** otherwise **D.** and

**Question 4: A.** committed **B.** pledged **C.** confessed **D.** required

**Question 5: A.** land **B.** house **C.** place **D.** home

**Period: 12**

**PRACTICE TEST 6**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

In Africa, people celebrate with joy the birth of a new baby. The Pygmies would sing a birth-song to the child. In Kenya, the mother takes the baby strapped to her back into the thorn enclosure where the cattle are kept. There, her husband and the village elders wait to give the child his or her name.

In West Africa, after the baby is eight days old, the mother takes the baby for its first walk in the big, wide world, and friends and family are invited to meet the new baby. In various African nations, they hold initiation ceremonies for groups of children instead of birthdays. When children reach a certain designated age, they learn the laws, beliefs, customs, songs and dances of their tribes. Some African tribes consider that children from nine to twelve are ready to be initiated into the grown up world. They may have to carry out several tests.

Maasai boys around thirteen years old to seventeen **undergo** atwo-stage initiation. The first stage lasts about three months. The boys leave their parents' homes, paint their bodies white, and are taught how to become young warriors. At the end of this stage, they have their heads shaved and they are also circumcised. At the second stage, the young warriors grow their hair long and live in a camp called a “manyatta” where they practice hunting the wild animals that might attack the Maasai herds. This stage may last a few years. When **they** will marry and become owners of large cattle herds like their fathers. The girls are initiated when they are fourteen or fifteen. They are taught by the older women about the duties of marriage and how to care for babies. Soon after that they are married and lead a life similar to that of their mothers.

**Question 6**. What does the word "**they**" in paragraph 3 refer to?

**A.** the young warriors  **B.** the cattle owners

**C.** the Maasai herds  **D.** the wild animals

**Question 7.** The word "**undergo**" in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_\_.

**A.** explore  **B.** participate in **C.** experience  **D.** commence

**Question 8.** Which of the following is NOT mentioned in paragraph 2?

**A.** Children have to learn their tribes' cultures and traditions when they are old enough.

**B.** An eight-day-old child will be taken for the first walk by his or her mother.

**C.** Children are initiated for a mature life in the presence of their friends and family.

**D.** Children have to overcome a few trials to enter the grown-up world.

**Question 9**. Where do people in Kenya give the name to the child?

**A.** at their house  **B.** at the village church

**C.** on the cattle farm  **D.** near the thorn fence

**Question 10.** What does the passage mainly discuss?

**A**. Birthday ceremonies for children in Africa

**B.** Activities in a birth celebration

**C.** Traditions of Maasai people when having a new baby

**D.** Celebrations in Africa

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

We get great pleasure from reading. The more advanced a man is, the greater delight he will find in reading. The ordinary man may think that subjects like philosophy or science are very difficult and that if philosophers and scientists read these subjects, it is not for pleasure.

But this is not true. The mathematician finds the same pleasure in his mathematics as the school boy in an adventure story. For both, it is a play of the imagination, a mental recreation and exercise. The pleasure **derived** from this activity is common to all kinds of reading. But different types of books give us differenttypes of pleasure. First in order of popularity is novel-reading. Novels contain pictures of imaginary people in imaginary situations, and give us an opportunity of escaping into a new world very much like our world and yet different from **it**. Here we seem to live a new life, and the experience of this new life gives us a thrill of pleasure. Next in order of popularity are travel books, biographies and memoirs. These tell us tales of places we have not seen and of great men in whom we are interested.

Some of these books are as wonderful as novels, and they have an added value that they are true. Such books give us knowledge, and we also find **immense** pleasure in knowing details of lands we have not seen and of great men we have only heard of. Reading is one of the greatest enjoyments of life. To book-lovers, nothing is more fascinating than a favorite book. And, the ordinary educated man who is interested and absorbed in his daily occupation wants to occasionally escape from his drudgery into the wonderland of books for recreation and refreshment.

*(Source:* [*http://www.importantindia.com*](http://www.importantindia.com)*)*

**Question 11:** What does the passage mainly discuss?

**A.** Different types of books **B.** Different kinds of reading

**C.** Reading as an exercise for the brain **D.** Reading as a pleasurable activity

**Question 12:** According to paragraph 1, which of the following is NOT true?

**A.** Ordinary people may think that philosophy and science are difficult.

**B.** Reading about mathematics is mentally entertaining for a mathematician.

**C.** Philosophers and scientists do not read for pleasure.

**D.** A more advanced person takes greater pleasure in reading.

**Question 13:** The word “**derived**” in paragraph 2 is closest in meaning to \_\_\_\_\_\_.

**A.** differed **B.** established **C.** bought **D.** obtained

**Question 14:** The word “**it**” in paragraph 2 refers to \_\_\_\_\_\_.

**A.** a new life **B.** our world **C.** an opportunity **D.** a thrill of pleasure

**Question 15:** The word “**immense**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_.

**A.** great **B.** limited **C.** personal **D.** controlled

**Question1 6:** According to the passage, travel books, biographies and memoirs \_\_\_\_\_\_.

**A.** are wonderful novels **B.** tell stories of well-known places

**C.** are less popular than novels **D.** are more valuable than novels

**Question 17:** According to paragraph 4, which of the following is the most fascinating to booklovers?

**A.** A daily occupation **B.** An ordinary educated man **C.** The wonderland **D.** A favorite book

**Period: 13**

**SEQUENCE OF TENSES**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: know how to distinguish the right usage of verb tenses and the sequence of tenses

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (5’)**  Find the mistakes in the use of tenses  1. I walked to school when it rained  2. Before I went to bed, I finished my homework  **\*** 1. I was walking to school when it rained  2. Before I went to bed, I had finished my homework  **T: Lead to the sequence of verbs**  **ACTIVITY 2: PRESENTATION (15’)**  ***Step 1:*** T has students work in groups and write down form and the usage and cues for verb tenses  Group 1: Quá khứ đơn  Group 2: Quá khứ tiếp diễn  Group 3:Quá khứ hoàn thành  Group 4: Hiện tại hoàn thành  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on the paper and exchange the answer with other groups  Group 1 ↔ Group 3  Group 2 ↔ Group 4  T: reviews the sequence of tenses and has Ss give examples  Ss: do the task | * **Expected answer**     **Sequence of tenses**   1. **Quá khứ đơn- Quá khứ đơn**   Diễn tả một thói quen, hành động lặp đi lặp lại trong quá khứ, nhưng không còn tồn tại trong hiện tại.(When)  I visted Halong Bay when I was a child   1. **Quá khứ đơn- Quá khứ tiếp diễn**   Diễn tả hành động đang xảy ra trong quá khứ thì có hành động khác xảy ra xen vào. (When, While)  I **was watching** TV when she **called**.   1. **Quá khứ đơn- Hiện tại hoàn thành**   Để chỉ một việc đã bắt đầu xảy ra trong quá khứ và hiện đang còn xảy ra.( Since)  We **have learned** English since we **were** 10.   1. **Quá khứ đơn- Quá khứ hoàn thành**   Diễn tả hành động xảy ra và hoàn thành trước một hành động khác ở trong quá khứ (before, after, by the time). Hành động xảy ra sau dùng thì Past Simple. ( After, Before, When, By the time)  - After Nam ***had done*** his homework, he **went** to bed.   1. **Quá khứ tiếp diễn – Quá khứ tiếp diễn**   - Hai hoặc nhiều hành động xảy ra đồng thời trong quá khứ ( While)  I **was studying** while my mother **was cooking** dinner |
| **ACTIVITY 3: PRACTICE (24’)**  **Choose the best answer**  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: T calls on 2 Ss to do on the board and then calls other Ss to remark  Step 4: T gives the correct answer  **ACTIVITY 4: HOMEWORK ( 1’)**  Learn the sequence of verbs by heart and redo the exercise | **Exercise: *Choose the best answer*** |

**Exercise: Choose the best answer**

1. When they \_\_\_\_ in the garden, the phone \_\_\_\_.

A. worked/was ringing B. were working/rang C. worked/rang D. work/rings

2. After they \_\_\_\_ their breakfast, they \_\_\_\_ shopping yesterday.

A. have/go B. had had/go C. had/had gone D. had had/went

3. They \_\_\_\_ tea when the doorbell \_\_\_\_.

A. have/is ringing B. were having/rang C. had had/ rang D. having/ringing

4. They \_\_\_\_ football when the lights in the stadium \_\_\_\_ out.

A. were playing/went B. played/was going C. were playing/ was going D. playing/went

5. We \_\_\_\_ him since he \_\_\_\_ married.

A. didn’t see/got B. haven’t seen/got C. don’t/get D. hadn’t seen/got

6. She \_\_\_\_ English when she was six years old.

A. learned B. has learned C. is learning D. had learned

7. While mum was watching TV, I \_\_\_\_ my homework.

A. am doing B. was doing C. had done D. has done

8. When Carol \_\_\_\_\_\_\_ last night, I \_\_\_\_\_\_ my favorite show on television.

a. was calling / watched b. called / have watched c. called / was watching d. had called / watched

9. When we came in, they\_\_\_\_\_\_\_\_\_\_the meal for us.

A. prepared B. prepare C.preparing D. were preparing

10. I \_\_\_\_ how to dance when I \_\_\_\_ six years old.

A. don’t know / was B. didn’t know / am C. didn’t know / was D. haven’t known/was

11.\_\_\_\_\_\_\_, Peter came to see me.

a. While having dinner b. While I was having dinner

c. When having dinner d. When lam having dinner

12.\_\_\_\_\_\_\_ my homework, I went to bed.

a. After I had finished b. After finished c. Finished d. After had finished

13.While she \_\_\_\_\_\_\_ breakfast, I set the table.

a. will make b. was making c. has made d. would be making

14.Mrs. Pike \_\_\_\_\_\_\_ the door before the customers arrived.

a. had opened b. will open c. would open d. has opened

15. While I \_\_\_\_\_\_along the road, I saw a friend of mine.

A. was cycling B. have cycled C. cycled D. am cycling

16.\_\_\_\_\_\_\_ for my train the morning, I met an old school friend.

a. When I had been- waiting b. While I was waiting c. As I will be waiting d. Until I had been waiting

17. After he.......................his English course, he went to England to continue his study

A. has finish B. had finished C. was finished D. would finish

18. He.............................his job last month and then he..................out of work

A. lost- was B. was lost- had been C. has lost- was D. lost- has been

19. While they were \_\_\_\_\_\_\_\_tables, he was \_\_\_\_\_\_\_\_\_ the radio.

A. arranging - listening to B. arranging – hearing C. laying -listening to D. making- hearing

20. Sam \_\_\_\_\_to change a light bulb when he\_\_\_\_\_and\_\_\_\_\_\_

A. was trying-slipped- fell B. tried- was slipping- falling

C. had been trying- slipped- was falling D. has tried- slips- falls

21.While my mother \_\_\_\_\_\_\_\_ a film on TV, my father was cooking dinner. It was March 8th yesterday.

A. watched B. was watching C. had watched D. watches

22. He began to feel ill while \_\_\_\_\_\_\_\_\_.

A. he is doing the exam B. he did the exam C. he would do the exam D. he was doing the exam.

23. John \_\_\_\_  his grandma every weekend when he was not married.

A. visted B. was visiting C. has visited D. had visited

**Period: 14**

**CONNECTORS: ALTHOUGH / INSPITE OF / BECAUSE / BECAUSE OF**

**I. OBJECTIVES**

By the end of the unit, students will be able to:

**1. Knowlegde**

**Grammar**: know how to distinguish the right differences between pairs (Though/ despite/ inspite of) , (because/ because of)

**2.Competence**

Develop communication and collaboration competence,learner autonomy through te theory and the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: 15’**  - work in groups and write down the connectors they have known.  - Ask ss todo the task. T goes around the class to provide help.  *-* Ss write the answer on the board and exchange the answer to mark  *Nguyên tắc chung cần nhớ là :*  *• Clauses and phrases of concession:*   |  | | --- | | ⮚Although/ Even though/ though/even if/ in spite of the fact that/  Despite of the fact that + MỆNH ĐỀ  ⮚Despite / in spite of/ regardless of + CỤM TỪ  ( noun phrase/ V-ing phrase) ⮚ADJ/ ADV/ N + though/ as + S-V |   **Các công thức biến đổi từ mệnh đề sang cụm từ như sau:**  1.Noun + be + adj 🡪The/ (her, his, their…) + adj+ Noun  2.Pronoun + be + adj 🡪The/ (her, his, their…) + Noun (of the adj )  3. Pronoun + verb + (adv)🡪The/ (her, his, their…) + Adj (of the adv) + Noun (of the verb)  4. Pronoun + verb + (O) 🡪V-ing (same Subject)  5.There be + Noun 🡪 The + Noun | ***• Clauses and phrases of reason:***  **⮚**Because/ since/ as/ for/ seeing that/ in that / in as much as/ now (that) =  because of the fact that/ due to the fact that + S-V  ⮚Because of/ due to/ owing to/ thank to + CỤM TỪ  ( noun phrase/ V-ing phrase)  **Ex: *Although/ even though/ though*** he took a taxi, Bill still arrived late for the concert.  ***Despite / in spite of*** being a millionaire, Henry’s friend hates spending money.  **Ex**: ***Because/ since/ as*** pollution is something that other folk do, we’re just enjoying our day**.** |
| **ACTIVITY 2: PRACTICE (30’)**  **Task :** Circle the best answers:  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups of 4  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

**HANDOUT**

**Choose the letter A, B, C or D that best completes the following sentences.**

**Question 1**.Many exam candidates lose marks simply \_\_\_\_\_\_\_\_ they do not read the questions properly.

**A**. because of **B. because** **C**. due to **D**. owing that

**Question 2.** \_\_\_\_\_\_\_\_ he was the most prominent candidate, he was not chosen.

**A. Though B.** Because **C.** As **D.** Since

**Question 3.** She got the job the fact that she had very little experience.

**A.** although **B.** because of **C. despite** **D.** because

**Question 4.** He managed to win the race hurting his foot before the race.

**A.** i**n spite of** **B.** despite of **C.** although **D.** because of

**Question 5.** I knew they were talking about me they stopped when I entered the room.

**A. because** **B.** so that **C.** despite **D.** therefore

**Question 6.** \_\_\_\_\_\_\_ he had enough money, he refused to buy a new car.

**A.** In spite **B. Although** **C.** Despite **D.** In spite of

**Question 7**. \_\_\_\_\_\_\_, the young mother appeared visibly very happy after the childbirth.

**A**. **Tired as she was** **B**. She was tired **C**. As tired **D**. Despite tired

**Question 8**. Students can only use technological devices to complete their work \_\_\_\_\_\_\_ investment on notebooks and books.

**A**. rather than **B**. **instead of** **C**. but for **D**. in case

**Question 9:** He always did well at school\_\_\_\_\_\_\_\_\_having his early education disrupted by illness.

**A.** Because of **B**. because **C.** though **D. in spite of**

**Question 10:** The building work is still on schedule a problem in digging the foundation.

**A.** due to **B. despite** **C.** so as **D.** only if

**Question 11:** \_\_\_\_\_\_\_\_\_there have been many changes in his life, he remains a nice man to everyone.

**A.** However **B**. **Although** **C.** Because **D.** Despite

**Question 12:** The house felt terribly cold the fact that the central heating had been on all day.

**A.** because of **B.** in spite of **C.** because **D.** although

**Question 13:** \_\_\_\_\_\_ I heard the phone ring, I didn’t answer it.

**A.** Because **B.** Only if **C. Even though** **D.** Provided that

**Question 14**. The new supermarket is so much cheaper than the one in John Street. \_\_\_\_\_\_\_, they do free home deliveries.

**A**. **Moreover** **B**. Consequently **C**. Nevertheless **D**. Instead

**Question 15**. Fast food is very popular. \_\_\_\_\_\_\_, a diet of hamburgers, pizzas and fried chicken is not very healthy.

**A**. Consequently **B**. Moreover **C**. **Unfortunately**  **D**. In contrast

**Period: 15**

**ADVERBIAL CLAUSE OF TIME (PRESENT TENSE AND FUTURE TENSE)**

**I. OBJECTIVES**

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

**1. Knowledge**

**Grammar**: know how to realize the signs to choose the right tenses combined with right conjunctions.

**2. Competence**

Develop communication and collaboration competence, learner autonomy through the theory and the tasks.

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: 15’**  - work in groups and write down Some common subordinating conjunctions of time they have learnt .  - Ask ss todo the task. T goes around the class to provide help.  ***-*** Ss write the answer on the board and exchange the answer to mark  ***Nguyên tắc chung cần nhớ là :***  **Adverbial clause of time**  - Nhận dạng: **Các phương án**  có: “**when/ while/ after/ before/ as soon as/ by the time/ till/ until + S +V**”  - Cách làm: Question **đề** bài có **Will** 🡪 chọn **Hiện tại đơn/Hiện tại hoàn thành**  (Loại phương án có “will/ was/ were/ had/ Ved)”. | Some common subordinating conjunctions of time: “**when/ while/ after/ before/ as soon as/ by the time/ till/ until** |
| **ACTIVITY 2: PRACTICE (30’)**  **Task :** Circle the best answers:  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: exchange the answers  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

**HANDOUT**

**Choose the letter A, B, C or D that best completes the following sentences.**

**Question 1**.The car \_\_\_\_\_\_ ready for him by the time he comes tomorrow.

**A**. will be **B. will have been** **C**. will being **D**. are going to be

**Question 2.** \_\_\_\_\_\_\_\_ the destination, he will have been walking for about three hours.

**A.** When John will get **B.** **By the time John gets**

**C.** After John has got **D.** until John is getting

**Question 3.** \_\_\_\_\_\_\_\_ to help, we will have finished the work.

**A.** **By the time John comes**  **B.** Since John comes

**C.** When John comes **D.**  Until John comes

**Question 4.** the letter, Tom will have left for Paris.

**A**. **By the time we receive** **B**. before we receive

**C.** when we receive **D**. after we receive

**Question 5.** I think \_\_\_\_\_\_\_\_ there, Jim will have left

**A.** **by the time we get**  **B.** after we get **C.** when we get **D.** until we get

**Question 6:**  . , his employees will have worked for two hours.

**A.** **By the time the boss arrives B.** when the boss arrives

**C.** afte**r** the boss arrives **D.** only when the boss arrives

**Question 7**. \_\_\_\_\_\_\_, they will have done their homework.

**A**. **By the time you finish cooking** **B**. By the time you finished cooking

**C**. When you finish cooking **D**. While you finish cooking

**Question 8**. When he comes, I\_\_\_\_\_\_\_\_\_ her the news.

A. tell **B. will tell** C. would tell D. would have told

**Question 9:** \_\_\_\_\_\_\_\_to my country, I will have been away from home for more than three years.

**A.** By the time I returned **B. By the time I return**

**C.** When I return **D.** Only when I return

**Question 10:** He will take the dog out for a walk dinner.

**A. as soon as he finishes** **B.** as soon as he finish

**C.** While hewill finish **D.** before he shall have finished

**Question 11**: \_\_\_\_\_\_\_\_\_him, I will give him your regards.

**A. When I see B**. BeforeI saw **C.** since I saw **D.** whileI see

**Question 12**: \_\_\_\_\_\_, she often wears in red.

**A.** After I met her **B.** **Whenever I meet her**

**C.** By the time I met her **D.** Until I will meet her

**Question 13**. By the time the software \_\_\_\_\_\_\_ on sale next month, the company \_\_\_\_\_\_ $2 million on developing it.

**A**. went – had spent **B**. will go – has spent

**C**. has gone – will spend **D**. **goes – will have spent**

**Question** **14**.\_\_\_\_\_\_\_, I will give him the report.

A. When he will return **B. When he returns**

C. Until he will return D. No sooner he return

**Question 15**. By the year 2021, 6% of all US jobs \_\_\_\_\_\_\_ by robots, report says.

**A**. will eliminate **B**. **will have been eliminated**

**C**. will be eliminating **D**. will have eliminated

**Period: 16**

**REDUCED CLAUSE**

**I. OBJECTIVES**

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

**1. Knowledge**

**Grammar**: understand how to reduce the clauses with the same subjects of both active and passive forms.

**2. Competence**

Develop communication and collaboration competence, learner autonomy through the theory and the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: 15’**  - work in groups to review the ways to reduce a clause with the same subjects .  - Ask ss todo the task. T goes around the class to provide help.  ***-*** Ss write the answer on the board and exchange the answer to mark  ***Nguyên tắc chung cần nhớ là :***  - Nhận dạng: 4 phương án có “**To V/ Ving /V3/ Being V3/ Having V3**)  Dịch: **To Vnt**: Để, **V3/ Being V3**: được, **Having V3**: đã … xong  - Loại bỏ các phương án chứa **To** hoặc **Vo** đứng đầu phương án**.**  - Nếu chủ ngữ mệnh đề sau chỉ người chọn theo thứ tự ưu tiên: **Having +Ved/3** 🡪 **Ving**  - Nếu chủ ngữ mệnh đề sau chỉ vật chọn **Ved**  => Trường hợp bí quá có thể chọn **Having +Ved/3** | **-** The original clauses have the same subjects: the ways to reduce the clauses:  - step 1: omit S1  - step 2: V1= Ving/ Having ed/c3 ( active)  V1= Ved/3 (passive)  - on/ upon+ V-ing= when s-v |
| **ACTIVITY 2: PRACTICE (30’)**  **Task :** Circle the best answers:  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: exchange the answers  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary | **handout:** |

**Task:** Circle the best answers:

**Question 1**.\_\_\_\_\_\_\_\_ the homework, he was allowed to go out with his friends.

**A**. Finishing **B**. Finish **C**. To finish **D**. **Having finished**

**Question 2.** On he had won, he jumped for joy.

**A.** he was told **B.** having told **C. being told** **D.** get fined

**Question 3:** the distance was too far and the time was short, we decided to fly there instead of going there by train.

**A.** To discover **B.** Discovered **C.** To have discovered **D. Discovering**

**Question 4**: UNESCO criteria for outstanding universal value to humanity, Trang An Scenic Landscape Complex was added to the World Heritage List in 2014.

**A.** Meeting B. Met **C.** To meet **D. Having met**

**Question 5.** the email - supposedly from Boyd's Bank - to be genuine, she was tricked into disclosing her credit card details.

**A.** Believe **B.** Being believed **C.** To believe **D. Believing**

**Question 6:** every major judo title, Mark retired from international competition.

**A.** When he won **B. Having won** **C.** On winning **D.** Winning

**Question 7**. \_\_\_\_\_\_\_ yesterday, we saw many deer.

**A**. While we hiking through the woods **B**. **Hiking through the woods**

**C**. During hiked through the woods **D**. Hiking through the woods we

**Question 8**. \_\_\_\_\_\_ in large quantities in the Middle East, oil became known as black gold because of the large profit it brought.

**A. Discovered** B. Discovering

C. Which was discovered D. That when discovered

**Question 9**. \_\_\_\_\_\_\_ the age of 21, he was able to gamble in Las Vegas.

**A**. When reached **B**. Reached **C**. As reaching **D**. **Upon reaching**

**Question 10:** for 4 hours, they decided to stop to have lunch at a cheap restaurant.

**A.** Having been walked **B. Having walked** **C.** Walking **D.** Walked

**Question 11:** , Joe was annoyed to find that he had left his key at the coffee shop.

**A.** After returned to his office **B.** To have just returned to his office

**C. Upon returning to his office** **D.** Having been returned to his office

**Question 12**: \_\_\_\_\_\_\_\_\_the instruction, he snatched up the fire extinguisher.  
 **A**. Read **B**. **Having read**  **C**. Being read **D**.Being done

**Question 13:** \_\_\_\_\_\_ high school, Nam attended a university in the city centre.

**A. Having finished** **B.** To have finished **C.** Having been finished **D.** To finish

**Question 14**. \_\_\_\_\_\_\_ the Nobel Prize, he retired from politics.

**A**. Received **B**. **Having received** **C**. Being received **D**. Receive

**Question 15 : \_\_\_\_\_\_**the report to the manager, she decided to take a rest.

**A. Having handed in**  **B.**Handed in  **C.**To hand in  **D.**Being handed in

**Period 17**

**WORD FORM**

**I. OBJECTIVES**

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

**1. Knowledge**

**Grammar**: Distinguish the endings of common nouns/ verbs/ adj and understand the positions of word forms, and know how to do this kind of task.

**2. Competence**

Develop communication and collaboration competence, learner autonomy through the theory and the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook, mindmaps.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: 15’**  - work in groups to review the endings of N, V, adj, adv by using mindmaps.  - Ask ss todo the task. T goes around the class to provide help.  ***-*** Ss write the answer on the board and exchange the answer to mark  ***Nguyên tắc chung cần nhớ là :***  - Tính – danh; động –trạng’  - Tính từ thường đứng sau (to be) | **-** Đuôi nhận biết: adv: ly  - adj: ful,less,ous,ive,ic, able.....  -N: ion,ty,ment,or/er/ist/al....  -V: ise/ize/fy/en...... |
| **ACTIVITY 2: PRACTICE (30’)**  **Task :** Circle the best answers:  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: exchange the answers  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary | **handout** |

Circle the best answers:

**Question 1**.John’s \_\_\_\_\_\_\_\_ and efficiency at the company led to his promotion to Sales Manager.

**A**. **punctuality**  **B**. punctual **C**. punctuate **D**. punctually

**Question 2:** His\_\_\_\_\_\_ of the generator is very famous.

**A.** invent **B.** inventive **C.** i**nvention** **D.** inventor

**Question 3:** She was pleased that things were going on \_\_\_\_\_\_\_.

**A.** satisfied  **B. satisfactorily**  **C.** satisfying  **D.** satisfaction

**Question 4:** The teacher likes her essay because it’s very \_\_\_\_\_\_

**A.** imagination **B.** imaginable **C.** i**maginative** **D.** imaginary

**Question 5:** The fire was believed to have been caused by an fault.

**A. electrical** **B.** electric **C.** electricity **D.** electronic

**Question 6:** In spite of her abilities, Laura has been overlooked for promotion.

**A.** repeat **B. repeatedly**  **C.** repetitive **D.** repetition

**Question 7**. It is desirable that the hotel manager remember to call the \_\_\_\_\_\_\_ staff every 6 months to clean up the air conditioners.

**A**. maintaining **B**. maintain C. maintainable **D**. **maintenance**

**Question 8**. If you don't have anything \_\_\_\_\_\_\_\_ to say, it's better to say nothing.

**A**. construct **B**. construction **C**. **constructive** **D**. constructor

**Question 9:** Her family and friends have given her lots of

**A.** supports **B. support** **C.** supporters **D.** supportive

**Question 10:** Email and instant messaging services have global communication.

**A. revolutionized** **B.** revolutionary **C.** revolution **D**. revolutionarily

**Question 11:** An only child often creates an friend to play with.

**A.** imagery **B.** imaginable **C. imaginary** **D.** imaginative

**Question 12:** As an Mr. Pike is very worried about the increasing of juvenile delinquency.

**A.** educate **B.** education **C. educator** **D.** educative

**Question 13:** Judo players are\_\_\_\_\_\_ to their opponents and bow to each other before and after a contest.

**A.** respectfully **B. respectful** **C.** respectable **D.** respect

**Question 14**. Both inventors and engineers look for ways to improve things in areas like health, food, safety, transportation, aerospace, electronics, \_\_\_\_\_\_\_, and the environment.

**A**. **communication** **B**. communicative **C**. communicator **D**. communicating

**Question 15**. In the past, the \_\_\_\_\_\_\_ and engagement ceremonies took place one or two years before the wedding.

**A**. propose **B**. proposing **C**. **proposal**  **D**. proposed

**Periods: 18**

**VOCABUALRY (COLLOCATION & WORD CHOICE)**

**A.OBJECTIVES:**

By the end of the lesson, students can revise collocation and word choice and do exercises.

**B. TEACHING AIDS:** handouts …

**C.PROCEDURE**

|  |  |
| --- | --- |
| ***Teacher and students’ activities*** | **Target content** |
| I. Activity 1: 30ms  analyze the questions of collocations and word choice; instruct sts the tips to choose the answer especially word choice.  - Deliver the handouts  - sts do the tasks  II. Activity 2: 15ms  - sts give out the answers:  - Ask Sts to do the task in the handout in 35 minutes.  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Sts know how to recognize the correct form of the word in the blank: be + adj, adv+ adj, the/a/ an+ n, s+ v, adv+ v,etc.  - basing on the suffixes of the words to recognize the correct word form: n, v, adj, adv.  - sts distinguish the usage of n, v, adj, adv  (collocation)  Ex: continuity **#** continuation |

Handout

**Choose the best answer:**

Question 1: It is not easy to \_\_\_\_\_\_\_\_\_\_ our beauty when we get older and older.

A. maintain B. develop C. gain D. collect

Question 2: For a public campaign to succeed, it is important to make \_\_\_\_\_\_of existing social organizations as well as other relations.

A. fun B. advantage C. benefit D. use

Question 3: The computer has had an enormous\_\_\_\_\_\_on the way we work and enjoy life.

A. impression B. influence C. change D. alternation

Question 4: During the interview, you should try to\_\_\_\_\_\_\_\_ a good impression on your interview.

A. create B. have C. give D. try

Question 5: All nations should\_\_\_\_\_\_hands to work out a plan to solve the problem of global warming.

A. join B. hold C. shake D. lend

Question 6: Global warming is obviously\_\_\_\_\_\_\_\_\_\_ a worrying influence on the climate worldwide

A. having B. making C. giving D. taking

Question 7: She has just gotten \_\_\_\_\_\_\_\_\_\_ with some international volunteer students.

A. contact B. acquaintance C. friendship D. relationship

Question 8: They \_\_\_\_\_\_\_\_\_\_ sacrifices so that their only child could have a good education.

A. made B. did C. provided D. lent

Question 9: The director will offer you some \_\_\_\_\_\_\_\_\_ of advice that can help you reduce your tension before an interview

A. pairs B. pieces C. rules D. ways

Question 10: The course was so difficult that I didn't \_\_\_\_\_\_\_\_ any progress at all.

A. do B. make C. produce D. create

Question 11: Mr. Putin won a fourth term as Russia's president, picking up more than three-quarters of the vote with \_\_\_\_\_\_\_\_\_ of more than 67 percent.

**A.** an outcome **B.** a turnup **C.** a turnout **D.** an output

Question 12: Most doctors and nurses have to work on a \_\_\_\_\_\_\_ once or twice a week at the hospital.

a. solution b. night shift c. household chores d. special dishes

Question 13: Mary’s mother is said to \_\_\_\_\_\_\_\_\_\_ the responsibility for running the household.

A. take B. make C. get D. hold

Question 14: He wasn’t allowed to \_\_\_\_\_\_\_ the exam.

A. sit B. make C. offer D. go

Question 15: It is said that a drizzle on the Phap Van - Cau Gie Expressway caused poor\_\_\_\_\_\_ andslippery road surface, leading to the vehicles, traveling at high speed, unable to respond safely.

**A.** vision **B.** view **C.** visibility **D.** visionary

Question 16: She \_\_\_\_\_\_ her career to bring up the children.

A. confided B. sacrificed C. obliged D. determined

Question 17: Da Vinci’s Mona Lisa is \_\_\_\_\_; if it was destroyed no amount of money could ever replace it.

**A.** worthless **B.** valueless **C.** priceless **D.** invaluable

Question 18: Being members in a close-knit family we should be very \_\_\_\_\_ of one another.

A. helpful B. sympathetic C. supportive D. proud

Question 19: In a modern family, the husband is expected to join hands with his wife to

-----------------the household chores.

A. do B. make C. run D. take

Question 20: Good friendship should be based on \_\_\_\_\_\_\_ understanding.

A. mutual B. unselfish C. instant D. deep

Question 21: In \_\_\_\_\_\_\_\_\_\_ to a spate of new cases of COVID-19, Vietnam is stepping up its measures to stop the virus from entering and spreading within the country.

A. response B. reaction C. answer D. reply

Question 22: Could you\_\_\_\_\_\_\_me a lift into town?

A. give B. get C. do D. make

Question 23: Mr. Putin won a fourth term as Russia's president, picking up more than three-quarters of the vote with \_\_\_\_\_\_\_\_\_ of more than 67 percent.

**A.** an outcome **B.** a turnup **C.** a turnout **D.** an output

Question 24: All parents are \_\_\_\_\_\_\_ to at least try to behave in ways that will give their own children an important protection

a. decided b. supposed c. followed d. rejected

Question 25: You should \_\_\_\_\_\_\_ more attention to what your teacher explains.

a. make b. get c. set d. pay

Question 26: A recent survey has shown that supporters of equal partnership in marriage are still in the \_\_\_\_\_\_.

a. crowd b. particular c. majority d. obligation

Question 27: The government has launched a new road safety campaign in an\_\_\_\_\_\_to reduce the number of road accidents.

A. attempt B. effort C. try D. allowance

Question 28: He always takes full\_\_\_\_\_\_ of the mistake by these competitors.

A. benefit B. advantage C. profit D. advice

Question 29: Why don’t you make it bigger and more careful to \_\_\_\_\_\_people’s attention?

A. raise B. attract C. make D. keep

Question 30: Some researchers have just \_\_\_\_\_\_\_\_\_\_ a survey of young people's points of view on contractual marriage.

a. sent b. directed c. managed d. conducted

Question 31: Most young people nowadays believe in\_\_\_\_\_\_marriage - first come love, then comes marriage.

A. romantic B. arranged C. unique D. contractual

Question 32: I do not think there is a real \_\_\_\_\_\_ between men and women at home as well as in society.

a. attitude b. value c. measurement d. equality

Question 33: The \_\_\_\_\_\_\_ of the outbreak of the disease is still unknown.

A. aim B. cause C. motive D. reason

Question 34: Peter is trying his best to study in hope that he will \_\_\_\_\_\_\_ fame and fortune in the near future.

a. lose b. run c. move d. achieve

Question 35: She reads newspapers every day to look for the vacant \_\_\_\_\_\_\_ for which she can apply.

a. institutions b. indications c. positions d. locations

Question 36: He has not been offered the job because he cannot meet the \_\_\_\_\_\_\_ of the company.

a. requirements b. applicants c. information d. education

Question 37: Being well-dress and punctual can help you create a good \_\_\_\_\_\_\_ on your interviewer.

a. impression b. pressure c. employment d. effectiveness

Question 38: \_\_\_\_\_\_\_\_\_ chores will no longer be a burden thanks to the inventions of laborsaving devices.

a. Official b. Domestic c. Schooling d. Foreign

Question 39: Peter was asked to \_\_\_\_\_\_\_ to a newspaper article making predictions for technological progress in 10 years.

a. expect b. invent c. develop d. contribute

Question 40: Doctors and pharmacists have to assume \_\_\_\_\_\_\_ for human life.

a. responsibility b. achievement c. optimism d. aspect

**Question 41:** Prime Minister Malcolm Turnbull is trying to \_\_\_\_\_\_\_\_ himself with US President PresidentDonald Trump and impress Australian voters.

**A.** gratify **B.** commend **C.** ingratiate **D.** please

**Question 42:** Today's weather will be a \_\_\_\_\_\_ of yesterday.

**A.** continuity **B.** continuing **C.** continuation **D.** continual

**Question 43:** It was found that he lacked the \_\_\_\_\_ to pursue a difficult task to the very end.

**A.** obligation **B.** engagement **C.** commitment **D.** persuation

**Question 44:** It is very difficult to \_\_\_\_\_\_\_ the exact meaning of an idiom in a foreign language.

**A.** exchange **B.** transfer **C.** convert **D.** convey

**Question 45:** A good leader should not be conservative, but rather \_\_\_\_\_\_ to new ideas.

**A.** receptive **B.** acceptable **C.** permissive **D.** applicable

**Periods: 19**

**PHRASAL VERBS AND IDIOM**

**A.OBJECTIVES:**

By the end of the lesson, students can revise phrasal verbs, idiom and then do exercises.

**B. TEACHING AIDS:** handouts …

**C.PROCEDURE**

|  |  |
| --- | --- |
| ***Teacher’s and students’activities*** | **Target content** |
| **I. Activity 1: 35ms**  - Call on some students to list some phrasal verbs, idioms they know and instruct them understand phrasal verbs and idioms in the handout if necessary. (students were given the handout in advance).  - Sts do the task in the handout in minutes each task  **II. Activity 2: 10ms**  - Call on some students to give out the answers and explain.  - Feedback and give correct answers: | - sts know how to use phrasal verbs and idioms in the handout.  - sts practice and remember phrasal verbs and idioms in the handout. |

Handout

**I. PHRASAL VERBS**

|  |  |
| --- | --- |
| 1. **take after** (sb) : look like; resemble : giống 2. **take sth/sb on:** (of a bus, plane or ship) to allow sb/sth to enter: cho ai lên tàu xe 3. **take up**: learn or start doing sth: bắt đầu làm việc gì 4. **take off**: **a/** to remove sth, especially a piece of clothing from your/sb's body: cởi bỏ (mũ, quần áo) ≠ put on   **b/** to leave the ground and begin to fly : cất cánh   1. **take sth off sth:**  to remove an amount of money or a number of marks, points, etc. in order to reduce the total: rút bớt tiền, cho it đi 2. **take (sth) in** : thu nạp, hiểu, nhớ được điều gì 3. **Take part in**: participate in: to be involved in: tham gia 4. **Take sth out:** vay tiền của ngân hàng 5. **take sth away**: gỡ bỏ, làm hết buồn phiền 6. **take over:** đảm nhận vị trí (của ai), đảm trách công việc 7. **take place**: diễn ra, xảy ra theo kế hoạch   12. **put up with** : tolerate: chịu đựng  **Ex**: I'm not going to put up with their smoking any longer.   1. **go off** : **+** nổ, vang lên **Ex:** The bomb went off in a crowded street.  **+** đi làm điều gì Ex: He went off to get a drink. **+** thực phẩm, đồ uồng hư hỏng   Ex: You shouldn’t drink it. It goes off.   1. **go out** : tắt (đèn lửa) 2. **go away: đi xa (qua 1 đêm trở lên)** 3. **go over :** ôn lại bài, xem lại, kiểm tra lại 4. **look after sb / sth:** chăm sóc 5. **look up :** tra tìm từ, vấn đề gì trong từ điển, sách. 6. **look up to sb:** to admire or respect sb : ngưỡng mộ ai 7. **look up at sth:** ngước nhìn lên cái gì ( V+ pre.) 8. **put on:** mặc quần áo, đeo, mang 9. **put sth out :** bỏ cái gì ra ngoài   - Ex: I put the rubbish out.   1. **put off**= delay: hoãn lại   Ex: He keeps putting off going to the dentist.   1. **turn ( sth ) on :** bật (đèn, TV..) 2. **turn (sth) off :** tắt… 3. **turn up:** xuất hiện, đến   **Ex:** Do you think many people will turn up?   1. **turn down: refuse:** từ chối   : vặn nhỏ âm thanh thiết bị  Ex: Why did she turn down your invitation?  Please turn the volume down.   1. **try sb / sth out :** thử nghiệm, dùng thử xem có tốt khoâng. Ex: They're trying out a new presenter for the show. 2. **try sth on :** mặc thử, mang thử xem có vừa không   **Ex:** Try the shoes on before you buy them.   1. **hold sth / sb up :** ( often passive): làm hoãn, cản trở sự di chuyển, tiến chuyển.   Ex: \*An accident is holding up traffic.   1. **get over sth**: overcome: vượt qua, thắng được   Ex: She can’t get over her shyness.   1. **catch up with :** bắt kịp, đuổi theo kịp 2. **keep up with:** theo kịp ai, nắm bắt được thông tin, vẫn giữ liên lạc với ai 3. **keep sth up**: tiếp tục duy trì mức độ   **Ex**: The high cost of raw materials is keeping prices up.   1. **cool sb off / down:** làm cho ai bình tĩnh lại 2. **speak up :** nói to lên 3. **Bring sth out**: make sth noticable   **Ex**: A crisis can bring out the best and the worst in people.   1. **bring sth back**: to remind : gợi nhớ 2. **Bring sb in sth / bring in sth** : to make or earn a particular amount of money: kiếm tiền, thu nhập   Ex:\* His freelance work brings him in about $20000 a year.  **bring sth about**: to make sth happen= cause: gây ra  **Ex**: What brought about the change in his attitude?  **bring sth off** : to succeed in doing sth difficult: đạt được thành công qua khó khăn  Ex: \* It was a difficult task but we brought it off.  The goalie brought off a superb save  **wash up / wash sth up:** to wash plates, glasses, … after a meal: rửa bát, giặt  **calm (sb / sth) down :** bình tĩnh – làm ai bình tĩnh | 1. **bring (sb) up ( often in passive):** to care for a child, teaching him or her how to behave, etc: nuôi dưỡng   Ex: \* She brought up five children.  \* He was brought up by his aunt.   1. **take sth down**: to write sth down: **a**/ ghi chép;   **Ex:** \* Reporters took down every word of his speech  **b/**  to remove a structure: tháo dỡ -  Ex: \* The students are taking the tent down before leaving.   1. **wake sb up :** làm ai tỉnh, đánh thức ai   Ex: A cold shower will soon wake you up.   1. **Take advantage of:** tận dụng, lợi dụng .   Ex: \* We took full advantage of the hotel facilities. \* She took advantage of the children's absence to tidy their rooms.   1. **give up** : [nopassive] to stop doing or having sth: từ bỏ Ex: She didn't give up work when she had the baby. 2. **go on**: tiếp tục 3. **go up ≠ go down**: lên giá ≠ xuống giá   47 **go after sb**: to chase or follow sb: chạy theo, đuổi theo   1. **stay on :** tiếp tục làm … = **keep on; carry on** 2. **fall behind sb/sth :** không theo kịp tiến độ, tốc độ Ex: She soon fell behind the leaders. 3. **give in (to sb / sth) :** đầu hàng, chịu thua   Ex: The rebels (quân nổi loạn) were forced to give in.   1. **wait up :** hãy chậm lại, chờ…   Ex: Wait up – you're walking too fast for me.   1. **wait up for sb:** thức khuya chờ ai   Ex: I'll be back very late so don't wait up for me.   1. **grow up :** trưởng thành 2. **watch out ( for sth / sb)**: coi chừng!   **Ex:** Watch out! There's a car coming!   1. **fill sth in (out):** điền đơn 2. **break down :** máy móc hỏng, thất bại   Ex: The telephone system has broken down.  \* The car broke down on the freeway.  \*Negotiations between the two sides have broken down.   1. **set off ( for)** : to begin a journey: khởi hành chuyến đi   Ex: We set off for London just after ten.   1. **drop out (of sth)** : bỏ cuộc: He dropped out of the English class . \* She started an engineering degree but dropped out after only a year. 2. **show sth / sb off**: khoe khoang   Ex: She wanted to show off her new dress at the party.   1. **cross sth out** : gạch bỏ chữ sai 2. **close sth down** : ngừng hoạt đ dộng kinh doanh   **Ex**: All the firms around here were closed down in the 1980s.   1. **move in** / into sth: chuyển nhà mới 2. **doze off** : go to sleep: đi ngủ -   **Ex:** She dozed off in front of the fire.   1. **see sb off**: tiễn ai đi xa 2. **give sth away to sb** : tặng ai cái gì 3. **give sth/sb away:** tiết lộ bí mật, tâm tư của ai   **Ex:** She gave away state secrets to the enemy  Her eyes when she said gave her away.   1. **give sb back sth / give sth back to sb :** trả lại ai cái gì 2. **hand sth in** ( to sb): giao nộp   Ex: Please give your work in before Monday.   1. **turn round/ around** : quay lại   **Ex**: Turn around and let me look at your back.   1. **make oneself / sb up**: trang điểm   Ex: She always makes up when going to the office.   1. **make sth up**: tạo nên, nghĩ ra, bịa ra Question chuyện   They made up a little poem and wrote it in the card.  Women make up 40 per cent of the workforce.  She always makes up a story for her lateness.   1. **make sth out : +** to write out or complete a form or document: viết ra hoặc điền vào ….   Ex: \* He made out a cheque for pound100.  + **make sth out**:to understand sth; to see the reasons for sth:  Hieåu ñöôïc Ex: I can't make out what she wants   1. **show sb round**: dẫn ai đi thăm quan   Ex: Has anyone shown you round yet?   1. **try sth on:** thử- Try the shoes on before you buy them. |

**Choose the best answer:**

1. I didn't get to see the end of that movie on TV last night. How did it ………….out?

A. go B. make C. bring D. turn

1. I’m not surprised Margaret's ill. With all the voluntary work she's \_...................., she’s really been doing too much.

A. taken off B. taken on C. taken in D. taken to

1. At present we are \_\_\_\_\_\_\_\_\_\_ an anti-drug campaign.

A. setting up for B. carrying out C. taking part D. joining with

1. At the station, we often see the sigh “…………. for pickpockets”.  
   A. Watch on B. Watch out C. Watch up D. Watch at
2. Let’s wait here for her; I’m sure she’ll …………………..

A. turn down B. turn off C. turn over D. turn up

1. UNESCO………….United Nations Educational, Scientific and Cultural Organization.

A. stands for B. brings about C. takes after D gets across

1. Don't forget to …………….your gloves on. It is cold outside.

A let B . make C put D. fix

1. The passengers had to wait because the plane……………off one hour late.

A. took B. turned C. cut D. made

1. Be careful! The tree is going to fall.

A. Look out B. Look up C. Look on D. Look after

1. The bomb exploded in the garage; fortunately no one hurt.

A put on B. went off C. got out D. kept up

1. These shoes felt too tight, so I took……………and tried a larger size.

A. away them B. off them C. them away D. them off

1. My father still hasn’t really recovered from the death of my mother.

A went over B. got over C. took over D. looked over

1. I can’t …………… walking. Can we stop and have a short rest?

A go on B. get on C. go up D. get up

1. When you are finished using the computer, can you please …………. it off.

A take B . turn C . do D go

1. When the alarm **went off**, everyone proceeded calmly to the emergency exits.

A fell B. exploded C. called D. rang

1. **Look out**. There is a rattlesnake under the picnic table!

A Listen B. Be careful C. Go D. Watch

1. Mrs. Jones's husband **passed away** fast Friday. We’re all shocked by the news.

A got married B. divorced C. died D. were on business

1. If you want to be healthy. you should ………….your bad habits in your lifestyles

A. give up B call off C break down D get over

1. Try to study harder to catch …………….your classmates.

A up B. up with C. out D. with

1. Don’t be impatient! I ‘m sure he will turn …………on time

A. up B .round C. on D. off

21. Go \_\_\_\_\_\_\_ this book because it has the information you need.

A. over B. by C. off D. on

22.The small white flowers are my favorite. They **give off** a wonderful honey smell that scents the entire garden.

A. release B. stop C. end D. melt

23. I couldn't **make out** what he had talked about because I was not used to his accent.

A. stand B. understand C. write D. interrupt

24. I'm sorry. I didn't mean to interrupt you. Please, **go on** and finish what you were saying.

A. talk B. quit C. continue D. stop

25.The firefighters fought the blaze while the crowd was **looking on** it.

A. blowing B. watering C. preventing D. Watching

26. What does "www" \_\_\_\_\_\_\_\_ for? Is it short for “world wide web?”

A. sit B. stand C. lie D. point

27.If you do not understand the word "superstitious," look it up in the dictionary.

A. find its meaning B. write it C. draw it D. note it

28. The firefighters fought the blaze while the crowd was looking on it.

A. blowing B. watering C. preventing D. watching

29. Not all women can do two jobs well at the same time: rearing children and working at office.

A. educating B. taking care of C. homemaking D. giving a birth

30. The driver skidded and ….a dog.

A. ran B. ran into C. ran after D. ran over

31. Aren’t you going to …the dress…before you buy it?

A. try/ X B. try/ up C. try/ on D. try /in

32. I’m sorry, sir. But you’ve already worn this dress. That’s why we can’t…it…..

A. take/ back B. take /after C. take/ in D. take/ again

33. Are you telling the truth? Or are you …………. the story.

A. making B. making up C. making for D. doing

34. It took women a long time to struggle \_\_\_\_\_\_\_\_ the right to vote.

A. for B. with C. against D. upon

35. Women are increasingly involved \_\_\_\_\_\_\_\_ the public life.

A. of B. in C. with D. from

36. Although the team was both mentally and physically exhausted, they \_\_\_\_\_\_\_\_ on walking.

A. stopped B. kept C. took D. put

37. If you don't pay your rent, your landlord is going to kick you out!

A. lend you some money B. play football with you C. give you a kick D. force you to leave

38. Everything is \_\_\_\_\_\_\_ you. I cannot make \_\_\_\_\_\_\_ my mind yet.

A. out off / on B. up to / up C. away from / for D. on for / off

39. There is no food left. Someone must have eaten it \_\_\_\_\_\_\_.

A. out B. up C. off D. along

40. The explorers made a fire to \_\_\_\_\_\_\_ off wild animals.

A. get B. keep C. take D. go

**II. IDIOMS**

|  |  |
| --- | --- |
| - take someone/ something for granted: cho là điều dĩ nhiên  - take something into account/ consideration: tính đến cái gì  - take it easy: không làm việc quá căng thẳng  - keep an eye on someone/ something: để mắt đến  - lose touch with someone: mất liên lạc  - pay attention to someone/ something: chú ý đến  - catch sight of someone/ something: nhìn thấy (trong chốc lát)  - at someone’s disposal: có sẵn cho ai sử dụng theo ý muốn  - off the beg: (quần áo) may sẵn | - on the house: không phải trả tiền  - on the shelf: (đồ vật) xếp xó, bỏ đi, không còn có ích nữa  - hit the roof: giận dữ  - make someone’s blood boil: làm cho ai giận điên lên  - bring down the house: làm cho cả rạp hát vỗ tay nhiệt liệt  - pay through the nose: trả giá mắc  - by the skin of one’s teeth: sát sao  - pull someone’s leg: trêu chọc ai  - splitting headache: nhức đầu như búa bổ  - beat about the bush: nói vòng vo tam quốc |

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

1. I just took it \_\_\_\_\_ that he’d always be available.

A. for granted B. easy   C. into account   D. into consideration

2. I accidentally \_\_\_\_\_ Mike when I was crossing a street downtown yesterday.

A. kept an eye on   B. lost touch with C. paid attention to   D. caught sight of

3. I was glad when he said that his car was \_\_\_\_\_.

A. for my use B. for me use   C. at my use   D. at my disposal

4. I really must go and lie down for a while; I’ve got a \_\_\_\_\_ headache.

A. cutting   B. splitting   C. ringing   D. cracking

5. Stop \_\_\_\_\_ about the bush, John! Just tell me exactly what the problem is.

A. rushing   B. hiding   C. beating   D. moving

6. I usually buy my clothes \_\_\_\_\_. It’s cheaper than going to a dress- maker.

A. off the beg   B. on the house C. in public   D. on the shelf

7. My father \_\_\_\_\_ when he found out that I’d damaged the car.

A. hit the roof B. saw pink elephants C. made my blood boil  D. brought the house down

8. If you want a flat in the centre of the city you have to pay through the \_\_\_\_\_ for it.

A. teeth   B. back of your head C. nose   D. arm

9. I caught the last bus by the skin of my \_\_\_\_\_.

A. mouth B. leg C. neck D. teeth

10. It was a joke! I was pulling your \_\_\_\_\_.

A. thumb B. leg C. toe D. hair

**PERIOD: 20**

**SYNONYM AND ANTONYM**

**I. OBJECTIVES**

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

**1. Knowledge**

**Grammar**: know how to analyze to do this type of task.

**2.Competence**

Develop communication and collaboration competence, learner autonomy through the theory and the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook, mind maps.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: 15’**  - work in groups to do the task.  - Ask ss todo the task. T goes around the class to provide help.  ***-*** Ss write the answer on the board and exchange the answer to mark  ***Nguyên tắc chung cần nhớ là :***  **Bước 1**: Cần đọc kỹ đề bài xem bài. Xem yêu cầu là tìm từ đồng nghĩa hay trái nghĩa.  **Bước 2:** xác định trong Question này, từ được gạch chân mang nét nghĩa gì. Phần này rất quan trọng bởi từ đồng nghĩa cần tìm là từ có thể thay thế Từ gạch chân trong ngữ cảnh Question đó. Có 2 trường hợp:  **- TH1**: từ gạch chân quen thuộc và bạn có thể đoán nghĩa, nhưng đáp án lại có nhiều hơn 2 từ mà bạn không hề biết.  **- TH2**: từ gạch chân lạ bạn chưa gặp bao giờ; tuy nhiên đáp án lại có những từ thông dụng bạn đã biết.  **xác định nét nghĩa cần tìm**.  **Bước 3**: Tiếp đến ta xét các từ đã biết nghĩa trước | **Để**  -Loại trừ các đáp án đồng nghĩa nếu đề yêu cầu trái nghĩa (và ngược lại)  -Loại trừ các đáp án có mặt chữ gần giống với từ gạch chân. Bởi vì phần lớn các từ đồng nghĩa hoặc trái nghĩa thường không có mặt chữ giống nhau.  **Note: Tiền tố, hậu tố mang nghĩa “not” để đoán nghĩa những từ khó:**  **+ tiền tố: un/im/dis/im/il/in/ir/non**  **+hậu tố: less/** |
| **ACTIVITY 2: PRACTICE (30’)**  **Task :** Circle the best answers:  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: exchange the answers  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary | **handout:** |

Circle the best answers:

***Mark the letter A, B, C or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.***

**Question 1**. The discovery of the new planet was **regarded** as a major breakthrough in astronomy.

**A**. promised **B**. doubted **C**. **considered**  **D**. refused

**Question 2**. His physical conditions were no **impediment** to his career as a violinist.

**A**. help **B**. impatence **C**. **hindrance** **D**. impossibility

**Question 3:** The new air conditioner was **installed** yesterday.

**A.** inspected thoroughly **B.** **put in position**

**C.** well repaired **D.** delivered to the customer

**Question 4**: We were **pretty** disappointed with the quality of the food.

**A.** highly **B.** **rather** **C.** extremely **D.** very

**Question 5:** The **charming** old buildings and cottages are a throwback to the colonial past.

**A.** cunning **B.** exciting **C.** interesting **D.** **fascinating**

**Question 6:** The 1960s building boom in Zürich **completely** changed the rural landscape.

**A. thoroughly** **B.** quickly **C.** easily **D.** highly

**Question 7:** A.I. algorithms can also help to **detect** faces and other features in photo sent to social networking sites and automatically organize them.

**A**. categorize **B**. connect **C**. **recognize** **D**. remind

**Question 8**. Scientists warn of the **impending** extinction of many species of plants and animals.

**A**. irrefutable **B**. **imminent**  **C**. formidable **D**. absolute

**Question 9**. The teacher gave some **suggestions** on what could come out for the examination.

A. effects B. symptoms C. hints D. demonstrations

**Question 10**. He was asked to **account for** his presence at the scene of crime.

A. complain B. exchange C. explain D. arrange

**Question 11**. Let's wait here for her; I'm sure she'll **turn up** before long.

A. arrive B. return C. enter D. visit

**Question 12**. The **drought** was finally over as the fall brought in some welcome rain.

A. heatware B. harvest C. summer D. aridity

**Question 13**. Many scientists agree that global warming poses great **threats** to all species on Earth.

A. risks B. annoyances C. fears D. irritations

**Question 14**. Don’t you ever **mention** that matter again. I will not hear anything of it.

A. touch on B. put off C. take in D. go on

**Question 15**. It was too late to stop the panic that had **resulted from** the false news report.

A. enthralled B. ensured C. ensued D. entailed

**Question 16**. His new work has enjoyed a very good **review** from critics and readers.

A. viewing B. regard C. look D. opinion

**Question 17**. Such problems as haste and inexperience are a **universa**l feature of youth.

A. marked B. shared C. hidden D. separated

**Question 18**. The cotton gin was **commonplace** on many nineteenth century farms.

A. often required B. sorely needed C. frequently seen D. visibly absent

***Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 1**. 2008 is a memorable year for people around the world because of the global financial **recession** that hit practically every sector of world economy.

**A**. **prosperity** **B**. downturn **C**. crisis **D**. depression

**Question 2**. Jose had a hard time comparing the iPhone to the Samsung phone because to him they were **apples and oranges**.

**A**. containing too many technical details **B**. **very similar**

**C**. completely different **D**. very complicated

**Question 3:** I think we cannot purchase this device this time as it **costs an arm and a leg**.

**A.** **is cheap** **B.** is painful **C.** is confusing **D.** is expensive

**Question 4:** Overpopulation in big cities has **severely** affected the air and water quality.

**A.** seriously **B. insignificantly C.** largely  **D.** commonly

**Question 5:** I'm sure it won't rain, but I'll take an umbrella just to be **on the safe side**.

**A.** careful **B.** easy **C.** **careless** **D.** difficult

**Question 6**. There are several different kinds of faults in reading which are usually more **exaggerated** with foreign learners.

**A**. overestimated **B**. **understated**  **C**. overemphasized **D**. undertaken

**Question 7**. His performance **stood head and shoulders above** the rest.

**A**. was better than **B**. **was worse than** **C**. became higher than **D**. became cheaper than

**Question 8:** With the final examinations coming very soon his **anxiety** was rising to almost unbearable limits.

**A.** joy **B.** c**onfidence** **C.** boredom **D.** apprehension

**Question 9**. I clearly remember talking to him in **a chance** meeting last summer.

A. unplanned B. deliberate C. accidental D. unintentional

**Question 10**. The International Organizations are going to be in a **temporary** way in the country.

A. soak B. permanent C. complicated D. guess

**Question 11**. During the five- decade history the Asian Games have been **advancing** in all aspects.

A. holding at B. holding back C. holding to D. holding by

**Question 12**. Solar energy is not only plentiful but also **infinite.**

A. without limit B. boundless C. limited D. indefinite

**Question 13**. She is a very **generous** old woman. She has given most of her wealth to a charity organization.

A. mean B. amicable C. kind D. hospitable

**Question 14**. He didn’t seem in the least **concerned** for her safety.

A. indifferent B. ready C. passionate D. stolen

**Question 15**. The consequences of the typhoon were **disastrous** due to the lack of precautionary measures.

A. physical B. severe C. beneficial D. damaging

**PERIOD 21:**

**COMMUNICATION FUNCTION**

**I. OBJECTIVES**

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

**1. Knowledge**

**Grammar:** Know the different ways to giving opinions , respond to compliments .

**2.Competence**

Develop communication and collaboration competence, learner autonomy through the theory and the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook, mind maps.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: 15’**  - work in groups to review the different ways to giving opinions , respond to compliments using mind maps.  - Ask ss todo the task. T goes around the class to provide help.  ***-*** Ss write the answer on the board and exchange the answer to mark  ***Nguyên tắc chung cần nhớ là :***  **Giving opinions:**  **KHÔNG đồng ý:**  + I don’t (quite) agree.  + I don’t think so!  + I disagree (entirely).  + I’m afraid I can’t agree/ disagree.  + I’m afraid you are wrong.  + Definitely not!  **STRUCTURE**  Thank you Thank you very much Thanks Thanks a lot Thanks for your advice I’m really grateful to you It was very kind /nice of you I really/highly appreciate it Thanks anyway (Cám ơn người khác đã giúp mình cho dù điều người đó làm không mang lại lợi ích gì cho mình  **Note**: Đôi khi, người nói có thể thêm một ít thông tin trong lời cám ơn của mình, đặc biệt là khi cám ơn những lời khuyên, động viên, khen ngợi. Example 1: A: What a beautiful dress you’re wearing! B: Thanks. I made it myself  **KHEN (COMPLIMENT)**  You really have + adj+ N  I’ve never seen such a perfect thing on you.  Your + N is /was + adj  What ( a/an) +adj+ N!  Hơ + adj/adv + S + V!  I would like to compliment you on..  I think your hair is .. | **Đồng ý:**  + That’s a good idea!  + I (completely/quite/absolutely…) agree.  + There’s no doubt about it.  + You can say that again.  + I couldn’t agree with you more  **ANSWER**  You’re welcome:  No problem It’s OK Not at all:  Never mind Don’t mention it (It’s) my pleasure (dùng trong những tình huống trang trọng) đó là niềm vinh hạnh của tôi I’m glad you like it.  I’m pleased you like it  Don’t worry about it  That was the least I could do  That's all right.  **Chấp nhận (Accepting)**  Thank you. It’s very nice /kind of you to say so  I’m glad you like it, thanks  Thanks/ thank you. It’s/that’s a nice compliment  Thank you for your compliment  Thanks. T think I’ve finally found ( the color, the style, the way…)that + V …..  **Từ chối (Rejecting**  You must be kidding  You’ve got to be kidding |
| **ACTIVITY 2: PRACTICE (25’)**  **Task :** Circle the best answers:  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: exchange the answers  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary  **ACTIVITY3: Summarise main points. (5ms)** | **handout** |

Circle the best answers:

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

**Question 1**. *Tung and Tu are talking about time management skill*.

- Tung: "What do you think about time management skill?" - Tu : “\_\_\_\_\_\_\_”

**A**. It's time to go. **B**. I quite agree with you.

**C**. **It is an important life skill.** **D**. I can't help thinking about it.

**Question 2**. *Two friends are talking about the coming Christmas holiday*.

-Tony :“Are you going to your family reunion this Christmas holiday?” - Mark: “\_\_\_\_\_\_\_”

**A**. As a matter of fact, I don't mind it at all.

**B**. I do. I've been excited about it now.

**C**. However, My parents and I are going to take a trip abroad

**D**. **You bet. All my uncles and aunts will take their children along, too.**

**Question 3**. *Two friends Diana and Anne are talking about their upcoming exams*.

- Diana: “Our midterm exams will start next Tuesday, are you ready?” - Anne: “\_\_\_\_\_\_\_”.

**A. I’m half ready**. B. God save you.

C. Thank you so much D. Don’t mention it!

**Question 4**. *Two neighbors are talking to each other about their work*.

- Sanji: "I'm taking a break from my gardening. There seems to be no end to the amount of work I have to do."

- Nico: “\_\_\_\_\_\_\_”

**A**. I do, too. **B**. Not at all

**C**. I'm glad I'm not in your shoes. **D**. **There's no doubt about that.**

**Question 5:** - A: “Would you like me to send this package for you?” - B: “\_\_\_\_\_\_”

**A.** That would be nice. Any problems?  **B.** **Yes, please, if you don’t mind.**

**C.** I’m sorry, but here you are.  **D.** No, thanks. I’m really busy.

**Question 6:** - Roger: “Wow! You look terrific in that new dress!” - Tina: “\_\_\_\_\_\_”

**A.** Oh, what a pity! **B.** I’m afraid so!

**C.** **Thank you. I’m glad you think so. D.** Why dare you say so?

**Question 7:** Daisy wants to invite her classmate, Joe, to her birthday party.

- Daisy: “Listen, I am having a birthday party next Friday. Do you want to come?”

- Joe: “\_\_\_\_\_\_ What time does it start?”

**A.** **Sure, I’d love to.** **B.** Sorry. I’m busy then.

**C.** I can’t agree with you. **D.** I like a party.

**Question 8:** Hana and Jenifer are talking about a book they have just read.

- Hana: “The book is really interesting and educational.” - Jenifer: “\_\_\_\_\_\_”

**A.** That’s nice of you to say so. **B.** I’d love it.

**C.** Don’t mention it. **D. I couldn’t agree more.**

**Question 9:** - Customer: “Can I try this jumper on?” - Salesgirl: “\_\_\_\_\_\_”

**A.** No, the shop is closed in half an hour. **B.** Sorry, only cash is accepted here.

**C.** Yes, it costs one hundred and fifty dollars. **D.** **Sure, the changing rooms are over there.**

**Question 10:** Tom and Linda are talking about jobs they would like to choose.

- Tom: “I think working as a doctor is a challenging job.”

- Linda: “\_\_\_\_\_\_”

**A.** It’s a good idea. **B.** Not at all.

**C.** I’m sorry, but I agree with you. **D.** **That’s exactly what I think**.

**Question 11**. *Tom is in Ho Chi Minh city and asks a passer-by the way to the railway station*.

- Tom: “Can you show me the way to the railway station, please?”

- Passer-by: “\_\_\_\_\_\_\_”

**A**. No way. **B**. **Just round the corner over there.**

**C**. Look it up in a dictionary! **D**. There’s no traffic near here.

**Question 12**. *Two students are discussing their previous English class*.

- Student 1. “I think the teacher should give us more exercises.” - Student 2. “\_\_\_\_\_\_\_”

**A**. Yes, let’s **B**. Ok **C**. That’s rubbish **D. That’s what I was thinking**

**Question 13: -** “Would you like some more chicken?” **-** “\_\_\_\_\_\_ I’m full”.

**A.** Yes, please. **B.** **No, thanks. C.** Yes, I would. **D.** No, I wouldn’t.

**Question 14**. *Nam and Lan are talking about the jobs which only men or women can do*.

- Nam: “Do you think that there are any jobs which only men or only women can or should do?"

- Lan: “\_\_\_\_\_\_\_\_”

**A**. Men are better at certain jobs than women.

**B**. **I agree. This really depends on their physical strengths and preferences.**

**C**. Women and men should cooperate with each other.

**D**. Men are often favoured in certain jobs.

**Question 15**. *Mary is talking to her professor in his office*.

- Mary: “Can you tell me how to find material for my science report, professor?” - Professor: “\_\_\_\_\_\_\_\_”

**A**. I like it that you understand. **B**. Try your best, Mary.

**C**. **You can borrow books from the library.** **D**. You mean the podcasts from other students?

**Periods : 22 - 23**

**ERROR IDENTIFICATION: VERB TENSE, CONCORD AND CONFUSING WORDS**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: know how to distinguish the right usage of verb tenses, the agreement between nouns and pronouns, and a number of confusing words.

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (15’)**  ***Step 1:***  - Has students work in groups and write down the usage and cues for verb tenses  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on the board and exchange the answer to mark  Group 1 ↔ Group 3  Group 2 ↔ Group 4  **5. Quá khứ đơn**  Các trạng từ:  Yesterday, ago, last night/Monday/week..., in the past, in 2009,..  **6. Quá khứ tiếp diễn**  Các (cụm) từ:  *While, at that time, at the very moment, at 8’ clock this moring, at this time (last week), all day/week,.. those days…*  **7. Quá khứ hoàn thành.**  Các (liên) từ:  *Already, ever, never, after, before, as soon as, by, by the time, up to then, by then, when, until…*  8. **Quá khứ hoàn thành tiếp diễn**  Các cụm từ:  *Until then, by the time, for, since, when, prior to that time,…*  **9. Tương lai đơn.**  **Các trạng từ:**  *Next month/week…in 3 days, tomorrow, soon, in the future, tonight…*  **10.Tương lai tiếp diễn.**  **Các trạng từ:**  - *in the future, this time next week/ month/ year…*  *- at + giờ cụ thể + thời gian ở tương lai: at 9 a.m tomorrow*.  **11. Tương lai hoàn thành.**  **Các (cụm) từ:**  *By the time, by then, by the end of, prior to the time, before, after, when…* | * **Expected answer**   **1. Hiện tại đơn**  **Các trạng từ:**  always, usually, often, sometimes, seldom, occasionally, rarely, never, once a week, twice a year, every day…  **2. Hiện tại tiếp diễn**  **Các trạng từ chỉ thời gian:**  Now, right now, at present, at the moment, for the present time, for the time being, today, this week,…  **Các (cụm) từ mệnh** lệnh:  Look!  Listen!  Be quiet!  Be careful!  Keep silent!  **3. Hiện tại hoàn thành**  **Các (cụm) từ:**  Already, yet, just, ever, never, since, for, recently, lately, so far, until now, up to now, up till now, up to the present, once, twice, serval/many…times, before, for/in/during/ over the last ten years, how long,..  Cấu trúc:  This is the first time…  **4. Hiện tại hoàn thành tiếp diễn**  **Các trạng từ:**  All day/week…, for, since, so far, up till now, up to now, up to the present, recently,... |
| **ACTIVITY 2: PRACTICE (20’)**  Task 1: Find and correct mistakes in the following sentences  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

***Find and correct mistakes in the following sentences***

1. I rang my friend in Australia yesterday, and she said it is raining there.

**A.** rang  **B.** in  **C.** is  **D.** there

2. The last time I saw Linda, she looks very relaxed. She explained she'd been on holiday the previous week.

**A.** The  **B.** looks  **C.** relaxed  **D.** previous

3.Every student is sick last week, so the professor canceled the lecture.

**A.** student  **B.** is  **C.** so  **D.** canceled the lecture

4. The US president Barack Obama pays an official visit to Vietnam in May 2016, which is of great significance to the comprehensive bilateral partnership.

**A.** The US president  **B.** pays  **C.** is **D.** of great significance

5. Ever since I was a child, I had been afraid of dogs.

**A.** Ever since  **B.** was  **C.** had been  **D.** afraid of

6. When I got home, Irene was lying in bed thinking about the wonderful time she’s had.

**A.** got **B.** was lying  **C.** thinking **D.** she’s had

7. Since Helen has been 10 years old, she has mastered Braille as well as the manual alphabet and even learned to use the typewriter.

**A.** has been **B.** has mastered  **C.** as well as **D.** learned to use

8. Last week Mark told me that he got very bored with his present job and is looking for a new one.

**A.** got  **B.** new one  **C.** is looking **D.** told

9. As soon as I will finish my report, I’ll call you and we’ll go out for dinner.

**A.** As soon as  **B.** will finish **C.** we’ll **D.** dinner

10. The composer Verdi has written the opera Aida to celebrate the opening of the Suez Canal, but the opera was not performed until 1871.

**A.** has written **B.** to celebrate **C.** the opening of **D.** was not performed

11.By the end of this week, I will stay here for ten days

**A**. By the end  **B.** of **C.** will stay **D.** for

12**.** After she has been working at the hospital for 2 years, she decided to give up the job yesterday.

**A**. After **B.** has been working **C.** for **D.** decided

13. She has disappeared three days ago, and they are still looking for her now.

**A**. has disappeared **B**. and **C**. are still **D**. for her

14. Shortly before the Allied invasion of Normandy, Ernest Hemingway has gone to London as a war correspondent for Colliers.

**A**. Shortly **B**. invasion **C**. has gone **D**. correspondent

15. The University of Kentucky has held this prestigious title until 1989, when it was granted to the University of Georgia.

**A.** has held **B.** it **C.** was granted **D.** to

**16.** It is high time the government helps the unemployed to find some jobs.

**А.** high **B.** helps **C.** unemployed **D.** some jobs

|  |  |
| --- | --- |
| **ACTIVITY 3: PRESENTATION (5’)**  Has students revise the agreement between nouns and pronouns  Step 1: Students work in pairs and find the mistake in the following example.  **Ex 1:** Each of the team members made their own decision.  **Ex 2:** If anyone stops by while I am at the meeting, please take amessage from them.  **Ex 3:** Before the report is issued, the information in their notes and our must be proofed.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary | **Lỗi sai về sự hòa hợp giữa danh từ và đại từ**  Khi một trong số các phương án gạch chân là đại từ nhân xưng:  **they-she-he-it**, đại từ tân ngữ: **them-her-him-it**, tính từ sở hữu: **their-her-his-its**, đại từ sở hữu: **theirs-hers-his-its**, đại từ phản thân: **themselves-herself-himself-itself** thì cần phải đối chiếu chúng với danh từ mà chúng thay thế. **Giữa danh từ và các đại từ cần có sự hòa hợp: số ít đi với số ít, số nhiều đi với số nhiều.** |

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| **ACTIVITY 4: PRACTICE (20’)**  Task 1: Find and correct mistakes in the following sentences  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

1.Public speaking is quite a frightening experience for many people as they can produce a state of mind similar to panic.

**A.** quite  **B.** frightening  **C.** they  **D.** state

2.The student service centre will try their best to assist students in finding a suitable part-time job.

**A.** The student  **B.** their  **C.** assist  **D.** part-time

3.Many dinosaurs were so heavy that they spent most of their lives in swamps and shallow lakes where water could support it.

**A.** where  **B.** spent  **C.** it  **D.** so

4. Ozone has his origin in a number of sources, and a prime one is the automobile engine.

A. his B. prime C. is D. the

5. Unlike the old one, this new copier can perform their functions in half the time.

**A.** old **B.** can perform  **C.** their **D.** in half the time

6. The boy standing over there is really cool and I love her.

**A.** standing **B.** is **C.** cool **D.** her

7. The children can’t look after himself because they are too small.

**A** look after **B.** himself **C.** because **D.** too

8. She prepared everything for the party all by itself. It was so tiring.

**A.** prepared **B.** for **C.** itself **D.** tiring

9. Each of the students has to try its best to pass the final examination.

**A.** of the **B.** its **C.** has **D.** final

10. Many film directors are former actors who desire to expand its experience in the film industry.

**A.** film directors **B.** former **C.** desire **D.** its

11. Local public health authorities determine and establish the quarantine time for its jurisdictions.

**A.** Local **B.** determine **C.** the **D.** its

12. An out of body experience is a phenomenon in which a person perceives the world from a location outside their physical body.

**A.** a **B.** in **C.** perceives **D.** their

13. The graphics ability of a computer depends on the speed of their processor and the size of its RAM.

A. The B. speed C. their D. size

14. If a patient has a special medical condition such as diabetes, epilepsy, or allergy, it is advisable that it carry some kind of identification in order to avoid being given improper medication in an emergency.

A. has B. it C. kind D. medication

15. Ranked top of the ten greenest cities in the world, Stockholm is well-known for his cycle paths and lanes full of commuters wearing helmets.

**A.** Ranked  **B.** his **C.** cycle paths **D.** commuters

16. The wave lengths of ultraviolet light are shorter than that of visible light but longer than those of X-rays.

**A.** lengths  **B.** shorter  **C.** that **D.** but

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| **ACTIVITY 5: PRESENTATION (5’)**  Has students distinguish some pairs of confusing words  Step 1: Students work in pairs and find the mistake in the following example.  **Ex 1:** At the beginning of the ceremony, there was a respectable one-minute silence  in remembrance of the victims of the earthquake.  ***\* respectable (adj) ​***→*respectful (adj)*  **Ex 2:** She complained that her husband never paid her any complements anymore.  \* complements (noun) → compliments (noun)  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary | Trong 3 câu tìm lỗi sai thì đây là câu hỏi khó => Chọn đáp án nào mà em tự thấy là dài dòng, lôi thôi và có vẻ khó với các em. Nhưng trước khi chọn thì hãy **loại bớt phương án nào có** mỗi 1 chữ **a/ an/ the;** 1 giới từ như: **in/ at/ on/ by/ about …**; liên từ như **and/ or/ but/ so/ however**/ …; đại từ quan hệ **(who/ which/ that/…)** |

|  |  |
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| **ACTIVITY 6: PRACTICE (20’)**  Task 1: Find and correct mistakes in the following sentences  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

**1.** The villagers are highly appreciable of the volunteers' efforts in reconstructing their houses after the devastating storm.

**A.** highly appreciable  **B.** volunteers' efforts  **C.** reconstructing  **D.** devastating

**2.** To avoid confusion, the two never wear the same clothes.

**A.** To avoid  **B.** two  **C.** wear  **D.** same

**3.** We know that we have to work hardly to earn a living ourselves and support the family.

**A.** that  **B.** hardly  **C.** ourselves  **D.** support

**4.** There is no denying that personal information about clients is to be treated as confident.

**A.** denying **B.** about **C.** to be **D.** confident

**5.** They have carried out exhausting research into the effects of smartphones on schoolchildren's behavior and their academic performance.

**A.** exhausting  **B.** into  **C.** behavior  **D**. academic performance

**6**. The media have produced live covering of Michael Jackson's fans around the world mourning for him.

**A.** have  **B.** covering**(coverage)** **C.** around the world **D.** for

7. Covid-19, a highly communicative disease, will wreak havoc on a massive scale unless necessary prevention measures are implemented.

**A.** communicative (**communicable**) **B.** wreak  **C.** massive  **D**. implemented

**8.** Protective gear for fire fighters is supposed to make of inflammable materials so as to eliminate the risk of fires.

**A.** Protective **B**. Inflammable (**nonflammable**) **C**. eliminate **D**. risk

**9.** One necessary preventive measure to be taken is that the public should be on the outlook for symptoms of the disease.

**A.** preventive **B**. taken **C**. the public **D**. Outlook **(lookout)**

**10.** The tongue is the principle organ of taste, and is crucial for chewing, swallowing, and speaking.

**A.** principle **B.** of taste **C.** is **D.** swallowing

**11.** It concerns many socialogists that inadequate parents skills may lead to an increase in the

number of incidents of juvenile delinquency.

**A.** concerns **B**. parents skills (**parenting skills)** **C**. incidents **D**. juvenile delinquency

**12.**  Sparking pools of water lay trapped among the rocks as the tide retreated.

**A**. Sparking **B**. lay trapped **C**. as **D**. retreated (**receded)**

**13.** The next step is deforestation, which involves growing forests in areas where there were none before.

**A**. deforestation (**forestation**) **B**. growing **C**. where **D**. were

**14.** Thanks to artificial intelligence, the phone's voice-recognition system converts the sound into numerous data.

**A.** Thanks to **B.** voice-recognition **C.** converts  **D.** numerous (**numerical)**

**15.** A professor of economy and history at our university has developed a new theory of the relationship between historical events and financial crises.

**A**. financial crises **B**. relationship **C**. historical **D**. economy

**16.**  There were inconsiderate amounts of money wasted on large building projects.

**A.** inconsiderate  **B.** amounts  **C.** wasted  **D.** building

**17.** The new trade agreement should felicitate more rapid economic growth.

**A.** The **B.** should felicitate **C.** more  **D.** economic growth

**18.** My mother couldn't bare waste - she always made us eat everything on our plates

**A**. couldn't bare **B**. made **C.** eat everything **D**. our plates

**19.** As part of the introductory week at university we had to do a time managed course.

**A.** part  **B.** the introductory week **C.** at university  **D.** managed  (**management)**

**20.**  The party has won a historical victory at the polls.

**A**. has won **B**. a **C**. historical **D**. at

**Periods: 24 - 25**

**WRITING: PAST SIMPLE – PRESENT PERFECT, REPORTED SPEECH WITH TO-INF /GERUND, AND MODAL VERBS IN PRESENT TENSE**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: know how to distinguish the right usage of verb tenses, reported speech and modals

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (10’)**  ***Step 1:***  - Has students work in groups, read the examples and write the form for transforming the sentences.  **1.** *I last visited my hometown a few years ago.*  A. I have been in my hometown for a few years.  B. I was in my hometown for a few years.  C. I didn’t visit my hometown a few years ago.  **D. I haven’t visited my hometown for a few years.**  **2.** *The last time I saw Rose was three years ago.*  A. I didn’t see Rose for three years.  B. I haven’t seen Rose three years ago.  C. I haven’t seen Rose since three years.  **D. I haven’t seen Rose for three years.**  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on the board and exchange the answer to mark  Group 1 ↔ Group 3  Group 2 ↔ Group 4 | * **Expected answer**      **- S + last + QKĐ (khẳng định) + time + ago**  **- The last time + S + QKĐ (khẳng định) + was + time ago**  **→ S haven’t / hasn’t + Vp2 + for + time** |

|  |  |
| --- | --- |
| **ACTIVITY 2: PRACTICE (15’)**  Task 1: Choose the A,B,C or D that has the same meaning to the original sentence  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

**1.** We last wrote to each other two months ago.

A. It is two months that we wrote to each other. B. It is two months since we wrote together.

C. There are two months for us to write to each other. D. We haven’t written to each other for two months.

**2.** I last saw a movie a long time ago.

1. I spent a long time looking for a movie to see. C. I have seen some movies so far.
2. I have seen a number of movies lately. D. I haven’t seen a movie for a long time.

3. They last visited me five years ago.

A. They haven't visited me for five years. B. I haven't been visited for a long time.

C. They have known me for five years. D. They haven't visited me for a long time.

4. I haven't visited the museum for three months.

1. It is three months since I have visited the museum.
2. I didn't visit the museum three months ago.

C. The last time I visited the museum was three months ago.

D. It was three months since I visited the museum.

5. The last time I saw her was a week ago. .

1. I haven't seen her for a week. B. I haven't seen her since a week.

C. I have seen her for a week. D. I have seen her since a week.

6. My father hasn’t smoked cigarettes for a month.

A. My father last smoked cigarettes a month ago. B. My father didn’t smoke cigarettes a month ago.

C. My father has smoked cigarettes for a month. D. It’s a cigarette that my father smoked a month ago.

7. We last went to the cinema a long time ago.

A. We have been to the cinema for a long time. B. We haven’t been to the cinema for a long time.

C. We don’t go to the cinema as we used to. D. We wish we went to the cinema now.

8. The last time I saw Rose was three years ago.

A. I didn’t see Rose for three years. B. I haven’t seen Rose three years ago.

C. I haven’t seen Rose since three years. D. I haven’t seen Rose for three years.

9. I last saw him when I left school.

    A. I haven’t seen him since I left school.  B. I didn’t see him since I left school.

C. I have seen him since I left school . D. I saw him since I left school.

**10.**  I haven't met my grandparents for five years.

A. I often met my grandparents five years ago. B. I last met my grandparents five years ago.

B. I have met my grandparents for five years. D. I didn't meet my grandparents five years ago.

**11.** He last got his eyes tested ten months ago.

**A.** He didn’t get his eyes tested ten months ago. **B.** He hasn’t got his eyes tested for ten months.

**C.** He has got his eyes tested for ten months. **D.** He got a test on his eyes in ten months.

12. My sister began to teach English 20 years ago.

A. It took my sister 20 years to become an English teacher.

B. My sister has been teaching English for 20 years.

C. My sister has begun to teach English for 20 years.

D. My sister didn’t teach English 20 years ago.

**13.** Mr. Brown bought this car five years ago.

1. Mr. Brown started to buy this car five years ago.
2. It has been five years when Mr. Brown bought this car.
3. Mr. Brown has had this car for five years.
4. It is five years ago since Mr. Brown has bought this car.

**14.** He has never driven such a luxurious car before.

1. This car is the most luxurious car he has.
2. This is the first time he’s driven such a luxurious car.
3. This is the first time he drives such a luxurious car.
4. This is the first car he has driven in such a luxurious way.

**15.** When did Mike start learning French?

1. How long has Mike started to learn French? C. How long ago has Mike started to learn French?
2. How long has Mike been learning French? D. How long was Mike starting to learn French?

16. John began playing the piano 10 years ago.

1. John played the piano 10 years ago. B. John has played the piano for 10 years.
2. John used to play the piano 10 years ago. D. John doesn't play the piano anymore

|  |  |
| --- | --- |
| **ACTIVITY 3: PRESENTATION (10’)**  Has students revise reported speech with To infinitive and gerund  Step 1: Students work in pairs and write the verbs used in reported speech with To infinitive and gerund  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary | **Expected answer** |

**1. Đề nghị, lời mời:**

- Ta sử dụng “ *Would you like to V... / How about …/ Why don’t you* +” … để mời

**→ S + invite + (O) + to V …**

Eg: Why don’t you come to my village to have a day off?

**→** She invited me to come to her village to have a day off

- Đề nghị: - *Would you like me to V*

*- Shall I do.../ Can I…? Could I …?*

*- I’ll do … if you like*

**→ S + offer + to V …**

Eg: “I will look after the house for you if you like” he said.

**→** He offered to look after the house for me if I liked.

**2. Yêu cầu: (động từ tường thuật ask, tell)**

- Ta sử dụng: *Could you….? , Can you …? Would you mind …?* Or *câu mệnh lệnh* để yêu cầu

→ **S + asked /told + someboby + to V + something**

**S + asked / told + someboby + for + something**

Ex: - “Would you mind closing the door?” → He asked me to close the door.

“Can you close the door?”

“Close the door, please.”

- In a restaurant, the man said; “I’d like a bottle of red wine, please”

→ The man asked for a bottle of red wine

**3. Khuyên bảo:**

- Ta sử dụng các cấu trúc sau để thể hiện lời khuyên

*You should / You ought to / You had better V...........*

*If I were you, I would/ should …*

*Why don’t you ….*

→ ***S + advised + O + to V …***

Eg: “Why don’t you repaint our room?” → She advised me to repaint their room.

“You should study harder,” my mother said. → My mother advised me to study harder.

“ If I were you, I would apply for that job.” → He advised me to apply for that job.

**4. Lời nhắc nhở**

- Ta sử dụng: *“Remember to V” “Don’t forget to V”*

→ **S + remind(ed) + somebody + to Infinitive verb**

Ex: She said to me; “Don’t forget to ring me up tomorrow evening”

-> She reminded me to ring her up the next evening

**5. Sự đồng ý về quan điểm như:**

- Trong câu trực tiếp có các từ sau**: *all right, yes, of course***

→ **S + agreed + to verb…**

Ex: “All right, I’ll wait for you” he said → He agreed to wait for me

**6. Từ chối:**

- Trong câu trực tiếp có các từ sau**: *No, of course not***

→ **S + refused + to V …**

Ex: “No, I won’t lend you my car” → He refused to lend me his car.

7**. Lời hứa:**

- Trong câu trực tiếp sử dụng cấu trúc: *S + will / won’t + V infinitive*

→ **S + promised to V…**

Ex: ‘I’ll send you a card on your birthday” → He promised to send me a card on my birthday.

**8. Đề nghị ai cùng làm gì**

- Trong câu trực tiếp sử dụng cấu trúc:

* + *Why don*’*t we/ Let*’*s / Let*’*s not / Shall we + V infinitive*
  + *Why not / How about + Ving*

→ **S + suggested + Ving**

Ex: “Why don’t we go to the cinema tonight?” → She suggested going to the cinema tonight

**9.****Cảm ơn, xin lỗi:**

***S + thanked + somebody + for + V-ing***

***S + apologized for + (not) + V-ing***

***S + apologized + to + somebody + for + (not) + V-ing***

Ex1: “It was nice of you to help me. Thank you very much,” Tom said to you.

→ Tom ***thanked*** me ***for*** **helping** him.

Ex2: “I’m sorry I’m late,” Peter said. → Peter ***apologised for* being** late.

**10. Chúc mừng, khen ngợi:**

**- S + congratulated + somebody + on + V ing**

Ex: John said, “I heard you received the scholarship. Congratulations!”

→ John ***congratulated*** me ***on*** **receiving** the scholarship.

“I hear you passed your exams. Congratulations!” John said to us.

→ Tom congratulated us on passing our exams

**- S + complimented + somebody + on + V ing**

Ex: The teacher said: “Your English is wonderful, Hoa.”

→ The teacher complimented Hoa on her wonderful English.

**11. Cương quyết, khăng khăng:**

**S + insisted + on + V-ing…**

Ex: “I’ll help you with your physics exercise,” Peter said to Susan.

→ Peter ***insisted on*** **helping** Susan with her physics exercise.

“I’ll drive you to the station. I insist,” Peter said to Linda

→ Peter insisted on driving Linda to the station

**12. Cảnh báo, ngăn cản:**

**Lời cảnh báo như : *be careful, be dangerous***

**a. S + warned + s.o + to verb…**

**b. S + warned + s.o + against + v-ing …**

ex1: “Be careful of strangers and don’t go out at night”; he said

→ He warned us to be careful strangers and not to out at night

Ex2: “Don’t stay at the near the airport,” I said to Ann

→ I warned Ann against staying at the hotel near the airport

**Ngăn cản: S + prevented/ stopped + somebody + from + V-ing…**

Ex1: “Stay here! I can’t let you go out tonight,” her mother said to Jane

→ Her mother prevented Jane from going out that night

Ex2: “Sit here. I can’t let you stand all the time,” Mary said to me.

→ Mary ***prevented*** me ***from*** **standing** all the time.

**13. Chấp nhận hoặc phủ nhận:**

Ex1: “We stole his money,” they said. →They ***admitted*** ***stealing*** his money.

Ex2: “I didn’t steal his money,” she said. → She ***denied*** **stealing** his money.

**14. Tố cáo, buộc tội:**

Ex: “You took some of my money,” he said. → He ***accused*** me ***of*** **taking** some of his money.

**15. Mơ ước:**

**S + dreamed + of + v-ing…**

Ex: “I want to pass the exam with flying colours,” John said.

→ John ***dreamed of* passing** the exam with flying colours.

“I’ve always wante to be rich, ” Bob said

→ Bob had always dreamed of being rich

|  |  |
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| **ACTIVITY 4: PRACTICE (20’)**  Task 1: Choose the A,B,C or D that has the same meaning to the original sentence  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

**1.** "I'm sorry I forgot your birthday," he told me.

**A.** He complained that I forgot his birthday.  **B.** He refused to go to my birthday party.

**C.** He begged me to forget my birthday.  **D.** He apologized for forgetting my birthday.

**2.** 'Never borrow money from friends', my father said.

**A.** My father advised me not borrow money from friends.

**B.** My father suggested me never borrowing money from friends.

**C.** My father told me to never borrow money from friends.

**D.** My father told me never to borrow money from friends.

**3.** Julie to her neighbor: “Oh, it wasn't me who started that ugly rumor about you.”

**A.** Julie confessed to starting an ugly rumor about her neighbor.

**B.** Julie refused to start an ugly rumor about her neighbor.

**C.** Julie denied having started an ugly rumor about her neighbor.

**D.** Julie admitted having started an ugly rumor about her neighbor.

**4.** "How beautiful you are today!" he said.

**A.** He said to me that she was beautiful that day.

**B.** He complimented her on being beautiful that day.

**C.** He complimented her on being beautiful today.

**D.** He complemented her on being beautiful that day

**5.** "I haven't been very open-minded," said the manager.

**A.** The manager denied having been very open-minded.

**B.** The manager refused to have been very open-minded.

**C.** The manager admitted not having been very open-minded.

**D.** The manager promised to be very open-minded.

**6.** "You should take better care of your health said Tom's mother.

**A.** Tom's mother promised to take better care of his health.

**B.** Tom's mother required him to take better care of his heath.

**C.** Tom's mother advised him to take better entre of his health.

**D.** Tom's mother ordered him to take better care of his health.

7. Nam said to the taxi driver, “Please turn left at the first traffic light."

**A.** Nam tells the taxi driver please turn left at the first traffic light.

**B.** Nam said the taxi driver for turn left at the first traffic light.

**C.** Nam asked the taxi driver if turning left at the first traffic light.

**D.** Nam told the taxi driver to turn left at the first traffic light.

**8.** *"Don't touch the electric wires. It might be deadly.” said Steve to Mike.*

**A.** Steve warned Mike not to touch the wires as it might be deadly.

**B.** Steve accused Mike of touching the electric wires as it might be deadly.

**C.** Steve advised Mike not touch the electric wires as it might be deadly.

**D.** Steve suggested that Mike not touch the electric wires as it might be deadly.

**9.** My friend told me, "If I were you, I would not borrow the book from him."

**A.** My friend prohibited me from borrowing the book from him.

**B.** My friend told me to borrow the book from him.

**C.** My friend advised me not to borrow the book from him.

**D.** My friend suggested not borrow the book from him

**10.** "We're having a reunion this weekend. Why don't you come?" John said to us.

**A.** John suggested we coming to a reunion that weekend.

**B.** John cordially invited us to a reunion that weekend.

**C.** John simply asked us why we wouldn't come to a reunion that weekend.

**D.** John asked us why we didn't come to a reunion this weekend that weekend.

**11.** "I will pay back the money to you, Peter," said Mary.

**A.** Mary apologized to Peter for borrowing his money.

**B.** Mary promised to pay back Peter's money.

**C.** Mary offered to pay Peter the money back.

**D.** Mary suggested paying back the money to Peter.

**12.** 'No, no, you really must stay a bit longer!' said the boys.

**A.** The boys insisted on my staying a bit longer. **B.** The boys denied my staying a bit longer.

**C.** The boys refused to let me stay a bit longer. **D.** The boys didn't agree to let stay a bit longer.

**13.** “Don't forget to submit your assignments by Friday," said the teacher to the students.

**A.** The teacher reminded the students to submit their assignments by Friday.

**B.** The teacher allowed the students to submit their assignments by Friday.

**C.** The teacher ordered the students to submit their assignments by Friday.

**D.** The teacher encouraged the students to submit their assignments by Friday.

**14.** "Why don't we go to the library to finish the report?", said the team leader.

**A.** The team leader wondered if we should go to the library to complete the report.

**B.** The team leader was not interested in going to the library to complete the report.

**C.** The team leader promised to go to the library to complete the report.

**D.** The team leader suggested going to the library to complete the report.

**15**. "Would you like to have dinner with me?" Miss Hoa said to me.

**A.** Miss Hoa invited me to have dinner with her

**B.** Miss Hoa asked me if would like to have dinner with her?

**C.** Miss Haa suggested me if I would like to have dinner with her or not

**D.** Miss Hoa told me to like to have dinner with her or not.

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| **ACTIVITY 5: PRESENTATION (10’)**  Has students revise the use of modal verbs in the present  Step 1: Students work in pairs and write the use of modal verbs in the present  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary | **Expected answer**  **Câu động từ khuyết thiếu**: **may/might, must, should, need** + V (nguyên thể)  *+ not allowed/not permitted, sure that, be required, necessary/compulsory/ obligatory*…  → chọn **must (chỉ sự bắt buộc: phải làm gì)**  *+ likely/perhaps/probably, not sure that, possible/possibly/ impossible/ are allowed*  → chọn **may/might/ can/ can’t (chỉ khả năng có thể xảy ra: có lẽ/có thể làm gì)**  *+ not compulsory/ not obligatory/not necessary, no need, no obligation,…*  → chọn **needn’t/ may/might (chỉ sự không bắt buộc: không cần làm gì)**  ***+*** *necessary, be advised, it’s time/it’s good, had better, ….*  → chọn **should (chỉ sự khuyên bảo: nên làm gì)** |

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| **ACTIVITY 6: PRACTICE (20’)**  Task 1: Choose the A,B,C or D that has the same meaning to the original sentence  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary |  |

**1**. It is probable to rain heavily this evening.

**A.** It may rain heavily this evening **B**. It will be able to ruin this evening

**C.** It will not rain heavily this evening **D.** It must rain heavily this evening

**2.** John is not here, perhaps he is ill.

**A**. Because of his illness, John shouldn't have been here.  **B.** John might be ill, so he is not here.

**C**. John must be ill, so he is not here.  **D.** John needn't be here because he is ill.

**3.** I really believe my letter comes as a great surprise to John.

**A.** John might have been very surprised to receive my letter.

**B.** John must be very surprised to receive my letter.

**C.** John may be very surprised to receive my letter.

**D.** John must have been very surprised to receive my letter.

**4.** She probably buys this house next week.

**A.** She doesn't have to buy this house next week. **B.** She may buy this house next week.

**C.** She should buy next house next week. **D.** She must buy this house next week.

**5.** It is compulsory for all the students to finish their class work before going home.

**A.** All the students may finish their class work before going home.

**B.** All the students needn’t finish their class work before going home.

**C.** All the students can’t finish their class work before going home.

**D.** All the students must finish their class work before going home

**6.** You are allowed to take some photos at the park.

**A**. You can take some photos at the park.  **B**. You mustn’t take some photos at the park.

**C**. You may have taken some photos at the park. **D**. You need to take some photos at the park.

**7.** It is unnecessary for you to finish the report until tomorrow afternoon

**A.** You needn’t finish the report until tomorrow afternoon.

**B.** You have to finish the report until tomorrow afternoon.

**C.** You may finish the report after tomorrow afternoon.

**D**. You should finish the report until tomorrow afternoon

**8.** Every student is required to write an essay on the topic.

**A.** Every student might write an essay on the topic.

**B.** Every student must write an essay on the topic.   
 **C.** They require every student can write an essay on the topic.   
 **D.** Every student should write an essay on the topic.

**9.** I must prepare the meals for my family every day.

**A.** I am required to prepare the meals for my family every day**.**

**B.** I will prepare the meals for my family every day.

**C.** I am able to prepare the meals for my family every day.

**D.** I don’t have to prepare the meals for my family every day.

**10.** It is impossible for you to buy a big house with little money

**A.** You are able to buy a big house with little money **B.** You can’t buy a big house with little money.

**C.** You will buy a big house with little money. **D.** You have to buy a big house with little money.

**11.** It isn’t necessary for us to get a visa for Singapore.

**A.** We needn’t get a visa for Singapore. **B.** We mustn’t get a visa for Singapore.   
 **C.** We mayn’t get a visa for Singapore. **D.** We shouldn’t get a visa for Singapore.

**12.** It isn’t necessary for us to discuss this matter in great detail.

**A.** We should discuss this matter in great detail. **B.** We might discuss this matter in great detail

**C.** We needn’t discuss this matter in great detail **D.** We mustn’t discuss this matter in great detail.

**13.** Walking on the grass in the park is not permitted.

**A.** You can walk on the grass in the park if you want to.

**B.** People like walking on the grass in the park.

**C.** We must not walk on the grass in the park.

**D.** We do not have to walk on the grass in the park.

**14.** It's time for us to leave for the disco.

**A.** We may leave for the disco now. **B.** We needn't leave for the disco now.

**C.** We should leave for the disco now. **D.** We must have leave for the disco now

**15.** Smoking is not allowed in the museum.

**A**. You mustn’t smoke in the museum. **B**. You can smoke in the museum

**C**. You don’t have to smoke in the museum **D**. You may smoke in the museum

**16.** My children are possibly in the living room.

**A.** My children will be playing in the living room.

**B**. My children cannot be in the kitchen.

**C**. I do not know whether my children are in the living room.

**D**. My children might be in the living room.

**17.** It is against the school rules to cheat in the test.

**A.** You don't have to cheat in the test. **B.** You must cheat in the test.

**C.** You must not cheat in the test.  **D.** You have to cheat in the test.

**18.** The bomb attacks may have been in retaliation for the arrest of the terrorist suspect.

**A.** Perhaps the arrest of the terrorist suspect was the cause of the bomb attacks.

**B.** It is certain that the bomb attacks were in retaliation for the arrest of the terrorist suspect.

**C.** It's unlikely that the bomb attacks were in retaliation for arrest of the terrorist suspect.

**D.** Everyone believes that the arrest of the terrorist suspect was the real cause of the bomb attacks.

**19.** It was a mistake of Tony to buy that house.

**A.** Tony shouldn't have bought that house.

**B.** Tony couldn't have bought that house.

**C.** Tony can't have bought that house.

**D.** Tony needn't have bought that house.

**20.** I’m sure that they had practiced hard for the games as they won a lot of medals.

**A.** They couldn’t have practiced hard for the games as they won a lot of medals

**B.** They must have practiced hard for the games as they won a lot of medals

**C.** They shouldn’t have practiced hard for the games as they won a lot of medals

**D.** They might have practiced hard for the games as they won a lot of medals.

**21**. It’s possible that she didn’t hear what I said.

A. She may not hear what I said.

B. She might not hear what I said.

C. She may not have heard what I said.

D. She might not have heard what I said.

**22.** I suppose you didn’t enjoy that party very much, did you?

1. You didn’t enjoy that party very much, did you?
2. You can’t enjoy that party very much, can you?
3. You didn’t have enjoyed that party very much, did you?
4. You can’t have enjoyed that party very much, can you?

**23**. Luckily, it wasn’t necessary for us to write a summary of the story.

1. We needn’t have written a summary of the story.
2. We don’t need to write a summary of the story.
3. We didn’t need write a summary of the story.
4. We didn’t have to write a summary of the story.

**24.** I’m absolutely sure that they weren’t playing in such weather.

1. They can’t be playing in such weather.
2. They can’t play in such weather.
3. They can’t have been playing in such weather.
4. They can’t have played in such weather.

**25.**  It was wrong of you not to call the police at once.

**A.** You shouldn’t have called the police at once.

**B.** You should have called the police at once.

**C.** You must have called the police at once.

**D.** You should call the police at once.

**Periods: 26**

**WRITING: INVERSION AND IF/ WISH/ IF ONLY**

**A. OBJECTIVES:**

By the end of the lesson, students can revise inversion, if, wish, if only and do exercises.

**B. TEACHING AIDS:** handouts

**C. PROCEDURE**

|  |  |
| --- | --- |
| ***Teacher and students’ activities*** | ***Target content*** |
| **I. Activity 1: 35ms**  1. Call students to retell some structures of inversion they have learned.  Sts follow t’s request  2. Asks sts to retell the use of “ wish/ if only”  - Deliver the handouts and ask sts to analyze common structures and examples.  - Sts do the task in the handout  **II. Activity 2: 10ms**  - some students give out the answers.  - Feedback and give correct answers  - sts take note the tips to choose the answer. | **1. INVERSION: Some common structures:**  a. NOT ONLY … BUT ALSO  NO SOONER + HAD +S+ VPII THAN S + V(QKĐ) : vừa mới… thì đã  HARDLY … WHEN  SCARCELY … WHEN  BARELY … WHEN  Eg: No sooner had he begun his vacation than he became ill.  b. ONLY IF/ WHEN/ AFTER … và NOT UNTIL phải đảo ngữ ở mệnh đề không đi liền với nó  Eg: Not until I saw her did I realize that she was a great woman.  c. Sau những trạng ngữ có nghĩa gần phủ định như LIITLE, SELDOM, NEVER, HARDLY………  Eg: Little help will you get from him.  Seldom has anyone succeeded in this kind of business.  Eg: Never have I seen such a stupid person.  d. Sau SO và SUCH  Eg: So greatly did he admire the beautifu actress that he asked her to marry him.  2. **wish/ if only ( cách dùng giống nhau)**  **- Wish ở hiện tại:** → S1 + wish + S2 + V (Past subjunctive)  I wish I **knew** his address = If only I **knew** his address.  - Wish ở quá khứ: → S1 + wish + S2 + had (not) + P2  **I wish I**hadn’t failed**my exam last year.**  - Wish ở tương lai: → S1 + wish + S2 + would (not) + V-inf  Ex:**I wish it**would stop**raining.**  EX: Marie didn’t turn up at John’s birthday party. I feel so sorry for that.  **A**. If only Marie turn up at John’s birthday party.  **B**. I wish Marie had turned up at John’s birthday party.  **C**. I wished Marie wouldn’t turn up at John’s birthday party.  **D**. It’s a shame Marie had turned up at John’s birthday party. |

**I. Exercise: *Choose A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions.***

*1. Scarcely had the man left when the bomb exploded.*

A. The bomb had exploded before the man left. B. No sooner had the man left than the bomb exploded.

C. The man left and had the bomb exploded. D. The bomb went off because of the man.

*2. We didn’t know the full extent of his involvement in the fraud.*

A. Little we knew the full extent of his involvement in the fraud.

B. Little did we know the full extent of his involvement in the fraud.

C. Did we little knew the full extent of his involvement in the fraud.

D. We little knew the full extent of his involvement in the fraud.

*3. No sooner had she put the telephone down than her boss rang back.*

A. As soon as her boss rang back, she put down the telephone.

B. Scarcely had she put the telephone down when her boss rang back.

C. She had hardly put the telephone down without her boss rang back.

D. Hardly she had hung up, she rang her boss immediately.

*4.* The novel was too thick for me to finish it in a day.

A. It was so a thick novel that I couldn’t finish it in a day.

B. *So thick was the novel that I couldn’t finish it in a day.*

C. It was such thick a novel that I couldn’t finish it in a day.

D. The novel was too thick for me to finish in a day.

*5. We only dispatch goods after receiving the money.*

A. Only after is money received can we dispatch goods.

B. Only after has the money received the goods will be dispatched.

C. Only after the money is received can we dispatch goods.

D. Only after the money has been received, the goods will be dispatch.

*6. The demand was so great that they had to print the book immediately.*

A. So great the demand was that they had to reprint the book immediately.

B. So great was the demand that they had to reprint the book immediately.

C. So great the demand was, they had to reprint the book immediately.

D. So great was the demand so they had to reprint the book immediately.

*7. Invitations were sent out as soon as the date of the conference was chosen.*

After choosing the date of the conference, invitations were sent out.

B. Before sending out invitations, the date of the conference was chosen.

C. Hardly had the date of the conference been chosen when invitations were sent out.

D. Choose the date of the conference before sending out invitations.

*8. They didn’t discover that the picture had been stolen until they came back home.*

A. Until they came back home that they discovered that the picture had been stolen.

B. It is not until they came back that they discovered that the picture had been stolen.

C. Not until they came back home had the picture been stolen.

D. Only after they came back home did they discover that the picture had been stolen.

*9.*Helen wrote a novel. He made a cowboy film, too

**A.** Helen wrote not only a novel but also made a cowboy film.

**B.** Helen both wrote a novel as well as made a cowboy film.

**C.** Helen either wrote a novel or made a cowboy film.

**D.** Not only did Helen write a novel but she also made a cowboy film.

10. *I write to her almost every day.*

A. Not a day goes by unless my writing to her.

**B. Hardly does a day go by without my writing to her.**

C. No day go by without my writing to her.

D. Almost every day goes by without my writing for her.

11. *He started computer programming as soon as he left school.*

A. No sooner had he started computer programming than he left school.

B. Hardly had he started computer programming when he left school.

**C. No sooner had he left school than he started computer programming.**

D. After he left school, he had started computer programming.

12. *He spent all his money. He even borrowed some from me.*

A. As soon as he borrowed some money from me, he spent it all.

B. Hardly had he borrowed some money from me when he spent it all.

C. Not only did he spent all his money but also he borrowed some from me.

**D. Not only did he spend all his money but he borrowed some from me as well.**

13. *She only felt relaxed after a few months working for him.*

A. She used to feel relaxed working for him a few months.

B. A few months ago, she didn’t find it relaxed working for him.

**C. Only after a few months working for him did she feel relaxed.**

D. It was not until a few months working for him did she feel relaxed.

14. *Right after his appointment to the post, he fell ill.*

A. No sooner did he appointed to the post than he fell ill.

B. No sooner had he appointed to the post than he fell ill.

C. Hardly had he appointed to the post when he fell ill.

**D. Hardly had he been appointed to the post when he fell ill.**

15. *Just after solving one problem, I was faced with another.*

A. Scarcely had I solved one problem when I was faced with another.

B. Hardly had I solved one problem when I was faced with another.

C. No sooner had I solved one problem than I was faced with another.

**D. All are correct**.

16. *A country cannot be prosperous if it is not quite independent.*

A. Unless a country is quite independent, it can be prosperous.

B. Without complete independence, a country can be prosperous.

**C. Only when a country is quite independent can it be prosperous**.

D. It is not until a country is quite independent can it be prosperous.

17. *The phone stopped ringing the moment I got downstairs.*

A. No sooner had the phone stopped ringing than I got downstairs.

B. After the phone had stopped ringing, I got downstairs.

C. Hardly had the phone stopped ringing when I got downstairs.

**D. No sooner had I got downstairs than the phone stopped ringing**.

18. *The light failed the moment they began work.*

A. But for the light failed, they would have begun work. B. Hardly did they begin work when the light failed.

**C. Hardly had they begun work when the light failed.**  D. As soon as the light failed, they began work.

**II. WISH = IF ONLY: chỉ điều ước**

**Exercise:** ***Choose A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions.***

1. If only I had studied hard enough to pass the final exam.

A. I regret not studying hard enough to pass the exam.

B. I had studied hard enough and I passed the final exam.

C. I studied too hard to pass the final exam.

D. I studied hard otherwise I would fail the final exam

**2. Julian dropped out of college after his first year. Now he regrets it.**

**A**. Julian regretted having dropped out of college after his first year.

**B**. Julian wishes he didn’t drop out of college after his first year.

**C**. Julian regrets having dropped out of college after his first year.

**D**. Only if Julian had dropped out of college after his first year.

3. I really regret that you haven’t told me about her family.

**A.** If only you would tell me about her family.

**B.** If only I didn’t regret that you hadn’t told me about her family.

**C.** If only you had told me about her family.

**D.** If only you hadn’t told me about her family.

**4. Nam was so rude to them last night. Now he feels regretful.**

**A**. Nam regrets to have been so rude to them last night.

**B**. Nam regrets having so rude to them last night.

**C**. Nam wishes he hadn’t been so rude to them last night.

**D**. Nam wishes he weren’t so rude to them last night.

5. Jenifer rejected the job offer. She now regrets it.

**A.** Jenifer regrets not having rejected the job offer. **B.** If only Jenifer didn’t reject the job offer.

**C.** Jenifer wishes she hadn’t rejected the job offer. **D.** Jenifer regrets to reject the job offer.

6. If only I had taken his advice.

A. I wish I followed his advice. B. I wish I have taken his advice.

C. I regret not having taken his advice. D. I regret not to take his advice.

7. It’s a pity that you didn’t tell us about this.

A. I wish you told us about this B. I wish you would tell us about this

C. I wish you had told us about this. D. I wish you have told us about this.

8. I wish I hadn’t accepted the invitation to her birthday party.

A. I insisted on having been invited to her birthday party.

B. I was very glad to accept the invitation to her birthday party.

C. I regret accepting the invitation to her birthday party.

D. If only I had come to her birthday party.

**Period: 27**

**STRATEGIES FOR READING COMPREHENSION**

**I. Objectives:**

Students can improve their reading skill and master the tips to choose the best answer.

**II. Teaching aids:**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher and students’ activities*** | ***Target content*** |
| **I. Activity 1: 35ms**  - analyze the questions in this kind of reading task and instruct sts the tip to choose the answer especially relative pronoun question with the weak students.  - Deliver the handouts  - give an example and instruct sts to find the answer by using the tips to guess.  - Sts do the exercises in the handout  **II. Activity 2: 10ms**  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Sts know the kinds of the questions in this reading task:  Relative pronoun, connector, word form, word choice, preposition, etc.  - improve student’s reading skill. |

Handout

***Example: Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase for each of the blanks from 16 to 20.***

As teenagers approach university level, a decision has to be made on what course to pursue. In this world of diversity, **(16)**\_\_\_\_\_\_ such a choice is not easy for both children and parents. In the old days, it was not much a problem to do the task because there were not so many diverse learning areas to choose from. Besides, there were only a few distinctive professional careers like doctor, engineer, accountant, nurse, teacher, etc. to think about. Most higher learning usually led to a financially successful life. **(17)** \_\_\_\_\_\_, the cost of education was not so high.

Today’s world is entirely different from the things **(18)** \_\_\_\_\_\_ have just been described. The job market is constantly changing due to innovative technology and new **(19)** \_\_\_\_\_\_. Meanwhile, most teenagers have difficulty in identifying their own interests. There are a variety of well-organized career talks and student counseling workshops to guide and help teenagers **(20)** \_\_\_\_\_\_ what course to take. Furthermore, psychological tests are also used. Certain instruments such as surveys, interviews and computer software can help to find out preferences, interests, or learning styles of the students.

**Question 16: A.** making **B.** taking **C.** giving **D.** having

**Question 17: A.** In addition **B.** Otherwise **C.** For example **D.** Therefore

**Question 18: A.** when **B.** that **C.** what **D.** where

**Question 19: A.** competition **B.** competitively **C.** competitive **D.** compete

**Question 20: A.** apply **B.** study **C.** decide **D.** employ

***Exercise 1. Choose the word or phrase (A, B, C or D) that best fits the numbered space from 6 to 10 in the following passage.***

The knock-on effect of volunteering on the lives of individuals can be profound. Voluntary work helps foster independence and imparts the ability to **(6)\_\_\_\_\_\_\_** with different situations, often simultaneously, thus teaching people how to work their way through different systems. It **(7)\_\_\_\_\_\_\_** brings people into touch with the real world; and, hence, equips them for the future.

Initially, young adults in their late teens might not seem to have the expertise or knowledge to impart to others that say a teacher or agriculturalist or nurse would have, but they do have many skills that can help others. And in the absence of any particular talent, their energy and enthusiasm can be harnessed for the benefit of their fellow human beings, and **(8)\_\_\_\_\_\_\_** themselves. From all this, the gain to any community no matter how many volunteers are involved is immeasurable.

Employers will generally look favorably on people who have shown an ability to work as part of a team. It demonstrates a willingness to learn and an independent spirit, **(9)\_\_\_\_\_\_\_** would be desirable qualities in any employee. So to satisfy employers‟ demands for experience when applying **(10)\_\_\_\_\_\_\_** work, volunteering can act as a means of gaining experience that might otherwise elude would-be workers and can ultimately lead to paid employment and the desired field.

**Question 6: A**. deal **B.** face **C.** solve **D.** fight

**Question 7: A.** although **B**. therefore **C**. however **D**. moreover

**Question 8: A.** necessarily **B.** ultimately **C**. intimately **D**. exclusively

**Question 9: A**. who **B**. whose **C.** which **D.** that

**Question 10: A.** to **B**. in **C.** for **D**. on

***Exercise 2. Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 41 to 45.***

My first job was a sales assistant at a large department store. I wanted to work part-time, because I was still studying at university and I was only able to work a few nights a week.

I came across the advertisement in the local newspaper. I remember the interview as though it were yesterday. The **(41)** \_\_\_\_\_\_\_\_ manager sat behind a large desk. He asked me various questions which surprised me because all I wanted was to work in sales. An hours later, I was told that I had got the job and was given a contract to go over. I was to be trained for ten days before I took my post. Also, as a member of staff, I was **(42)** \_\_\_\_\_\_ to some benefits, including discounts.

When I eventually started, I was responsible **(43)** \_\_\_\_\_\_\_ the toy section. I really enjoyed it there and I loved demonstrating the different toys. I was surprised at how friendly my colleagues were, too. They made working there fun even when we had to deal with customers **(44)** \_\_\_\_\_\_ got on our nerves. **(45)** \_\_\_\_\_\_\_, working there was a great experience which I will never forget

**Question 41: A.** Personal **B.** Personable **C.** personage **D.** personnel

**Question 42: A.** Catered **B.** Given **C.** entitled **D.** supplied

**Question 43: A.** For **B.** With **C.** in **D.** to

**Question 44: A.** Which **B.** Why **C.** when **D.** who

**Question 45: A.** In contrast **B.** However **C.** Moreover **D.** On the whole

**Periods: 28 - 29**

**STRATEGIES FOR READING COMPREHESION**

**I. OBJECTIVE**

By the end of the unit, students will be able to:

**1. Knowledge**

**Grammar**: know how to do the reading comprehension effectively

**2.** **Competence**

Develop communication and collaboration competence, learner autonomy through the tasks

**II. TEACHING AIDS**

Board, chalks, handout and notebook.

**III. PROCEDURES**

|  |  |
| --- | --- |
| **Teacher and students’ activities** | **Target content** |
| **ACTIVITY 1: WARM –UP (20’)**  ***Step 1:***  - Has students work in groups and identify the types of questions in reading passage by doing exercise in handout  ***Step 2:*** Ss do the task. T goes around the class to provide help.  ***Step 3:*** Ss write the answer on the board and exchange the answer to mark  Group 1 ↔ Group 3: hand out 1  Group 2 ↔ Group 4: hand out 2 | * **Expected answer**   **Hand out 1:**  1. Main idea/ title: a, b, g, j  2. Details: c, h, i, l, m  3. Vocabulary: e, f  4. Reference: o  5. inference: d, k, n  **Hand out 2:**  1. c 2. b 3. d 4. a 5. e |

**Hand out 1: Match the type of questions in column A with the appropriate questions in column B**

|  |  |
| --- | --- |
| **A** | **B** |
| **1. Main idea / title (Question hỏi về ý chính / tiêu đề)** | a. What is the topic of this passage?  b. What is the main idea expressed in this passage?  c. According to the passage, why/ what/ how…?  d. In the paragraph 2, the author implies/ suggests that…  e. The expression " - " in line " - " could best replaced by…  f. The word " - " in line " - " is closest meaning to…  g. Which title best reflects the main idea of the passage?  h. According to the information in paragraph 1, what…?  i. What ….. did the paragraph NOT mention?  *j. Which best serves as the title for the passage?*  k. It can be inferred from the passage that?  l. The passage indicates that…  m. Which of the following is true...?  n. All of these can be inferred from the passage EXCEPT…  o. What does the word “…….” in line …… refer to? |
| **2. Details (factual questions / negative factual questions)**  **(Question hỏi lấy thông tin / phủ định)** |
| **3. Vocabulary questions** **(Question hỏi liên hệ đến từ vựng)** |
| **4. Reference Questions** |
| **5. Inference Questions (Question hỏi suy diễn)** |

**Hand out 2: Match the type of questions with the tip to find the answer to the questions**

1. Main idea / title **(Question hỏi về ý chính / tiêu đề)**

2. Details (factual questions / negative factual questions) **(Question hỏi lấy thông tin / phủ định)**

3. Vocabulary questions **(Question hỏi liên hệ đến từ vựng)**

4. **Reference Questions**

**5. Inference Questions (Question hỏi suy diễn)**

a. Với dạng này, việc nắm vững cấu trúc của Question văn sẽ giúp suy luận chính xác. Các bạn hãy xác định vị trí đại từ được đề cập, đọc Question chứa đại từ và Question trước đó. Tìm một từ trong Question phía trước có thể thay thế cho đại từ tiếng Anh được hỏi (lưu ý đến số ít và số nhiều). Trong nhiều trường hợp, nếu vận dụng cấu trúc mà vẫn chưa tìm ra đúng chủ thể thì dựa vào nghĩa cụ thể của Question văn để suy ra.

b. Đối với dạng Question này, bạn hãy sử dụng ngay từ khóa trong Question hỏi để dò lại trong bài. Tuy nhiên, sẽ có những Question hỏi hóc búa không sử dụng nguyên từ giống trong bài mà thay vào đó là nằm ở dạng Paraphrase Keywords (diễn đạt theo cách khác nhưng giữ nguyên ý nghĩa hoặc dùng từ gần nghĩa). Vì thế, bạn cần chú ý luyện tập thêm khả năng Paraphrase của mình.

- Đồng thời, hãy chú ý đến những đoạn tính mang liệt kê chi tiết trong bài (những đoạn có nhiều dấu (,) gạch đầu dòng (-) hoặc từ “and” để loại thông tin không đề cập.

c. - Đọc dòng đầu tiên hoặc 2 dòng đầu của đoạn văn vì thông thường ý chính sẽ nằm ở Question chủ đề (topic sentence) – thường đứng đầu các đoạn văn.

- Đối với bài được chia thành nhiều đoạn nhỏ, chúng ta cần tìm mối liên hệ giữa những dòng đầu tiên của đoạn văn. Từ đó, tổng hợp thành ý chính của bài.

- Tuy nhiên, để chắc chắn hơn, các bạn nên đọc lướt qua các dòng còn lại để đảm bảo ý đầu tiên của đoạn thể hiện đúng với ý của các dòng khác. Bên cạnh đó, trong quá trình đọc, các bạn hãy chú ý đến những từ khóa được lặp đi lặp lại hay những từ đồng nghĩa vì chúng sẽ phần nào nói lên nội dung chính của văn bản.

- Song song đó, các bạn có thể loại bỏ phương án sai. Tức là những phương án không tìm được thông tin trong bài, trái với thông tin đề cập trong bài hay quá chi tiết (thông tin về thời gian, địa điểm, miêu tả cụ thể).

d.

- Nếu gặp từ đã biết hay quen thuộc, bạn sẽ dễ dàng chọn được đáp án. Tuy nhiên, vẫn nên dò lại xem nghĩa mình biết có phù hợp với ý triển khai trong văn bản.

- Nếu gặp từ vựng lạ, bạn cần đọc cả Question chứa từ đó, thậm chí Question trước và sau nó, rồi dựa vào ngữ cảnh để suy luận. Đặc biệt, muốn hiểu hết nghĩa của từ, cần vận dụng kiến thức về gốc từ, tiền tố, hậu tố; suy luận logic; dấu Question (chấm phẩy, hai chấm, gạch nối); từ nối (although, therefore, etc.)

e. Loại Question hỏi này đòi hỏi phải suy luận, vì thế, để đảm bảo thời gian, các bạn nên làm dạng Question này sau cùng. Để làm Question này, học sinh cần áp dụng kiến thức về ý chính (main idea), đọc các đáp án, tìm từ khóa ở các đáp án rồi rà soát đọc lại thông tin liên quan đến từ khóa đó trong bài.

|  |  |
| --- | --- |
| **ACTIVITY 2: PRACTICE 1 (20’)**  Task 1: Read the passage, identify the type of questions and find the answer.  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary  Khi chữa bài, giáo viên lưu ý hs cách tìm Question trả lời cho Question hỏi detail và reference | * **Expected answer**   - main idea: Q1  - detail: Q3, Q5  - reference: Q2  - Vocabulary: Q4  The answer to Q2,3,5 can be found easily by underlying the key words in the questions and find them in the text. |

Tribal tourism is a relatively new type of tourism. It involves travelers going to remote destinations, staying with local people and learning about their culture and way of life. **They** stay in local accommodation, share facilities with local people, and join in with meals and celebrations. At the moment, less than one percent of holidays are tribal tourism holidays, but this is set to change.

Tribal tourism is often compared with foreign exchange visits. However, a foreign exchange involves staying with people who often share the same values. Tribal tourism takes visitors to places where the lifestyle is very different from that in their home location. Those who have been on a tribal holiday explain that experiencing this lifestyle is the main attraction. They say that it offers them the chance to live in a way they never have before.

Not everyone is convinced that tribal tourism is a good thing, and opinions are **divided**. The argument is about whether or not it helps the local population, or whether it exploits them. The main problem is that, because tribal tourism is relatively new, the long-term influences on local populations have not been studied in much detail. Where studies have been earned out, the effects have been found to be negative.

So, is it possible to experience an exotic culture without harming it in some way? “With a bit of thought, we can maximize the positive influences and minimize the negative,” says travel company director Hilary Waterhouse. “The most important thing for a tribal tourist is to show respect for, learn about, and be aware of local customs and traditions. Always remember you re a guest.”

**Question 1:** Which best serves as the title for the passage?

**A.** An Old Tourist Destination **B.** Holidays with a Difference

**C.** Different Customs of a Tribe **D.** Peak Holiday Seasons

**Question 2:** The word “**They**” in paragraph 1 refers to \_\_\_\_\_\_.

**A.** travelers **B.** facilities **C.** local people **D.** remote destinations

**Question 3:** According to paragraph 2, what is the main attraction of tribal tourism?

**A.** Tourists can stay with people of the same values.

**B.** Tourists can interact with other foreign visitors.

**C.** Tourists can experience a different lifestyle.

**D.** Tourists can explore beauty spots in remote areas.

**Question 4:** The word “**divided**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_.

**A.** similar **B.** important **C.** different **D.** interesting

**Question 5:** According to Hilary Waterhouse, the most important thing for a tribal tourist is to \_.

**A.** forget about negative experiences

**B.** respect local customs and traditions

**C.** learn about other guests

**D.** be accompanied by other travelers

|  |  |
| --- | --- |
| **ACTIVITY 2: PRACTICE 2 (20’)**  Task 1: Read the passage, identify the type of questions and find the answer.  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary  Khi chữa bài, giáo viên lưu ý hs cách tìm Question trả lời cho Question hỏi detail và reference | * **Expected answer**   - main idea: Q1  - detail: Q3, Q5  - reference: Q4  - Vocabulary: Q2  The answer to Q3,4,5 can be found easily by underlying the key words in the questions and find them in the text. |

Nowadays it is very important to be young. The tendency to see being young as something better than being old is a cultural phenomenon. But is it always good to be young? And isn't "young” sometimes "too young"?

When people are young, they are usually energetic and **bold:** they can work for longer periods of time, and they are ready for take risk. As they still haven't had much experience, they don't have many inhibitions, which means that there aren't many things to stand in their way. Young people have also got potential -they still have time to develop in many different ways. Because of that, employing young people can be a good investment.

On the other hand, being young doesn't automatically mean you're always happy. There is a lot of competition in society nowadays, which starts even when you're in school. Getting a good education isn't easy and can cost a lot of money.

Next, you have to look for a good job. In spite of the fact that so many employers prefer young people, young aren't just waiting for you. And even if you find one, it is often only for very short period of time. Statistics show that the stresses of modern life can sometimes bring young people a lot of troubles. Most of **them** can cope with problems very well, but some others break down and lose all hope. If we don't want this to happen, something must be done. So it is our responsibility to offer help to those to whom being young is definitely too young.

**Question 1:** Which is the most suitable title for the passage?

**A.** The Potential of Education? **B.** Social Changes

**C.** The Younger, the Better? **D.** Looking for a Good Job

**Question 2:** The word “**bold**” in paragraph 2 is closest in meaning to \_\_\_\_\_\_\_\_\_.

**A.** kind **B.** brave **C.** weak **D.** careless

**Question 3:** According to paragraph 2, employing young people can be a good investment because they \_\_\_\_.

**A.** always feel happy **B.** have got potential

**C.** are experienced in many fields **D.** are not ready to take risks

**Question 4:** The word “**them**” in paragraph 5 refers to \_\_\_\_\_\_\_\_\_.

**A.** troubles **B.** statistics **C.** stresses **D.** young people

**Question 5:** According to the passage, which of the following is TRUE?

**A.** It is neither difficult nor expensive to get a good education.

**B.** Competition begins only when young people start work.

**C.** Some young people still need help with their problems.

**D.** The stresses of modem life have no effect on young people.

|  |  |
| --- | --- |
| **ACTIVITY 2: PRACTICE 3 (25’)**  Task 1: Read the passage, identify the type of questions and find the answer.  Step 1: Students work individually and then in pairs.  Step 2: Ss do the task. T goes around the class to provide help.  Step 3: Ss share the answer in groups  - The leader of the group report before the class.  Step 4: T confirms, and explain more if necessary  Khi chữa bài, giáo viên lưu ý hs cách tìm Question trả lời cho Question hỏi detail và reference | * **Expected answer**   - main idea: Q1  - Unstated details: Q 2, Q 6  - reference: Q 5  - Vocabulary: Q3, 4  - inference: Q7 |

The word ‘grandparents’ is descriptive of the unique dual parenting role that this generation assumes. It emphasizes the vital part they play in family life. With a wealth of old world experience behind them, and with the unique ability to **metamorphose** from advisers or mediators into listeners or friends, they can offer support and stability in an ever-changing world.

The underlying sense of responsibility that goes with this is tremendous. Grandparents perform a balancing act between the needs of their adult children and those of their grandchildren. This role is varied. It is imperial at times, muted at others. It goes underground whenever required, but it is solid and absolutely dependable.

Grandparents often bridge the gap between parents and children. Rebellious, independent children who are trying to find their feet are almost always **at loggerheads** with their parents. The role of grandparents can be very important provided that they act as impartial judges and are able to convey this feeling to both parties. Grandchildren, in most cases, prefer to listen to their grandparents rather than their parents, **who** often end up finding themselves up against a brick wall.

One important thing, which seems to be missing in the lives of children today, is a sense of family, values, beliefs and principles. This is where the grandparents step in. However, instilling beliefs and values is not as easy as it was fifty or sixty years ago. Then, no questions were asked and there was an implicit sense of trust. With changing times and changing outlooks, children have started to question the validity of everything around them. Globalisation has gradually **eroded** children’s sense of belonging and weakened their identification with their roots. Science and technology force them to doubt every traditional belief.

Parents, who have so many demands on their time, are perhaps not in the best position to instill traditional values in their offspring. Children are very demanding and grandparents, without appearing to be pushy, have both the time and the experience to deal with tantrums. They can appease, soothe and impart values with tremendous case. Any nation’s traditional culture is rich and varied, but how many children recognize this? Grandparents can teach them to value cultural traditions and thereby inform their moral development.

**Question 1:** Which is the most suitable title for the passage?

**A.** The Importance of Early Education to a Child’s Academic Performance

**B.** The Role of Grandparents in Children’s Upbringing

**C.** Grandparents as Versatile Educators in Their Neighbourhoods

**D.** The Education of Children during Their Formative Years

**Question 2:** According to the passage, in a modem household \_\_\_\_\_\_\_\_\_.

**A.** children’s needs should be prioritized over their parents’

**B.** the role of grandparents must be imperial at all times

**C.** grandparents' rich experience can come in handy

**D.** godchildren can act as a go-between for their parents

**Question 3:** The phrase “**at loggerheads**” in paragraph 3 mostly means \_\_\_\_\_\_\_\_\_.

**A.** sharing **B.** complaining **C.** conversing **D.** disagreeing

**Question 4:** The word “**eroded**” in paragraph 4 is closest in meaning to \_\_\_\_\_\_\_\_\_.

**A.** strengthened **B.** reduced **C.** returned **D.** formed

**Question 5:** The word “**They**” in paragraph 5 refers to\_\_\_\_\_\_\_\_.

**A.** parents **B.** children **C.** tantrums **D.** grandparents

**Question 6:** Which of the following is TRUE, according to the passage?

**A.** As a rule, children prefer their parents' advice to their grandparents’.

**B.** Children these days have started to re-examine traditional beliefs and values.

**C.** Children nowadays have a stronger sense of family, values, beliefs, and principles.

**D.** The task of imparting knowledge and values to children was neglected in the past.

**Question 7:** Which of the following can be inferred from the passage?

**A.** Children in families with grandparents tend to experience more trust issues than others.

**B.** Without guidance, children may fail to appreciate the cultural traditions of their nations.

**C.** In general, working parents are in the best position to impart values to their children.

**D.** Compared to grandparents, parents have a stronger sense of responsibility towards their families.

**Periods: 30-31-32**

**MOCK TEST 1**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from***

**Question 1. A.** complained **B.** roared  **C.** existed **D.** decayed

**Question 2. A.** mechanic **B.** chemistry **C.** charge  **D.** campus

***Mark the letter A, B, C, or D on your answer sheet 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.** adapt **B.** damage **C.** award **D.** prefer

**Question 4. A.** authority **B.** associate **C.** television **D.** essential

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5.** Everyone likes him, ?

**A.** doesn't he **B.** doesn't she **C.** don't they **D.** don't you

**Question 6.** The story I’ve just read\_\_\_\_\_\_\_\_\_\_\_ by Agatha Christie

**A**. were written **B**. was written **C**. was written from **D**. wrote by

**Question 7.** His parents object strongly his playing too much computer games.

**A.** at **B.** to **C.** in **D.** against

**Question 8.** It gets when the winter is coming.

**A.** cold and cold **B.** cold and colder **C.** more and more cold **D.** colder and colder

**Question 9.** She has just bought .

**A.** a Swiss beautiful brand-new watch **B.** a Swiss brand-new beautiful watch

**C.** a brand-new beautiful Swiss watch **D.** a beautiful brand-new Swiss watch

**Question 10:** When I last saw him, he\_\_\_\_\_\_\_\_ in London.

**A**. is living **B**. has been living **C**. was living **D**. lived

**Question 11:** \_\_\_\_\_\_\_\_\_there have been many changes in his life, he remains a nice man to everyone.

**A.** However **B**. Although **C.** Because **D.** Despite

**Question 12**: \_\_\_\_\_\_\_\_\_him, I will give him your regards.

**A.** When I see **B**. BeforeI saw **C.** since I saw **D.** whileI see

**Question 13**: \_\_\_\_\_\_\_\_\_the instruction, he snatched up the fire extinguisher.  
 **A**. Read **B**. Having read **C**. Being read **D**. Being done

**Question 14:** An only child often creates an friend to play with.

**A.** imagery **B.** imaginable **C.** imaginary **D.** imaginative

**Question 15:** Jack's mother \_\_\_\_\_\_a birthday cake with seventeen lighted candles on it.

**A.** brought out **B.** showed off **C.** turned up **D.** took over

**Question 16:** The players’ protests \_\_\_\_\_\_\_ no difference to the referee’s decision at all.

**A.** did **B.** made **C.** caused **D.** Created

**Question 17:** She likes meeting people and travelling so she wants to apply for\_\_\_\_\_\_\_ a receptionist or tourist guide.

**A.** location **B.** position **C.** site **D.** place

**Question 18:** The poor child was in floods of because his bicycle had been stolen.

**A.** tears **B.** sorrow **C.** sadness **D.** upset

**Question 19:** The problems of the past few months have taken their…… on her health and there are shadows under her eyes.

**A.** toll **B.** effected **C.** food **D.** changes

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20:** By the end of the storm, the hikers had **depleted** even their emergency stores.

**A.** lost **B.** greatly dropped **C.** destroyed **D.** used almost all of

**Question 21:** Her parents are growing increasingly **concerned** by her erratic behaviour.

**A.** answerable **B.** angelic **C.** anxious **D.** ancestral

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** This product is **hazardous** to the eyes and should be kept out of reach of children.

**A.** dangerous **B.** useful **C.** safe **D.** interesting

**Question 23:** After their long-standing conflict had been resolved, the two families decided to **bury the hatchet.**

**A.** become enemies **B.** become friends **C.** give up weapons **D.** reach an agreement

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24: -** May: "From my point of view, all family members should share the chores equally."

- Tam: “\_\_\_\_\_\_”

**A.** It's a breathtaking view. **B.** You lied to me. **C.** But you're right. **D.** There's no doubt about it.

**Question 25: -** Nam**: “**Would you like something to drink?” - Hoa: “\_\_\_\_\_\_”

**A**. Could I have some water? **B**. For sure. **C**. I didn’t. **D**. That’s right.

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

A large majority of Americans believe that social media companies favor some news organizations over others. About eight-in-ten U.S. adults say social media sites treat some news organizations differently than others, about five times the share saying all news organizations are treated the same.

Social media companies do have established policies (26) \_\_\_\_\_\_ it comes to publishers, including prioritizing certain news sources, banning or limiting others that produce lower-quality content, and using their monetization policies to discourage particular behaviors.

Among those U.S. adults (27) \_\_\_\_\_\_ say social media companies treat some news organizations differently than others, there is broad agreement that they (28) \_\_\_\_\_\_ three types: those that produce attention-grabbing articles, those with a high number of social media followers and those whose coverage has a certain political stance.

While large social media companies have announced (29) \_\_\_\_\_\_ to favor high-quality news publishers in an effort to improve the news on their sites, (30) \_\_\_\_\_\_ who say some news organizations are treated differently believe social media companies favor organizations that are well-established, have high reporting standards or have politically neutral coverage.

*(Adapted from* [*https://www.journalism.org/*](https://www.journalism.org/)*)*

**Question 26:** **A.** despite **B.** when **C.** during **D.** since

**Question 27: A.** who **B.** why **C.** whom **D.** when

**Question 28: A.** appear **B.** obtain **C.** accept **D.** favor

**Question 29: A.** intentions **B.** conclusions **C.** initiatives **D.** signatures

**Question 30: A.** fewer **B.** most **C.** more **D.** a lot of

**Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 39 to 43.**

One way of training for your future occupation in Germany is by pursuing a dual vocational training programme. Such programmes offer plenty of opportunities for on-the-job training and work experience.  Programmes usually last between two and three and a half years and comprise theoretical as well as practical elements. You will spend one or two days a week, or several weeks at once, at a vocational school where you will acquire the theoretical knowledge that you will need in your future occupation. The rest of the time will be spent at a company. There you get to apply your newly acquired knowledge in practice, for example by learning to operate machinery. You will get to know what your company does, learn how **it** operates and find out if you can see yourself working there after completing your training.

This combination of theory and practice gives you a real head start into your job: by the time you have completed your training, you will not only have the required technical knowledge, but you will also have **hands-on** experience in your job. There are around 350 officially recognised training programmes in Germany, so chances are good that one of them will suit your interests and talents. You can find out which one that might be by visiting one of the jobs vocational training fairs which are organised in many German cities at different times in the year.

Employment prospects for students who have completed a dual vocational training programme are very good. This is one of the reasons why this kind of training is very popular with young Germans: around two thirds of all students leaving school go on to start a vocational training programme.

*(Source: http://www.make-it-in-germany. com)*

**Question 31:**How many German school leavers choose this vocational training programme?

**A.** around one out of five **B.** less than a third **C.** well over 75% **D.** about 70%

**Question 32:** The word "**it**" in the first paragraph refers to \_\_\_\_\_\_\_.

**A.** company **B.** organisation **C.** machinery **D.** knowledge

**Question 33:** Which of the following statements best describes the dual vocational training programmes?

**A.** These programmes provide you with both theoretical knowledge and practical working experience.

**B.** These programmes require you to have only practical working time at a certain company

**C.** These programmes offer you some necessary technical skills to do your future job.

**D.** These programmes consist of an intensive theoretical course of two and a half years at a vocational school.

**Question 34:** The word "**hands-on**" in the second paragraph is closest in meaning to \_\_\_\_\_\_.

**A.** technical **B.** practical **C.** theoretical **D.** integral

**Question 35:** Which of the following is probably the best title of the passage?

**A.** Employment Opportunities and Prospects in Germany

**B.** Combination of Theory and Practice in Studying in Germany

**C.** Dual Vocational Training System in Germany

**D.** Higher Education System in Germany

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 35 to 42.***

A surgical mask is a loose-fitting, disposable device that creates a physical barrier between the mouth and nose of the wearer and potential contaminants in the immediate environment. Surgical masks are regulated under 21 CFR 878.4040. Surgical masks are not to be shared and may be labelled as surgical, isolation, dental, or medical procedure masks. **They** may come with or without a face shield. These are often referred to as face masks, although not all face masks are regulated as surgical masks.

Surgical masks are made in different thicknesses and with different ability to protect you from contact with liquids. These properties may also affect how easily you can breathe through the face mask and how well the surgical mask protects you.

If worn properly, a surgical mask is meant to help block large-particle droplets, splashes, sprays, or splatter that may **contain** germs (viruses and bacteria), keeping it from reaching your mouth and nose. Surgical masks may also help reduce exposure of your saliva and respiratory secretions to others.

While a surgical mask may be effective in blocking splashes and large-particle droplets, a face mask, by design, does not filter or block very small particles in the air that may be **transmitted** by coughs, sneezes, or certain medical procedures. Surgical masks also do not provide complete protection from germs and other contaminants because of the loose fit between the surface of the face mask and your face.

Surgical masks are not intended to be used more than once. If your mask is damaged or soiled, or if breathing through the mask becomes difficult, you should remove the face mask, discard it safely, and replace it with a new one. To safely discard your mask, place it in a plastic bag and put it in the trash. Wash your hands after handling the used mask.

*(Source: https://www.fda.gov/)*

**Question 36:** Which of the following best serves as the title of the article?

**A.** How to Make Surgical Face Masks **B.** Uses of Surgical Face Masks

**C.** Surgical Face Masks in the Past **D.** Surgical Face Masks

**Question 37:** 21 CFR 878.4040 is most likely mentioned in paragraph 1 as a \_\_\_\_\_\_.

**A.** standard to follow **B.** design of masks

**C.** mask serial number **D.** mask model number

**Question 38:** The word “**They**” in paragraph 1 refers to \_\_\_\_\_\_.

**A.** Physical barrier **B.** Contaminants **C.** Surgical masks **D.** Face shields

**Question 39:** The word “**contain**” in paragraph 3 most probably means \_\_\_\_\_\_.

**A.** reflect **B.** carry **C.** require **D.** protect

**Question 40:** Which of the following is TRUE, according to the article?

**A.** All surgical masks have the same thickness and protecting ability.

**B.** Exposure to saliva and respiratory secretions may be reduced with surgical masks.

**C.** Surgical masks can block splashes and droplets including very small particles.

**D.** You have to replace your mask with a new one only when it is damaged.

**Question 41:** The word “**transmitted**” in paragraph 4 is closest in meaning to \_\_\_\_\_\_.

**A.** transferred **B.** introduced **C.** produced **D.** committed

**Question 42:** Why do surgical masks NOT provide complete protection from germs?

**A.** Surgical masks are not designed to wear with face shields.

**B.** There are too many saliva and respiratory secretions in the air.

**C.** Very small particles may transmit through loose fit between the mask and the face.

**D.** Surgical masks are easily soiled.

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43:** Next week, when there will be an English club held here, I will give you more information about

it.

**Question 44:** Mrs. Mai, along with his friends from Vietnam, is planning to attend the festival.

**Question 45:** I don’t think it would be political to ask for loan just now

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions***

**Question 46:** We last went to that cinema 2 months ago.

**A.** We have been to the cinema for 2 months. **B.** We haven't been to the cinema for 2 months.

**C.** We didn't want to go to the cinema anymore. **D.** We didn't go to the cinema for 2 months.

**Question 47:** “Don’t forget to submit your assignments by Friday,” said the teacher to the students.

**A**. The teacher reminded the students to submit their assignments by Friday.

**B**. The teacher allowed the students to submit their assignments by Friday.

**C**. The teacher ordered the students to submit their assignments by Friday.

**D**. The teacher encouraged the students to submit their assignments by Friday.

**Question 48:** Cheating is not allowed in the GCSE.

**A**. You may cheat in the GCSE. **B**. You mustn’t cheat in the GCSE

**C**. You don’t have to cheat in the GCSE **D**. You should cheat in the GCSE

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question 49:**  I really regret that you haven’t told me about her family.

**A.** If only you would tell me about her family.

**B.** If only I didn’t regret that you hadn’t told me about her family.

**C.** If only you had told me about her family.

**D.** If only you hadn’t told me about her family.

**Question 50:** We couldn’t have managed our business successfully without my father’s money.

**A.** We could have managed our business successfully with my father’s money.

**B.** If we could manage our business successfully, my father would give us his money.

**C.** Hadn’t it been for my father’s money, we couldn’t have managed our business successfully.

**D.** Had it not been for my father’s money, we couldn’t have managed our business successfully.

**Period: 33-34-35**

**MOCK TEST 2**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from***

**Question 1. A.** extended **B.** skipped **C.** looked **D.** watched

**Question 2. A.** suggest **B.** support **C.** summer **D.** survive

***Mark the letter A, B, C, or D on your answer sheet 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.** tonight **B.** reason **C.** promise **D.** furnish

**Question 4**. **A.** interpreter **B.** internal **C.** interior **D.** infinite

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5.** You couldn’t give me a helping hand, \_\_\_\_\_\_?

**A.** could you **B.** do you **C.** couldn’t you **D.** don’t you

**Question 6.** The telephones\_\_\_\_\_\_\_\_\_ by Alexander Graham Bell

**A**. is invented **B**. is inventing **C**. invented **D**. was invented

**Question 7.** We should make full use \_\_\_\_\_\_\_\_\_\_\_\_the Internet as it is an endless source of information.

**A.** of **B.** in **C.** with **D.** from

**Question 8.** Air pollution is getting serious in big cities in the world.

**A.** more and more **B.** the more and the more **C.** the most and the most **D.** most and most

**Question 9.** There is in my bedroom.

**A.** an old square wooden table **B.** a square wooden old table

**C.** an old wooden square table **D.** a wooden old square table

**Question 10**: When we came in, they \_\_\_\_\_\_\_\_\_\_the meal for us.

**A**. prepared **B**. prepare **C**. preparing **D**. were preparing

**Question 11:** The house felt terribly cold\_\_\_\_\_\_\_\_\_ the fact that the central heating had been on all day.

**A.** because of **B.** in spite of **C.** because **D.** although

.**Question 12:**  , he will tell us about the match.

**A**. When he **arrives B.** After he **arrived C.** Until he was **arriving D.** While he had **arrived**

**Question 13:** for 4 hours, they decided to stop to have lunch at a cheap restaurant.

**A.** Having been walked **B.** Having walked **C.** Walking **D.** Walked

**Question 14:** As an Mr. Pike is very worried about the increasing of juvenile delinquency.

**A.** educate **B.** education **C.** educator **D.** educative

**Question 15.** Many parents tend to make their children study hard in the belief that good education will enable them to in the future.

**A.** get on **B.** turn up **C.** turn away **D.** get out

**Question 16.** Several measures have been proposed to \_\_\_\_\_\_\_\_\_the problem of unemployment among university graduates.

**A.** create **B.** address **C.** pose **D.** admit

**Question 17.** You must not any step in the process; otherwise, you would not be able to cook the dish properly.

**A.** leave **B.** quit **C.** skip **D.** hide

**Question 18:** I'd like to speak to the person in\_\_\_\_\_\_\_ please.

**A.** duty **B.** responsibility **C.** obligation **D.** charge

**Question 19:** The image of Vietnamese women with creativeness, dynamism, success has become popular in Vietnam’s society.

**A.** contemporary **B.** temporary **C.** permanent **D.** conventional

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20:** The **charming** old buildings and cottages are a throwback to the colonial past.

**A.** cunning **B.** exciting **C.** interesting **D.** fascinating

**Question 21:** The 1960s building boom in Zürich **completely** changed the rural landscape.

**A.** thoroughly **B.** quickly **C.** easily **D.** highly

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** Overpopulation in big cities has **severely** affected the air and water quality.

**A.** seriously **B.** insignificantly **C.** largely  **D.** commonly

**Question 23:** I'm sure it won't rain, but I'll take an umbrella just to be **on the safe side**.

**A.** careful **B.** easy **C.** careless **D.** difficult

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:** Daisy wants to invite her classmate, Joe, to her birthday party.

- Daisy: “Listen, I am having a birthday party next Friday. Do you want to come?”

- Joe: “\_\_\_\_\_\_ What time does it start?”

**A.** Sure, I’d love to. **B.** Sorry. I’m busy then.

**C.** I can’t agree with you. **D.** I like a party.

**Question 25:** Hana and Jenifer are talking about a book they have just read.

- Hana: “The book is really interesting and educational.” - Jenifer: “\_\_\_\_\_\_”

**A.** That’s nice of you to say so. **B.** I’d love it.

**C.** Don’t mention it. **D.** I couldn’t agree more.

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

Wind is a clean source of renewable energy that produces no air or water pollution. And since the wind is free, operational costs are nearly zero (26) \_\_\_\_\_\_ a turbine is erected. Mass production and technology advances are making turbines cheaper, and (27) \_\_\_\_\_\_ governments offer tax incentives to spur wind-energy development.

Drawbacks include complaints from (28) \_\_\_\_\_\_ that wind turbines are ugly and noisy. The slowly rotating blades can also kill birds and bats, but not nearly as many as cars, power lines, and high-rise buildings do. The wind is also variable: If it's not blowing, there's no electricity generated.

Nevertheless, the wind energy industry is (29) \_\_\_\_\_\_ . Thanks to global efforts to combat climate change, such as the Paris Agreement, renewable energy is seeing a boom in growth, in (30) \_\_\_\_\_\_ wind energy has led the way. From 2000 to 2015, cumulative wind capacity around the world increased from 17,000 megawatts to more than 430,000 megawatts. In 2015, China also surpassed the EU in the number of installed wind turbines and continues to lead installation efforts.

*(Adapted from* [*https://www.nationalgeographic.com/*](https://www.nationalgeographic.com/)*)*

**Question 26: A.** so that **B.** though **C.** therefore **D.** once

**Question 27: A.** many **B.** little **C.** much **D.** a little

**Question 28: A.** foreigners **B.** masters **C.** locals **D.** levels

**Question 29: A.** worrying **B.** booming **C.** informing **D.** relating

**Question 30: A.** who **B.** when **C.** why **D.** which

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 30 to 34.***

Dolphins are one of the most intelligent species on the planet, which makes them a very interesting animal to scientists. In their natural habitats, dolphins use various **vocalization** techniques. They whistle and squeak to recognize members of their pod, identify and protect their young, and call out warnings of danger. They also make clicking sounds used for echolocation to find food and obstacles in dark and murky waters.

Amazingly, the whistling sound that the bottlenose dolphin makes has been found to have a similar pattern to human language. They always make conversational sounds when they greet each other. If you listen to dolphins' squeaks and squeals, it will sound like they are having a conversation.

Dolphins usually use both sound and body language to communicate with each other. It is through gesture and body language, however, that most of their communication with humans comes. Dolphins can be trained to perform complicated tricks. This suggests they have a high level of intelligence and communication capacity. If they work for a long time with a trainer, they are able to recognize and understand human commands.

A lot of dolphin communication has been studied using dolphins in captive environments. These studies have been criticized because some marine biologists believe that dolphins living in aquariums or research centers cannot be considered "normal." Even so, **most** believe that studying dolphin communication in captivity is useful for beginning to understand the complexity of dolphin communication. After all, dolphins are one of the most intelligent animals. Their ability to communicate is impressive and worthy of study.

**Question 31:** What would be the most suitable title for the passage?

**A**. Communications in dolphins **B**. Intelligent mammals in captivity

**C**. Dolphins' social tendencies with humans **D**. Complex patterns in dolphin life

**Question 32:** In line 2, the word **vocalization** is closest in meaning to\_\_\_\_\_\_\_\_\_\_\_\_.

**A**. making gestures **B**. creating words **C**. producing sounds **D**. closing eyes

**Question 33:** According to paragraph 4, what do some marine biologists think about captive dolphins?

**A**. Their relationships are too personal with marine biologists.

**B**. They can't be considered accurate subjects for biological studies.

**C**. They can communicate exactly the same as humans do.

**D**. They easily demonstrate how dolphins act in the wild.

**Question 34:** All of the following are true about dolphin communication EXCEPT\_\_\_\_\_\_\_\_\_\_\_\_.

**A**. dolphins' squeals and squeaks sound conversational to the human ear

**B**. dolphins' clicking sounds are sometimes used to greet humans

**C**. communication using sounds and gestures occurs between dolphins

**D**. body language and gestures are used for communication with humans

**Question 35:** In line 17, the word “**most**” refers to \_\_\_\_\_\_\_\_\_\_\_\_.

**A**. the majority of marine biologists **B**. a few bottlenose dolphins

**C**. a lot of bottlenose dolphins **D**. the minority of marine biologists

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

The authors noted that while other forms of pollution are decreasing, noise pollution has been increasing. This conclusion is reinforced by the fact that there has been an increase in the number of people who have been complaining about excessive noise in the WHO region. Populations that are exposed to high noise levels can be **afflicted** by other symptoms such as: stress reactions, sleep-stage changes, and clinical symptoms like hypertension and cardiovascular diseases. All these impacts can contribute to **premature** mortality. It is important to note that these adverse health problems impact all age groups including children and adolescents. In fact, it has been reported that children who live and or study in an area afflicted with noise pollution tend to suffer from stress, impairments in memory and attention as well as difficulty reading.

“In Western Europe, the guidelines say, traffic noise results in an annual loss of at least one million healthy years”. Traffic noise is currently ranked second among environmental threats to public health.

The danger of noise pollution is more present to us when we are asleep. Because the human ear is so sensitive, it never rests, it is always working, picking up and transmitting sounds for our brains to interpret. **This** always on working process is where the danger lies, though you may be sleeping, sounds are still being picked up and processed. The most common side effects of this phenomenon are sleep disturbance and tiredness, impaired memory, judgment, and psychomotor skills. The other more serious outcomes of this can be the triggering of the body’s acute stress response, which raises blood pressure and heart rate as the body and brain go into a state of hyperarousal. According to the European Environment Agency, at least 10,000 cases of premature deaths from noise exposure occur each year, although incomplete data mean this number is significantly underestimated.

(Adapted from <https://www.encida.dk/>)

**Question 36:** Which of the following best serves as the title for the article?

**A.** Noise in the WHO region **B.** Increase in noise, Increase in risk

**C.** Health problems and Age groups **D.** Side effects of tiredness

**Question 37:** The word “**afflicted**” in paragraph 1 most probably means \_\_\_\_\_\_.

**A.** assumed **B.** illustrated **C.** described **D.** affected

**Question 38:** Which is NOT mentioned in the article as a symptoms caused by exposure to high noise levels?

**A.** stress reactions **B.** hypertension **C.** staying highly alert **D.** cardiovascular diseases

**Question 39:** The word “**premature**” in paragraph 1 is closest in meaning to \_\_\_\_\_\_.

**A.** early **B.** quick **C.** late **D.** slow

**Question 40:** In Western Europe, an annual loss of at least one million healthy years is resulted from \_\_\_\_\_\_.

**A.** guidelines **B.** public health **C.** environmental threats **D.** traffic noise

**Question 41:** Which of the following is inferred according to the article?

**A.** Many forms of pollution, except for noise pollution, are decreasing.

**B.** Adverse health problems impact children and adolescents only.

**C.** The danger of noise pollution is less serious when we are asleep.

**D.** At least 100,000 cases of premature deaths from noise exposure occur each year.

**Question 42:** The word “**This**” in paragraph 3 refers to \_\_\_\_\_\_.

**A.** side effect **B.** sound **C.** human ear **D.** the danger

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43:** His parents are satisfied with his result when he was at high school yesterday.

**A B C D**

**Question 44:** Her weight has increased remarkably since they began receiving treatment.

**A B C D**

**Question 45:** The sign says that we should read the constructions carefully before proceeding.

**A B C D**

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions***

**Question 46:** It started to rain at 2 o’clock and it is still raining.

**A.** It has been raining at 2 o’clock. **B.** It has been raining since 2 o’clock

**C.** It has been raining for 2 o’clock. **D.** It has been raining in 2 o’clock.

**Question 47:**  “Mum, please don’t tell Dad my mistake!” the boy said.

**A**. The boy insisted his mother not tell his father his mistake.

**B**. The boy told his mother not to mention his mistake any more.

**C**. The boy asked his mother not to tell his father his mistake.

**D**. The boy wanted his mother to keep his mistake in her heart.

**Question 48:** You are able to go out with your friend this evening

**A**. You mustn’t go out with your friend this evening.

**B**. You should go out with your friend this evening.

**C**. You needn’t go out with your friend this evening.

**D**. You can go out with your friend this evening.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question 49:** Julian dropped out of college after his first year. Now he regrets it.

**A**. Julian regretted having dropped out of college after his first year.

**B**. Julian wishes he didn’t drop out of college after his first year.

**C**. Julian regrets having dropped out of college after his first year.

**D**. Only if Julian had dropped out of college after his first year.

**Question 50: T**he boy got out of his house. It started to rain heavily immediately.

**A.** It had rained heavily before the boy got out of his house.

**B.** No sooner had the boy got out of his house than it started to rain heavily.

**C.** Not until it started to rain heavily did the boy got out of his house.

**D.** Hardly had it started to rain heavily when the boy got out of his house.

**Periods: 36-37-38**

**MOCK TEST 3**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from***

**Question 1. A.** kite **B.** bite **C.** favorite **D.** quite

**Question 2. A.** coached **B.** needed **C.** wanted **D.** beloved

***Mark the letter A, B, C, or D on your answer sheet 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.** lemon **B.** physics **C.** decay **D.** decade

**Question 4. A.** satisfactory **B.** alternative **C.** evaluate **D.** continue

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5.** Never say that again, ?

**A.** don’t you **B.** will you **C.** do you **D.** won’t you

**Question 6.** Gold in California in the 19th century.

**A.** was discovered **B**. has been discovered **C**. was discover **D**. they discover

**Question 7.** Vietnam is the top exporters of rice.

**A.** in **B.** of **C.** between **D.** among

**Question 8.**  The more I tried my best to help her, \_\_\_\_\_\_\_\_\_ she became.

**A.** less lazy **B.** the lazier **C.** the more lazy **D.** lazier

**Question 9.** Charles was wearing at the party.

**A**. a tie yellow silk funny **B**. very funny wide yellow silk tie

**C**. a yellow silk funny tie **D**. a funny wide yellow silk tie

**Question 10.** She was cooking while \_\_\_\_\_\_\_\_\_\_\_\_\_ I my homework.

**A**.was done **B**.was doing  **C**. am doing **D**.have done

**Question 11:** \_\_\_\_\_\_ I heard the phone ring, I didn’t answer it.

**A.** Because **B.** Only if **C.** Even though **D.** Provided that

**Question 12**: You \_\_\_\_\_\_\_\_\_\_\_ the package by the time your flight takes off.

**A**. will have received **B**. will received **C.** will receive **D**. had received

**Question 13:** \_\_\_\_\_\_ high school, Nam attended a university in the city centre.

**A.** Having finished **B.** To have finished **C.** Having been finished **D.** To finish

**Question 14:** Judo players are\_\_\_\_\_\_to their opponents and bow to each other before and after a contest.

**A.** respectfully **B.** respectful **C.** respectable **D.** respect

**Question 15:** I \_\_\_\_\_\_ love with him because of his kind nature.

**A.** Fell down **B.** fell to **C.** fell about **D.** fell in

**Question 16:** They have \_\_\_\_\_\_some measures to control traffic jam at rush hours.

**A.** imagined **B.** taken **C.** done **D.** carried

**Question 17:** After a momentary of concentration, Simon managed to regain his focus and completed the test.

**A.** failure **B.** lapse **C.** fault **D.** error

**Question 18:** Mr Nam knows Hanoi City like the back of his\_\_\_\_. He used to be a taxi driver there for 10 years.

**A.** head **B.** mind **C.** hand **D.** life

**Question 19:** Some people have the opinion that more developing countries should be given the light to become hosts of such international sporting events as Olympics and World Cup.

**A.** red **B.** blue **C**. green **D.** yellow

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20**: Around 150 B.C. the Greek astronomer Hipparchus developed a system to **classify** stars according to brightness.

**A.** record **B.** shine **C.** categorize **D.** diversify

**Question 21:** Before the **advent** of the railways, communications were slow and difficult.

**A.** import **B.** disappearance **C.** introduction **D.** arrival

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** Unless the two signatures are **identical**, the bank won’t honour the check.

**A.** genuine **B.** different **C.** fake **D.** similar

**Question 23:** She’s a bit **down in the dumps** because she’s got to take her exam again.

**A.** sad **B.** embarrassed **C.** confident **D.** happy

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:** - A: “Would you like me to send this package for you?” - B: “\_\_\_\_\_\_”

**A.** That would be nice. Any problems?  **B.** Yes, please, if you don’t mind.

**C.** I’m sorry, but here you are.  **D.** No, thanks. I’m really busy.

**Question 25:** - Roger: “Wow! You look terrific in that new dress!” - Tina: “\_\_\_\_\_\_”

**A.** Oh, what a pity! **B.** I’m afraid so!

**C.** Thank you. I’m glad you think so. **D.** Why dare you say so?

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

Christ the Redeemer is an Art Deco statue of Jesus Christ in Rio de Janeiro, Brazil, created by Polish-French sculptor Paul Landowski and built by the Brazilian engineer Heitor da Silva Costa, in collaboration with the French engineer Albert Caquot. The face was created by the Romanian (26) \_\_\_\_\_\_ Gheorghe Leonida. The statue is 30 metres tall, not including its 8-metre pedestal, and its arms stretch 28 metres wide. By (27) \_\_\_\_\_\_ , it is approximately two-thirds the height of the Statue of Liberty’s height from base to torch.

The statue weighs 635 metric tons (625 long, 700 short tons), and is (28) \_\_\_\_\_\_ at the peak of the 700-metre Corcovado mountain in the Tijuca Forest National Park overlooking the city of Rio. A symbol of Christianity across the world, the statue has also become a cultural icon of both Rio de Janeiro and Brazil, and is listed as (29) \_\_\_\_\_\_ of the New Seven Wonders of the World. The statue, (30) \_\_\_\_\_\_ was constructed between 1922 and 1931, is made of reinforced concrete and soapstone.

*(Adapted from* [*https://world.new7wonders.com/*](https://world.new7wonders.com/)*)*

**Question 26: A.** artist **B.** guitarist **C.** stylist **D.** scientist

**Question 27: A.** package **B.** comparison **C.** pleasure **D.** occasion

**Question 28: A.** connected **B.** scratched **C.** located **D.** pointed

**Question 29: A.** other **B.** each **C.** another **D.** one

**Question 30: A.** why **B.** which **C.** who **D.** that

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 30 to 34.***

Culture is the lens with which we evaluate everything around us; we evaluate what is proper or improper, normal or abnormal, through our culture. If we are immersed in a culture that is unlike our own, we may experience culture shock and become disoriented when we come into contact with a fundamentally different culture. People naturally use their own culture as the standard to judge other cultures; however, passing judgment could reach a level where people begin to discriminate against others whose “ways of being” are different than **their** own—essentially, we tend to fear that which we do not understand.

Cultural diversity is important because our country, workplaces, and schools increasingly consist of various cultural, racial, and ethnic groups. We can learn from one another, but first we must have a level of understanding about each other in order to facilitate collaboration and cooperation. Learning about other cultures helps us understand different perspectives within the world in which we live and helps **dispel** negative stereotypes and personal biases about different groups.

In addition, cultural diversity helps us recognize and respect “ways of being” that are not necessarily our own, so that as we interact with others, we can build bridges to trust, respect, and understanding across cultures. Furthermore, this diversity makes our country a more interesting place to live, as people from diverse cultures contribute language skills, new ways of thinking, new knowledge, and different experiences.

*(Adapted from* [*https://www.purdueglobal.edu/*](https://www.purdueglobal.edu/)*)*

**Question 31:** Which best serves as the title for the passage?

**A.** What is the function of culture?

**B.** How do people use own culture?

**C.** Why is cultural diversity a “good thing”?

**D.** How can we learn from one another?

**Question 32:** The word “**their**” in paragraph 2 refers to \_\_\_\_\_\_.

**A.** evels **B.** people **C.** others **D.** ways of being

**Question 33:** What is mentioned in paragraph 1 as the main reason for discrimination?

**A.** valuating everything **B.** immersing in a culture

**C.** ontacting with a different culture **D.** making judgment

**Question 34:** The word “**dispel**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_.

**A.** eliminate **B.** contain **C.** realize **D.** discuss

**Question 35:** Before we can learn from people from other cultures, we need to \_\_\_\_\_\_.

**A.** understand one another **B.** facilitate collaboration

**C.** have different perspectives **D.** form personal biases

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 35 to 42.***

There are several ways to measure how often men and women appear in news photos. One way is to think about all the photos together as making up one big crowd of people and estimating what share are women versus men. Women made up 33% of all the 53,067 individuals identified in news post images, while men made up the other 67%.

Another way to look at the data is to examine the mix of people who appear in each image. Across the 22,342 posts with photos containing identifiable human faces, more than half of them **exclusively** showed men, while less than a quarter showed exclusively women. The remaining images show at least one man and one woman.

All 17 news outlets included in the study showed more men than women in news images on Facebook during the study period. The share of individuals who were identified as women by the model ranges from 25% to 46%, by outlet.

While these findings are **striking**, there is no perfect benchmark or “true ratio” for how often men and women should be portrayed in news images on social media. Yes, the U.S. population is divided nearly in half, male versus female. But, for example, all the representational coverage of professional football teams would return results overwhelmingly dominated by male faces. Coverage of the U.S. Senate – currently 25% female – might do the same. In addition, the analysis did not address whether the content of the news stories **that** accompanied the images was more focused on men or women.

The analysis also reveals other ways that men are more prominent in news images on Facebook. In photos that showed two or more people, men tend to outnumber women. And men’s faces take up more space when shown, with the average male face being 10% larger than the average female face across all photos with people.

*(Adapted from* [*https://www.pewresearch.org/*](https://www.pewresearch.org/)*)*

**Question 36:** Which of the following best serves as the title for the article?

**A.** Big Crowd of People and the Share of Women and Men

**B.** Men and Women in News Images by Outlet

**C.** Men Appear Twice as Often as Women in News Photos on Facebook

**D.** The analysis of news images on Facebook

**Question 37:** How many of the 22,342 posts with photos containing identifiable human faces showed only women?

**A.** 25% **B.** 33% **C.** 75% **D.** 46%

**Question 38:** The word “**exclusively**” in paragraph 2 most probably means \_\_\_\_\_\_.

**A.** perfectly **B.** uniquely **C.** honestly **D.** naturally

**Question 39:** The word “**striking**” in paragraph 4 is closest in meaning to \_\_\_\_\_\_.

**A.** impressive **B.** impartial **C.** creative **D.** inactive

**Question 40:** Which of the following is TRUE, according to the article?

**A.** Women accounted for 67% of all the 53,067 individuals identified in news post images.

**B.** More than half of the 22,342 posts with photos show at least one man and one woman.

**C.** Currently 25% of the U.S. Senate are female.

**D.** Women’s faces take up more space when shown.

**Question 41:** The word “**that**” in paragraph 4 refers to \_\_\_\_\_\_.

**A.** the analysis **B.** the content **C.** the images **D.** the news stories

**Question 42:** What may be the reason why men are more prominent in news images?

**A.** Women are whiter than men. **B.** Men’s face was bigger than women’s.

**C.** Women didn’t like taking photos. **D.** Men didn’t make up.

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43:**  My mother and her friends always went out together every weekend.

**A B C D**

**Question 44:** He is a handsome, intelligent and friendly student in her school.

**A B C D**

**Question 45:** They have carried exhausting research into the effects of smartphone on schoolchildren’s

**A B**

behaviour and their academic performce

**C D**

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions***

**Question 46:** I have never listened to jazz music before.

**A.** This is the first jazz music I listen to. **B.** This is the first time I listen to jazz music.

**C.** This is the first time I have listened to jazz music. **D.** This is the first time I listened to jazz music.

**Question 47:** “Please, let my child go!” she begged the kidnapper.

**A**. She begged the kidnapper to let her child to go.

**B**. She pleaded with the kidnapper to release her child.

**C.** She solemnly ordered the kidnapper to set her child free.

**D**. She pleaded the kidnapper to let her child go.

**Question 48**: It is necessary to do your homework everyday.

**A**.You needn’t do your homework everyday. **B**. You must do your homework everyday.

**C**. You shouldn’t do your homework everyday. **D**. You are able to do your homework every day.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question 49:** Marie didn’t turn up at John’s birthday party. I feel so sorry for that.

**A**. If only Marie turn up at John’s birthday party.

**B**. I wish Marie had turned up at John’s birthday party.

**C**. I wished Marie wouldn’t turn up at John’s birthday party.

**D**. It’s a shame Marie had turned up at John’s birthday party.

**Question 50:** John didn’t understand what the story was about until he saw the ﬁlm based on it.

**A.** He doesn't understand what the story is about.

**B.** Not until John saw the ﬁlm based on the story did he understand what it was about.

**C.** It was until he saw the film based on it that John understood what the story was about.

**D.** John went to see the film before she read the story.

**Periods: 39-40-41**

**MOCK TEST 4**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***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**. attained **B**. resolved **C**. disused **D**. decreased

**Question 2**. **A**. dream **B**. mean **C**. peace **D**. steady

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

**Question 3**. **A**. career **B**. prospect **C**. effort **D**. labour

**Question 4**. **A**. obedient **B**. decision **C**. mischievous **D**. biologist

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

**Question 5**. It is impossible for him to be financially independent at such an early age, \_\_\_\_\_\_\_?

**A**. isn't it **B**. is it **C**. doesn't he **D**. does he

**Question 6**. We can’t go along here because the road \_\_\_\_\_\_\_.

**A**. is repairing **B**. is repaired **C**. is being repaired **D**. repairs

**Question 7**. He harbors a deep resentment \_\_\_\_\_\_\_ his parents for his miserable childhood.

**A**. on **B**. from **C**. for **D**. against

**Question 8**. The more manufacturers advise, \_\_\_\_\_\_\_ they sell.

**A**. the most products **B**. the products more **C**. the more products **D**. most products

**Question 9**. Her husband bought her a\_\_\_\_\_\_ scarf when he went on holiday in Singapore last week.

**A**. beautiful silk yellow **B**. beautiful yellow silk **C**. yellow silk beautiful **D**. yellow beautiful silk

**Question 10**. He had a bad fall while he \_\_\_\_\_\_ his roof.

**A**. was repairing **B**. repaired **C**. repairs **D**. will repair

**Question 11**. The new supermarket is so much cheaper than the one in John Street. \_\_\_\_\_\_\_, they do free home deliveries.

**A**. Moreover **B**. Consequently **C**. Nevertheless **D**. Instead

**Question 12**. By the time the software \_\_\_\_\_\_\_ on sale next month, the company \_\_\_\_\_\_ $2 million on developing it.

**A**. went – had spent **B**. will go – has spent **C**. has gone – will spend **D**. goes – will have spent

**Question 13**. \_\_\_\_\_\_\_ the age of 21, he was able to gamble in Las Vegas.

**A**. When reached **B**. Reached **C**. As reaching **D**. Upon reaching

**Question 14**. Both inventors and engineers look for ways to improve things in areas like health, food, safety, transportation, aerospace, electronics, \_\_\_\_\_\_\_, and the environment.

**A**. communication **B**. communicative **C**. communicator **D**. communicating

**Question 15**. I try to be friendly but it is hard to \_\_\_\_\_\_\_ some of my colleagues.

**A**. get on with **B**. watch out for **C**. come up with **D**. stand in for

**Question 16**. Most people are interested in \_\_\_\_\_\_\_ about famous celebrities, which is why tabloid magazines still exist.

**A**. juicy chatter **B**. juicy gossip **C**. gossip freely **D**. juicy talk

**Question 17**. Union leaders feel it is time Cabinet Ministers put their \_\_\_\_\_\_\_ on the table regarding their long-term plans.

**A**. cards **B**. hands **C**. feet **D**. papers

**Question 18**. There’s no need for you to try to \_\_\_\_\_\_\_ an argument with him. You need to calm down or your relationship will get worse.

**A**. win **B**. beat **C**. defeat **D**. gain

**Question 19**. Does television adequately reflect the ethnic and cultural \_\_\_\_\_\_\_ of the country.

**A**. custom **B**. diversity **C**. alternation **D**. minority

***Mark the letter A, B, C or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.***

**Question 20**. It is firmly believed that books are a primary means for **disseminating** knowledge and information.

**A**. inventing **B**. distributing **C**. classifying **D**. adapting

**Question 21**. The amount spent on defense is in **sharp** contrast to that spent on housing and health.

**A**. blare **B**. flask **C**. stark **D**. spark

***Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**. Today, **illegal** hunting still threatens many species, especially large mammals such as tigers, rhinoceros, bears and even primates.

**A**. allowed by law **B**. forbidden by law **C**. introducing a law **D**. imposing a law

**Question 23**. Tom was too **wet behind the ears** to be in charge of such a difficult task.

**A**. full of experience **B**. lack of responsibility

**C**. without money **D**. full of sincerity

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

**Question 24**. *Two friends Diana and Anne are talking about their upcoming exams*.

- Diana: “Our midterm exams will start next Tuesday, are you ready?” - Anne: “\_\_\_\_\_\_\_”.

A. I’m half ready. B. God save you. C. Thank you so much D. Don’t mention it!

**Question 25**. *Two neighbors are talking to each other about their work*.

- Sanji: "I'm taking a break from my gardening. There seems to be no end to the amount of work I have to do."

- Nico: “\_\_\_\_\_\_\_”

**A**. I do, too. **B**. Not at all **C**. I'm glad I'm not in your shoes. **D**. There's no doubt about that.

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

No one runs the internet. It’s organized as a decentralized network of networks. Thousands of companies, universities, governments, and other (26) \_\_\_\_\_\_ operate their own networks and exchange traffic with (27) \_\_\_\_\_\_ other based on voluntary interconnection agreements.

The shared technical standards (28) \_\_\_\_\_\_ make the internet work are managed by an organization called the Internet Engineering Task Force. The IETF is an open organization; anyone is free to attend meetings, propose new standards, and recommend changes to existing standards. No one is required to adopt standards endorsed by the IETF, but the IETF’s consensus-based decision-making process helps to (29) \_\_\_\_\_\_ that its recommendations are generally adopted by the internet community.

The Internet Corporation for Assigned Names and Numbers (ICANN) is sometimes described as being (30) \_\_\_\_\_\_ for internet governance. As its name implies, ICANN is in charge of distributing domain names (like vox.com) and IP addresses. But ICANN doesn’t control who can connect to the internet or what kind of information can be sent over it.

*(Adapted from* [*https://www.vox.com/*](https://www.vox.com/)*)*

**Question 26: A.** entities **B.** terms **C.** amounts **D.** states

**Question 27: A.** another **B.** every **C.** each **D.** all

**Question 28: A.** that **B.** who **C.** when **D.** what

**Question 29: A.** function **B.** stress **C.** exchange **D.** ensure

**Question 30: A.** curious **B.** responsible **C.** cheerful **D.** interested

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

The concept of traffic-free shopping areas goes back a long time. During the Middle Ages, traffic- free shopping areas known as souks were built in Middle Eastern countries to allow people to shop in comfort and safety. As far back as 2,000 years ago, road traffic was banned from central Rome during the day to allow for the free movement of pedestrians, and was only allowed in at night when shops and markets had closed for the day.

The modern, traffic-free shopping street was born in Europe in the 1960s, when both city populations and car ownership increased rapidly. Dirty exhaust fumes from cars and the risks involved in crossing the road were beginning to make shopping an unpleasant and dangerous experience. Many believed the time was right for experimenting with car-free streets, and shopping areas seemed the best place to start.

At first, there was resistance from shopkeepers. They believed that such a move would be bad for business. They argued that people would avoid streets if they were unable to get to them in **their** cars. When the first streets in Europe were closed to traffic, there were even noisy demonstrations as many shopkeepers predicted they would lose customers.

However, research carried out afterwards in several European cities **revealed** some unexpected statistics. In Munich, Cologne and Hamburg, visitors to shopping areas increased by 50 percent. On Copenhagen’s main shopping street, shopkeepers reported sales increases of 25-40 percent. Shopkeepers in Minneapolis, USA, were so impressed when they learnt this that they even offered to pay for the construction and maintenance costs of their own traffic-free streets.

With the arrival of the traffic–free shopping street, many shops, especially those selling things like clothes, food and smaller luxury items, prospered. Unfortunately, it wasn’t good news for everyone, as shops selling furniture and larger electrical appliances actually saw their sales drops. Many of these were forced to move elsewhere, away from the city centre. Today they are a common feature on the outskirts of towns and cities, often situated in out- of-town retail zones with their own car parks and other local facilities.

*(Adapted from Complete IELTS Band 4-5 by Rawdon Wyatt)*

**Question 31.** What can be the best tittle of the passage?

**A**. How traffic-free shopping streets developed.

**B**. How towns and cities are planned and built.

**C**. Removing cars and other vehicles from streets in towns and cities.

**D**. The difference between towns and cities now, and towns and cities in the past.

**Question 32.** The word “**revealed**” in paragraph 4 could best be replaced by \_\_\_\_\_\_.

**A**. hide **B**. uncovered **C**. kept **D**. met

**Question 33.** Why was there resistance from shopkeepers?

**A**. Because they were unable to get in their cars.

**B**. Because they disagreed with an idea and refused to accept it.

**C**. Because they wanted to experiment with car-free streets.

**D**. Because they were trying something in order to discover what it is like.

**Question 34.** Which of the following is NOT mentioned as one of traffic-free shopping areas’ accomplishments?

**A**. There was a 50% increase in the number of shoppers in Munich, Cologne and Hamburg.

**B**. Shopkeepers in Minneapolis, USA even offered to pay for the construction and maintenance costs of their own traffic–free streets.

**C**. Shops selling furniture and larger electrical appliances saw their sales growths.

**D**. Many clothing, food, or smaller luxury item stores thrived.

**Question 35.** The word “**their**” in the third paragraph refers to \_\_\_\_\_\_\_.

**A**. shopkeepers **B**. people **C**. cars **D**. streets

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

The reason women appear to be at greater risk of developing Alzheimer’s disease than men might be due to a number of genetic, anatomical and even social influences, researchers have suggested.

Recent figures show about 65% of those with living with dementia in the UK are women, with a similar statistic seen in the US for Alzheimer’s disease, while dementia is the leading cause of death for women in England. Alzheimer’s disease is only one of the types of dementia, but the most common form. While one explanation is that dementia risk increases with age, and women have longer life expectancies than men, new research suggests there might be more to the matter, including that protein **tangles** found within neurons and linked to Alzheimer’s disease might spread differently in women’s brains than men’s.

The study, presented at the Alzheimer’s Association International Conference in Los Angeles by researchers from Vanderbilt University and which has not yet been peer-reviewed, used scans from a method called positron emission tomography. That allowed them to look at the way clumps of a protein called tau were spread in the brains of 123 men and 178 women without cognitive problems, as well as 101 men and 60 women with mild cognitive problems – although not yet diagnosed with Alzheimer’s disease. Cognitively normal older people often have small amounts of tau in certain areas of **their** brain.

From the data the team could build maps showing which areas of the brain show similar signals relating to tau in the scans, suggesting they are somehow connected. “Based on that we kind of try to reconstruct the pattern of spread,” Dr Sepideh Shokouhi, who is presenting the research, told the Guardian. “It is kind of like reconstructing a crime scene.” The team says the results suggest these maps look different in women and men, suggesting tau might be able to spread more rapidly across the female brain.

Other research presented at the conference – and also not yet peer reviewed – added weight to the idea that there might be differences between men and women that affect dementia risk. Research by scientists at the University of Miami has **revealed** a handful of genes and genetic variants appear to be linked to Alzheimer’s disease in just one biological sex or the other. While the actual importance of these factors has yet to be unpicked, and the study only looked at white participants, the team says it underscores that there could be a genetic reason for differences in the risk of dementia in men and women, and the way it develops.

*(Adapted from https://www.theguardian.com)*

**Question 36**. Which of the following could be the best title of the passage?

**A**. The differences between male and female brain and the condition for Alzheimer’s.

**B**. Research shines light on why women are more likely to develop Alzheimer’s.

**C**. The method for treating Alzheimer’s in women

**D**. Alzheimer’s – the leading cause of death for women.

**Question 37**. The following are the reasons for Alzheimer’s disease, EXCEPT \_\_\_\_\_\_\_.

**A**. gene **B**. anatomy **C**. age **D**. job

**Question 38**. The word “**tangles**” in paragraph 2 is closest in meaning to \_\_\_\_\_\_\_.

**A**. muddles **B**. orders **C**. arrangements **D**. positions

**Question 39**. What does the word “**their**” in paragraph 3 refer to?

**A**. 123 men’s and 178 women’s without cognitive problems

**B**. 101 men’s and 60 women’s with mild cognitive problems

**C**. cognitively normal older people’s

**D**. people’s with Alzheimer’s disease

**Question 40**. According to the passage, which of the following is TRUE?

**A**. The data from the maps may help researchers find out the treatment for dementia.

**B**. The men’s life expectancies are longer than women’s, so they are less suffered from Alzheimer’s.

**C**. All the research at the conference has been peer-reviewed before presented.

**D**. Female brains are likely more convenient for tau to develop than male ones.

**Question 41**. The word “**revealed**” in the last paragraph could be best replaced by \_\_\_\_\_\_\_.

**A**. discovered **B**. created **C**. experimented **D**. treated

**Question 42**. It can be inferred from the last paragraph that \_\_\_\_\_\_\_.

**A**. researchers are sure that the differences between genders will affect Alzheimer’s risk.

**B**. the influence of a handful of genes and genetic variants on Alzheimer’s has not been scientifically illuminated.

**C**. the research has studied all groups of participants for the risk of dementia.

**D**. the results of all research on Alzheimer’s are different from each other.

***Mark the letter A, B, C or D to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**. The composer Verdi has written the opera Aida to celebrate the opening of the Suez Canal, but the opera was not performed until 1871.

**A**. has written **B**. to celebrate **C**. opening of **D**. was not performed

**Question 44**. If one has a special medical condition such as diabetes, epilepsy, or allergy, it is advisable that they carry some kind of identification in order to avoid being given improper medication in an emergency.

A. has B. they C. carry D. being

**Question 45**. The field of Artificial Intelligence research was found at a workshop held on the campus of Dartmouth College during the summer of 1956.

**A**. field **B**. was found **C**. held on **D**. the

***Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**. We started working here three years ago.

**A**. We worked here for three years. **B**. We have no longer worked here for three years.

**C**. We have worked here for three years. **D**. We will work here in three years.

**Question 47:** Conan said to me, “If I were you, I would read different types of books in different ways.”

**A.** Conan ordered me to read different types of books in different ways.

**B.** I said to Conan to read different types of books in different ways to me.

**C.** I read different types of books in different ways to Conan as he told me.

**D.** Conan advised me to read different types of books in different ways.

**Question 48**. I’m sure that they had practiced hard for the games as they won a lot of medals.

**A**. They couldn’t have practiced hard for the games as they won a lot of medals

**B**. They must have practiced hard for the games as they won a lot of medals

**C**. They shouldn’t have practiced hard for the games as they won a lot of medals

**D**. They might have practiced hard for the games as they won a lot of medals.

***Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**. Lan didn't apply for the job in the library and regets it now.

**A**. Lan wishes she had applied for the job in the library.

**B**. Lan wishes she have applied for the job in the library.

**C**. Lan wishes she has applied for the job in the library.

**D**. Lan wishes she applies for the job in the library.

**Question 50**. Helen wrote a novel. He made a cowboy film, too

**A**. Helen wrote not only a novel but also made a cowboy film.

**B**. Helen both wrote a novel as well as made a cowboy film.

**C**. Helen either wrote a novel or made a cowboy film.

**D**. Not only did Helen write a novel but she also made a cowboy film.

**Period: 42-43-44**

**MOCK TEST 5**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

**Question 1. A.** achieved **B.** wanted **C.** required **D.** replied

**Question 2.** **A.** farm **B.** stayed **C.** garden **D.** harm

***Mark the letter A, B, C or D on your answer sheet 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.** knowledge **B.** careful **C.** arrive **D.** happen

**Question 4. A.** solidarity **B.** determination **C.** organization **D.** consideration

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5**. Mary hardly ever cooks, ?

**A.** did she **B.** didn't she **C**. does she **D.** doesn't she

**Question 6.** I still can’t believe it! My bicycle \_\_\_\_\_\_\_\_\_\_ last night.

**A.** was stealing **B.** was stolen **C.** Stolen **D.** stole

**Question 7.** Hurry or you will be late \_\_\_\_\_\_\_school.

**A.** for **B.** at **C.** on **D.** from

**Question 8.** The hotter the weather is, \_\_\_\_\_\_.

|  |  |
| --- | --- |
| **A.** the most high the electricity is | **B.** the most the electricity bill is high |
| **C.** the higher the electricity bill is | **D.** the more the electricity bill is high |

**Question 9.** My father gave my brothher \_\_\_\_\_\_\_\_\_\_\_\_\_yesterday.

**A.** an old wooden thick table **B.** a thick old wooden table

**C.** a thick wooden old table **D.** a wooden thick old table

**Question 10.** John \_\_\_\_\_\_\_\_\_\_\_\_\_a book when I saw him.

**A.** is reading **B.** read **C.** was reading **D.** reading

**Question 11.** It is probably impossible for life to ever exist on Venus\_\_\_\_\_\_\_\_\_\_\_\_its intense surface heat.

**A**. because **B**. although **C**. despite **D**. due to

**Question 12.** Mary will have finished all her work \_\_\_\_\_\_\_\_\_\_\_\_

**A**. as soon as her boss returned **B**. until her boss will return

**C**. by the time her boss returns **D**. when her boss will return

**Question 13.** \_\_\_\_\_\_\_\_\_ the World Cup three times, Pele retired from football at the age of 37.

**A.** When he won **B.** Having won **C.** On winning **D.** Winning

**Question 14.** We will create a stable, prosperous and highly \_\_\_\_ ASEAN Economic community.

**A.** compete **B.** competition **C.** competitor **D.** competitive

**Question 15.** If Bill loses his job, at least they have Mary’s income to \_\_\_\_\_\_\_on.

**A.** fall behind **B.** fall for **C.** fall back  **D.** fall under

**Question 16.** Action movies may have a negative \_\_\_\_\_\_\_\_\_ on children.

**A.** opinion **B.** influence **C.** dependence **D.** decision

**Question 17**. The United States, China and India are now competing for political influence in ASEAN, and France, a leading European country, does not want to be \_\_\_\_\_\_\_\_\_\_\_.

**A.** left out **B.** put off **C.** thought of  **D.** led on

**Question 18.** Martin is called the teacher's pet by his classmates because he is taken under his teacher's \_\_\_.

**A.** hands **B.** arms **C.** wings  **D.** legs

**Question 19.** Parents are always willing to lend a sympathetic \_\_\_\_\_\_\_\_ to their children when they have problems.

**A.** hand **B.** ear **C.** eye **D.** paw

**Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.**

**Question 20:** There was a **long period without rain** in the countryside last year so the harvest was poor.

**A.** famine **B.** flood **C.** epidemic **D.** drought

**Question 21:** How many countries **took part in** the last Olympic Games?

**A.** participated **B.** performed **C.** succeeded **D.** hosted

***Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** “That is a **well-behaved** boy whose behaviour has nothing to complain about.”

**A.** behaving cleverly **B.** good behaviour **C.** behaving nice **D.** behaving improperly

**Question 23:** When he passes the entrance exam, his parents will be **walking on the air**.

**A.** extremely happy **B.** feeling extremely unhappy

**C.** feeling extremely airy **D.** extremely light

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:** Peter is having dinner at Wendy’s house.

**- Peter:** "This steamed crab is so delicious." **- Wendy:**" \_\_\_\_\_\_\_\_.''

**A.** Sure. I’d love to. **B.** I’m afraid not. **C.** No, don’t worry **D.** I’m glad you like it

**Question 25:** Joana and David, two students, are talking about studying abroad.

**- Joana:** "I think studying abroad is the only way to get a well-paid job."

**- David:** “\_\_\_\_\_\_\_\_\_\_\_. There’re still many different ways to get it."

**A.** You're exactly right **B.** I don’t think so

**C.** That’s what I think **D.** There’s no doubt about it

***Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

No one runs the internet. It’s organized as a decentralized network of networks. Thousands of companies, universities, governments, and other (26) \_\_\_\_\_\_ operate their own networks and exchange traffic with (27) \_\_\_\_\_\_ other based on voluntary interconnection agreements.

The shared technical standards (28) \_\_\_\_\_\_ make the internet work are managed by an organization called the Internet Engineering Task Force. The IETF is an open organization; anyone is free to attend meetings, propose new standards, and recommend changes to existing standards. No one is required to adopt standards endorsed by the IETF, but the IETF’s consensus-based decision-making process helps to (29) \_\_\_\_\_\_ that its recommendations are generally adopted by the internet community.

The Internet Corporation for Assigned Names and Numbers (ICANN) is sometimes described as being (30) \_\_\_\_\_\_ for internet governance. As its name implies, ICANN is in charge of distributing domain names (like vox.com) and IP addresses. But ICANN doesn’t control who can connect to the internet or what kind of information can be sent over it.

*(Adapted from* [*https://www.vox.com/*](https://www.vox.com/)*)*

**Question 26: A.** entities **B.** terms **C.** amounts **D.** states

**Question 27: A.** another **B.** every **C.** each **D.** all

**Question 28: A.** that **B.** who **C.** when **D.** what

**Question 29: A.** function **B.** stress **C.** exchange **D.** ensure

**Question 30: A.** Curious **B.** Responsible **C.** cheerful **D.** interested

**Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.**

Table manners differ around the world. If you visit a friend’s home for a meal, it’s good to know about the customs **they** follow.

If you are invited to a Moroccan’s home, bring a gift of sweet pastries, nuts, figs, dates, or flowers to the hostess. In many traditional homes, people often sit on the floor to eat a meal. Often, everyone shares food from the same 10 plate. The plate is put in the centre of the table. Usually, everyone also drinks water from the same glass. Only eat the food in front of you. Don’t reach across someone for food. It is common to use you your fingers and small pieces of bread to eat food. Use only your right hand to eat. Don’t say “no” to food. If the host of the meal **offers** you food or drink, take some and try a little. In many Moroccan homes, it is common to take off your shoes.

Tanzania is known for its fresh fish and spices. Don’t act scared if your meal comes with its head still on the plate. It is polite to try a bite of everything. In many Tanzania homes, people sit at a table on a small stools to eat. It is OK to eat with your right hand, using bread or chapati to pick up food. Everyone may take food from the same plate., but it is not usual for people to share drinks. You may compliment the cook on a delicious meal, but don’t exaggerate. In some parts of Tanzania, men and women still sit at different tables. Also remember: it is common to take off your shoes in the home, but it is rude to show the bottom of your foot.

*(Adopted from Active Skills for Reading Intro by Neil J Anderson)*

**Question 31.** Which best serves as the title for the passage?

**A.** Table Manners across some cultures in the world.

**B.** Tips for foreigners when having meal in Tanzania

**C.** Table Manners in Morocco, Things to do for everyone

**D.** Table Manners - Ultimate Guide to Dining Etiquette

**Question 32.** According to the passage, why does the writer think it is good to know about customs in other countries?

**A.** You can know how to eat healthily. **B.** You can act in a proper way.

**C.** You can order food in a restaurant. **D.** You can learn the language.

**Question 33.** The word "**offers**" in paragraph 2 is closest in meaning to \_\_\_\_\_\_\_\_.

**A.** exchanges **B.** attends **C.** receives **D.** provides

**Question 34.** The word "**they**" in paragraph 1 refers to \_\_\_\_\_\_\_\_.

**A.** customs **B.** manners **C.** meals **D.** friends

**Question 35.** According to paragraph 3, which of the following should NOT do in Tanzania?

**A.** eat with your hands **B.** take food from the same plate

**C.** show the bottom of your foot **D.** take off your shoes

**Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.**

Even before the turn of the century, movies began to develop in two major directions: the realistic and the formalistic. Realism and formalism are merely general, rather than absolute, terms. When used to suggest a tendency toward either polarity, such labels can be helpful, but in the end, they are still just labels.

Few films are exclusively formalist in style, and fewer yet are completely realist. There is also an important difference between realism and reality, although this distinction is often forgotten. Realism is a particular style, whereas physical reality is the source of all the raw materials of film, both realistic and formalistic. Virtually all movie directors go to the photographable world for their subject matter, but what they do with this material - how they shape and manipulate it determines their stylistic emphasis.

Generally speaking, realistic films attempt to reproduce the surface of concrete reality with a minimum of distortion. In photographing objects and events, the filmmaker tries to suggest the copiousness of life itself. Both realist and formalist film directors must select (and hence emphasize) certain details from the chaotic sprawl of reality. But the element of selectivity in realistic films is less obvious. Realists, in short, try to **preserve** the illusion that their film world is unmanipulated, an objective mirror of the actual world. Formalists, on the other hand, make no such pretence. **They** deliberately stylize and distort their raw materials so that only the very naive would mistake a manipulated image of an object or event for the real thing.

We rarely notice the style in a realistic movie; the artist tends to be self-effacing. Some filmmakers are more concerned with what is being shown than how it is manipulated. The camera is used conservatively. It is essentially a recording mechanism that reproduces the surface of **tangible** objects with as little commentary as possible. A high premium is placed on simplicity, spontaneity, and directness. This is not to suggest that these movies lack artistry, however, for at its best the realistic cinema specializes in art that conceals art.

**Question 36:** What does the article mainly discuss?

**A.** Acting styles **B.** Film plots **C.** Styles of filmmaking **D.** Filmmaking 100 years ago

**Question 37:** Which statement is TRUE, according to the passage?

**A.** Realism and formalism are outdated terms.

**B.** Most films are neither exclusively realistic nor formalistic.

**C.** Realistic films are more popular than formalistic ones.

**D.** Formalistic films are less artistic than realistic ones.

**Question 38:** According to the passage, who is primarily responsible for the style of a film?

**A.** The director **B.** The actors **C.** The producer **D.** The camera operator

**Question 39:** The word "**preserve**" in paragraph 3 is closest in meaning to \_\_\_\_\_\_.

**A.** encourage **B.** maintain **C.** reflect **D.** attain

**Question 40:** The word "**They**" in paragraph 3 refers to \_\_\_\_\_\_.

**A.** films **B.** realists **C.** formalists **D.** raw materials

**Question 41:** According to paragraph 3, how can one recognize the formalist style?

**A.** It uses familiar images. **B.** It is very impersonal.

**C.** It mirrors the actual world. **D.** It obviously manipulates images.

**Question 42:** The word "**tangible**" in paragraph 4 is closest in meaning to \_\_\_\_\_\_.

**A.** concrete **B.** complex **C.** various **D.** comprehensible

***Mark the letter A, B, C or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43.** Caroline has worn her new yellow dress only once since she buys it.

A B C D

**Question 44.** The puppy stood up slowly, wagged their tail, blinked its eyes, and barked.

A B C D

**Question 45. :** Many successful film directions are former actors who desire to expand their experience in the film industry.

***Mark the letter A, B, C or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46:** She began to play the piano three years ago.

**A**. She has played the piano since three years. **B.** She has played the piano for three years

**C**. She doesn’t play the piano now. **D**. She stops playing the piano now.

**Question 47:** "Don't forget to submit your assignments by Thursday," said the teacher to the students.

**A**. The teacher reminded the students to submit their assignments by Thursday.

**B**. The teacher allowed the students to submit their assignments by Thursday.

**C**. The teacher ordered the students to submit their assignments by Thursday.

**D**. The teacher encouraged the students to submit their assignments by Thursday.

**Question 48:** It’s very likely that the company will accept his application.

**A.** The company needs accept his application. **B.** The company might accept his application.   
 **C.** The company must accept his application. **D.** The company should accept his application.

**Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions**

**Question 49:** I accepted the invitation to her birthday party. I regret it now.

**A.** I insisted on having been invited to her birthday party.

**B.** I was very glad to accept the invitation to her birthday party.

**C.** I wish I hadn’t accepted the invitation to her birthday party.

**D.** If only I had come to her birthday party.

**Question 50:** They drove fifteen miles off the main road. Also, they had nothing to eat for the day.

1. Not only did they drive fifteen miles off the main road, they also had nothing to eat for the day.
2. Driving fifteen miles off the main road, they eventually had something to eat for the day.
3. They neither drove fifteen miles off the main road nor had anything to eat for the day.
4. They drove fifteen miles off the main road until they also had something to eat for the day.

**Periods: 45-46-47**

**MOCK TEST 6**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

**Question 1: A.** invit**ed** **B.** play**ed** **C.** exist**ed** **D.** extend**ed**

**Question 2: A.** l**i**ght **B.** kn**i**fe **C.** k**i**te **D.** sh**i**p

***Mark the letter A, B, C, or D on your answer sheet 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.** occur **B.** listen **C.** apply **D.** prefer

**Question 4: A.** character **B.** adventure **C.** convention **D.** condition

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5:** Susan usually stays up late, ?

**A.** is she **B.** isn’t she **C.** does she **D.** doesn’t she

**Question 6:** Many graffiti \_\_\_\_\_\_\_\_\_\_\_ without the permission of the owner of the wall.

**A.** are writing **B.** are written **C.** is writing **D.** is written

**Question 7:** Due to severe weather condition, we had to wait long hours the airport.

**A.** in **B.** at **C.** from **D.** on

**Question 8:** The sooner you take the medicine, \_\_\_\_\_\_\_\_ you will feel.

**A.** the best **B.** the better **C.** better **D.** best

**Question 9:** She has just bought a watch.

**A.** Swiss beautiful brand-new **B.** Swiss brand-new beautiful

**C.** brand-new beautiful Swiss **D.** beautiful brand-new Swiss

**Question 10:** When I last saw him, he\_\_\_\_\_\_\_\_in London.

**A.** is living **B.** has been living **C.** was living **D.** lived

**Question 11:** Spider monkeys are the best climbers in the jungle, \_\_\_\_\_\_\_\_ they do not have thumbs.

**A.** because of **B.** because **C.** despite **D.** although

**Question 12:** Mrs Jenny will have lived here for 30 years \_\_\_\_\_\_\_\_.

**A.** by the time she retires **B.** when she retired

**C.** as soon as she had retired **D.** after she had retired

**Question 13:** \_\_\_\_\_\_\_\_classical dance for five years, Akiko finally felt ready to perform in public.

**A.** Being studied **B.** Studying **C.** Having studied **D.** To study

**Question 14:** The local authority asked for a \_\_\_\_\_\_\_\_\_\_contribution from the community to repair roads and bridges.

**A.** volunteer **B.** voluntary **C.** voluntarily **D.** voluntariness

**Question 15:** Such approaches should be supported and mainstreamed in health interventions in order to\_\_\_\_\_\_\_\_ positive behavior change.

**A.** put off **B.** set off **C.** bring about **D.** hold up

**Question 16:** The principal will \_\_\_\_\_\_\_\_\_\_\_\_a speech at the meeting.

**A.** make **B.** think **C.** speak **D.** take

**Question 17:** It's wise to think about choosing a \_\_\_\_\_\_\_\_\_\_\_\_ before leaving school.

**A.** business **B.** career **C.** living **D.** profession

**Question 18:** After congratulating his team, the coach left, allowing the players to let their \_\_\_\_\_\_\_\_\_\_\_\_ down for a while.

**A.** hearts **B.** hair **C.** souls **D.** heads

**Question 19:** Your store needs a bold sign that will catch the\_\_\_\_\_\_\_\_ of anyone walking down the street. That may help to sell more products.

**A.** eye **B.** peek **C.** flash **D**. glimpse

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the underlinded word(s) in each of the following questions***.

**Question 20:** Her courage not only **inspired** her followers but moved her rivals as well.

**A.** depressed **B.** motivated **C.** overlooked **D.** rejected

**Question 21:** The African rhino is an **endangered** species and needs protecting.

**A.** unstable **B.** dangerous **C.** insecure **D.** indefensible

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlinded word(s) in each of the following questions.***

**Question 22:** 'If we continue to **deplete** our planets natural resources, we will damage the environment significantly.

**A.** use up **B.** add to **C.** reduce **D.** exhaust

**Question 23:** Sorry, I can‟t come to your party. I am **snowed under with** work at the moment.

**A.** relaxed about **B.** busy with **C.** interested in **D.** free from

***Mark the letter A, B, C, or D on your answer sheet to indicate the most suitable response to complete each of the following exchanges***.

**Question 24:** Albert and Bill are having dinner in Bill’s house.

- Albert: "This dish is really nice!"

- Bill:"*\_\_\_\_\_\_\_\_.* It's called yakitori, and it's made with chicken livers."

**A.** It's my pleasure. **B.** Sure, I'll be glad to.

**C.** I'm glad you like it. **D.** I guess you're right.

**Question 25:** Paul and Daisy are discussing about life in the future.

Paul: “I believe space travel will become more affordable for many people in the future.”

Daisy:“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

**A.** It doesn’t matter at all. **B.** I am sorry to hear that.

**C.** It is very kind of you to say so. **D.** There’s no doubt about that.

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks.***

**Pets can improve your life.**

The role of animals in helping people recover from a range of health and emotional problem has long been widely recognized. Now a survey **(25)** \_\_\_\_\_\_\_is reported in the Journal of Personality and Social Psychology appears to show that owning a pet can benefit healthy individuals, too. A number of experiments, **(26)** \_\_\_\_\_\_\_ by two universities in the United States, indicate that pet owners are generally happier, healthier, fitter, more confident and better able to cope with everyday issues than non – owners.

The researchers discovered that individuals have just as close a relationship with the key people in their lives in other words family and friends, **(27)** \_\_\_\_\_\_\_ they have with their pets. And although they found no **(28)** \_\_\_\_\_\_\_that people choose emotional relationship with pets over relationships with **(29)** \_\_\_\_\_\_\_ people, a study of universities showed that owning a pet helped them get over the break-up of a relationship with a partner.

(Source: *www.the first trainer.com*/)

**Question 26. A**. which **B**. who **C**. where **D**. when

**Question 27. A**. carried **B**. conducted **C**. governed **D**. operated

**Question 28. A**. because **B**. because of **C**. as **D**. although

**Question 29. A**. testimony **B**. support **C**. evidence **D**. indication

**Question 30. A**. other **B**. a lot of **C**. another **D**. every

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

Deep brain stimulation (DBS), an experimental technology that involves implanting a pacemaker-like device in a patient’s brain to send electrical impulses, is a hotly debated subject in the field of medicine. **It** is an inherently risky procedure and the exact effects on the human brain aren’t yet fully understood.

But some practitioners believe it could be a way to **alleviate** the symptoms of depression or even help treat Alzheimer’s — and now they suspect it could help with drug addiction as well. In a world’s first, according to the Associated Press, a patient in Shanghai’s Ruijin Hospital had a DBS device implanted in his brain to treat his addiction to methamphetamine. And the device has had an astonishingly positive effect, the patient says. “This machine is pretty magical. He adjusts it to make you happy and you’re happy, to make you nervous and you’re nervous,” he told the Associated Press. “It controls your happiness, anger, grief and joy.”

Other studies in China have yielded mixed results trying to treat opioid addictions using DBS, according to the AP. In the United States, at least two studies that tried to treat alcoholism with DBS were dropped for not being able to justify the risks. The idea of using DBS to treat drug addiction has raised concerns in medical communities across the globe about brain hemorrhage, seizures, or personality changes.

**Question 31.** What is the passage mainly about?

**A.** Symptoms of depression **B.** Curing addiction

**C.** Deep brain simulation **D.** Brain diseases

**Question 32.** The word “**alleviate**” in paragraph 2 is closest in meaning to\_\_\_\_\_.

**A.** demolish **B.** ease **C.** destroy **D.** devalue

**Question 33.** The word “**It**” in paragraph 3 refers to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**A.** Deep brain simulation **B.** a pacemaker-like device

**C.** the field of medicine **D.** a patient’s brain

**Question 34.** According to the passage, the use of DBS\_\_\_\_\_\_\_\_\_\_\_\_\_.

**A**. has been thoroughly studied by scientists.

**B**. has been approved by all Chinese practitioners.

**C**. has achieved both positive and negative results.

**D**. has successfully cured opioid addictions in China.

**Question 35.** All of the following are mentioned in the passage as concerns about the use of DBS to treat drug addiction in medical communities worldwide EXCEPT\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**A.** Seizures **B.** Personality changes **C.** Brain hemorrhage **D.** Alcoholism

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

         People are living longer and, in some parts of the world, healthier lives. This represents one of the crowning achievements of the last century, but also a significant challenge. Longer lives must be planned for. Societal aging may affect economic growth and lead to many other issues, including the sustainability of families, the ability of states and communities to provide resources for older citizens, and international relations. The Global Burden of Disease, a study conducted by the World Health Organization, predicts a very large increase in age-related chronic disease in all regions of the world. Dealing with this will be a significant challenge for all countries’ health services.

      Population aging is driven by declines in fertility and improvements in health and longevity. In more developed countries, falling fertility beginning in the early 1900’s has resulted in current levels being below the population replacement rate of two live births per woman. Perhaps the most surprising demographic development of the past 20 years has been the pace of fertility decline in many less developed countries. In 2006, for example, the total fertility rate was at or below the replacement rate in 44 less developed countries.

       One central issue for policymakers in regard to pension funds is the relationship between the official retirement age and actual retirement age. Over several decades in the latter part of the 20th century, many of the more developed nations lowered the official age at which people become fully entitled to public pension benefits. **This** was propelled by general economic conditions, changes in welfare philosophy, and private pension trends. Despite the recent trend toward increased workforce participation at older ages, a significant gap between official and actual ages of retirement persists. This trend is emerging in rapidly aging developing countries as well. Many countries already have taken steps towards much-needed reform of their old-age social insurance programs. One common reform has been to raise the age at which workers are **eligible** for full public pension benefits. Another strategy for bolstering economic security for older people has been to increase the contributions by workers. Other measures to enhance income for older people include new financial instruments for private savings, tax incentives for individual retirement savings, and supplemental occupational pension plans.

       As life expectancy increases in most nations, so do the odds of different generations within a family coexisting. In more developed countries, this has **manifested** itself as the ‘beanpole family,’ a vertical extension of family structure characterized by an increase in the number of living generations within a lineage and a decrease in the number of people within each generation. As mortality rates continue to improve, more people in their 50’s and 60’s will have surviving parents, aunts, and uncles. Consequently, more children will know their grandparents and even their great-grandparents, especially their great-grandmothers. There is no historical precedent for a majority of middle-aged and older adults having living parents.

*(Adapted from https://www.ielts-mentor.com)*

**Question 36.** Which of the following best describes the main purpose of the author in the passage?

**A.** To present a synopsis of the causes and effects of the aging population.

**B.** To provide an overview of the drawbacks of the world’s aging population.

**C.** To suggest some effective solutions to deal with the rapid increase of the aging population.

**D.** To prove the significant contribution of the aging population to the world economy.

**Question 37:** As mentioned in the first paragraph, the following aspects will be influenced by the aging in the society, **EXCEPT \_**\_\_\_\_\_\_\_\_\_\_.

**A.** the stable progress of families **B.** social welfare

**C.** medical care  **D.** technology achievements

**Question 38:** What does the word “**this**” in paragraph 3 refer to?

**A.** public pension benefits

**B.** the reduction of the official age entirely pensioned

**C.** the relationship between the official retirement age and actual retirement age

**D.** central issue

**Question 39:** The word “**eligible**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_\_\_\_.

**A.** entitled **B.** unqualified **C.** mature  **D.** devoted

**Question 40:** According to paragraph 3, which of the following is the measure of old-age social insurance programs?

**A.** The decrease in the age the elderly can receive pension.

**B.** The encouragement the elderly to contribute more in economy.

**C.** Enacting many policies to increase their income before retirement.

**D.** Widening the gap between official and actual ages of retirement.

**Question 41:** The word “**manifested**” in the last paragraph could be best replaced by \_\_\_\_\_\_\_\_.

**A.** illustrated **B.** demonstrated **C.** proved  **D.** recognized

**Question 42:** What is the benefit of aging mentioned in the last paragraph?

**A.** The mortality rates are decreasing.

**B.** People will have the chance to live with their parents longer.

**C.** Children are likely to live in an extended family with more brothers and sisters.

**D.** The life expectancy is being improved.

***Mark the letter A, B, C or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**: He didn’t meet her even one time since they said goodbye together.

A B C D

**Question 44**: I bought an interesting book last week, but I cannot find them now.

A B C D

**Question 45**: He's such a bored guy because he only ever talks about himself.

**A B C D**

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**: She began to play the piano three years ago.

**A**. She has played the piano since three years. **B.** She has played the piano for three years

**C**. She doesn’t play the piano now. **D**. She stops playing the piano now.

**Question 47**: “I’ll help you repair this washing machine, Jenny”, he said.

**A.** He admitted helping Jenny repair that washing machine.

**B.** He denied helping Jenny repair that washing machine.

**C.** He promised to help Jenny repair that washing machine.

**D.** He refused to help Jenny repair that washing machine.

**Question 48:** You are supposed to be here at 9 a.m, but it is 11 a.m now.

**A.** You needn’t have been here two hours ago.

**B.** You must have been here two hours ago.

**C.** You should have been here two hours ago.

**D.** You oughtn’t to have been here two hours ago.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49:** My parents encouraged me. I passed my exam with flying colors.

**A.** Were my parents not to encourage me, I would not have passed my exam with flying colors.

**B.** Had my parents not encouraged me, I would not have passed my exam with flying colors.

**C.** Had my parents encouraged me, I would not have passed my exam with flying colors.

**D.** Should my parents encourage me, I would not have passed my exam with flying colors.

**Question 50:** I posted the letter. I realized that I had forgotten to put on a stamp.

**A.** Only after posting the letter did I realize that I had forgotten to put on a stamp.

**B.** Hardly had I realized that I had forgotten to put on a stamp when I posted the letter.

**C.** Not only did I realize that I had forgotten to put a stamp on the letter but I posted it as well.

**D.** No sooner had I posted the letter than I forgot to put on a stamp.

**Period: 48-49-50**

**MOCK TEST 7**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

**Question 1: A.** explained **B.** disappointed **C.** prepared **D.** interviewed

**Question 2. A.** strength **B.** event **C.** athlete **D.** wrestling

***Mark the letter A, B, C, or D on your answer sheet 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.** reserve **B.** leopard **C.** wildlife **D.** beauty

**Question 4.** **A.** emission **B.** excellent **C.** attractive **D.** pollution

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5.** You are thirsty, \_\_\_\_\_\_\_\_\_\_?

**A**. don't you **B**. aren't you **C**. are you **D**. are not you

**Question 6:** We don’t go to school today because our classroom \_\_\_\_\_\_\_\_\_\_\_\_.

**A.** is painting **B.** is painted **C.** is being painted **D.** paints

**Question 7:** Don't you think you should apply for the job \_\_\_\_\_ writing?

**A.** with **B.** for **C.** at **D.** in

**Question 8.** With their great attempt against poverty, they are now have \_\_\_\_\_\_\_\_\_\_\_\_\_.

**A.** a big modern brick house **B.** a modern big brick house

**C.** a big brick modern house **D.** a house big modern brick

**Question 9:** \_\_\_\_\_\_\_\_\_\_ he is, \_\_\_\_\_\_\_\_ he becomes.

**A.** The intelligent / the arrogant **B.** The more intelligent / the more arrogant

**C.** The more intelligent / the arrogant **D.** The intelligent / the more arrogant

**Question 10:** While he \_\_\_\_\_\_\_\_ the house, his friend called.

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

**Question 11:** True Blood is my favourite TV series, \_\_\_\_\_\_\_\_ I don't have much time to watch it often.

**A.** although **B.** before **C.** because **D.** yet

**Question 12:** She will take management training course \_\_\_\_\_\_\_\_\_\_.

**A.** as soon as the epidemic was controlled **B**. right after the epidemic has been controlled

**C**. when the epidemic had been controlled **D.** until the epidemic will be controlled

**Question 13:** \_\_\_\_\_\_\_\_\_\_the night in the water, she swam to the shore.

**A.** having spent **B.** having spending **C.** when spending **D.** had spent

**Question 14.** My sister is a woman of \_\_\_\_\_\_age.

**A.** marriage **B.** married **C.** marrying **D.** marriageable

**Question 15:** Those flowers \_\_\_\_\_\_\_\_\_\_\_everywhere is a sign of spring.

**A.** going over **B.** taking over **C.** coming out **D.** breaking out

**Question 16:** You'd better \_\_\_\_\_\_\_\_\_\_\_\_\_ a commitment to being a volunteer on a regular basis.

**A.** promise **B.** do **C.** make **D.** pull

**Question 17:** People thought that maybe his novel might one day be turned into a ﬁlm and become a Hollywood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**A.** best-seller **B.** attraction **C.** blockbuster **D.** debut

**Question 18.** People have used coal and oil to \_\_\_\_\_\_\_\_\_\_\_electricity for a long time.

**A.** bred **B.** raise **C.** cultivate **D.** generate

**Question 19:** My mother doesn't eye to eye with my father sometimes.

**A.** see **B.** glance **C.** look **D.** agree

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the underlined word (s) in each of the following questions.***

**Question 20:** This special offer is **exclusive** to readers of this magazine.

**A.** presentable **B.** rewarding **C.** attractive **D.** limited

**Question 21:** The repeated **commercials** on TV distract many viewers from watching their favourite films.

**A.** advertisements **B.** contests **C.** businesses **D.** economics

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** His boss has had enough of his **impudence,** and doesn't want to hire him any more.

**A**. respect **B**. agreement **C**. obedience **D**. rudeness

**Question 23:** She was **like a cat on hot bricks** before her driving test.

**A**. nervous **B**. comfortable **C**. depressed **D**. relaxing

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

**Question 24:** Jane is talking to Billy about the meeting.

- Jane: “Is everybody happy with the decision?”.

- Billy: “\_\_\_\_\_\_”.

**A.** Thatsounds like fun. **B.** Yes, it is certainly.

**C.** No, have you? **D.** Not really.

**Question 25:** Lucy is asking for permission to play the guitar at Pete's home.

- Lucy: “Is it all right if I play the guitar inhere while you're studying?”.

- Pete: “\_\_\_\_\_\_”.

**A.** Oh, I wish you wouldn't. **B.** Well, I'd rather not.

**C.** Well, actually, I'd prefer it if you didn't. **D.** Well, if only you didn't.

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

In Part Three of the Speaking Section you work together with a partner. You have to do a (26) \_\_\_\_\_\_\_\_ task which usually lasts about 3 minutes. One possible task is “problem solving”, which means you have to look at (27) \_\_\_\_\_\_\_\_\_ visual information and then discuss the problem with your partner. You may be shown photos, drawings, diagrams, maps, plans, advertisements or computer graphics and it is essential that you study them carefully. If necessary, check you know exactly what to do by politely asking the examiner to repeat the instruction or make them clearer.

(28) \_\_\_\_\_\_\_\_ you are doing the task, the examiner will probably say very little and you should ask your partner questions and make (29) \_\_\_\_\_\_\_\_ if he or she is not saying much. If either of you have any real difficulties, the examiner may decide to step in and help. Normally, however, you will find plenty to say, which helps the assessor to give you a fair mark. This mark depends on your success in doing the task by competing with your partner, (30) \_\_\_\_\_\_\_ includes taking turns in giving opinions and replying appropriately, although in the end it may be possible to "agree to disagree”.

*(Source: Adapted from http://www.grid.unep.tech)*

**Question 26:A.** unique **B.** scarce  **C**. lonely  **D.** single

**Question 27:A**. another **B.** other  **C.** each  **D.** some

**Question 28:A.** While **B.** Since  **C**. Although  **D.** Because

**Question 29:A.** suggestions  **B**. statements  **C.** speeches  **D.** ideas

**Question 30:A.** who  **B.** this  **C.** that  **D.** which

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

By mid-century, there will likely be 9 billion people on the planet, consuming ever more resources and leading ever more technologically complex lives. What will our cities be like? How much will artificial intelligence advance? Will global warming **trigger** catastrophic changes, or will we be able to engineer our way out of the climate change crisis?

Making predictions is, by nature, a dicey business, but to celebrate the 40th anniversary of Smithsonian magazine Big Think asked top minds from a variety of fields to weigh in on what the future holds 40 years from now. The result is our latest special series, Life in 20 50. Demographic changes in world population and population growth will certainly be dramatic. Rockefeller University mathematical biologist Joel Cohen says it's likely that by 2050 the majority of the people in the world will live in urban areas, and will have a significantly higher average age than people today. Cities theorist Richard Florida thinks urbanization trends will reinvent the education system of the United States, making our economy less real estate driven and erasing the divisions between home and work.

Large migrations from developing countries like Indonesia, Malaysia, Bangladesh, Mexico, and countries in the Middle East could **disrupt** western governments and harm the unity of France, Germany, Spain, the Netherlands, Poland, and the United Kingdom under the umbrella of the European Union.

And rapidly advancing technology will continue ever more rapidly. According to Bill Mitchell, the late director of MIT's Smart Cities research group, cities of the future won't look like "some sort of science -fiction fantasy" or "Star Trek" but it's likely that "discreet, unobtrusive" technological advances and information overlays, i.e. virtual reality and augmented reality, will change how we live in significant ways.  Self-driving cars will make the roads safer, driving more efficient, and provide faster transports. A larger version of driverless cars-driverless trucks-may make long haul drivers obsolete.

Meanwhile, the Internet will continue to radically transform media, destroying the traditional model of what a news organization is, says author and former New York Times Public Editor, Daniel Okrent, **who** believes the most common kinds of news organizations in the future will be "individuals and small alliances of individuals” reporting and publishing on niche topics.

*(Source: https://bigthink.com)*

**Question 31:** What topic does the passage mainly discuss?

**A.** The population in the future **B.** The advanced artificial intelligence

**C.** The life in 2050 **D.** Global warming and its impacts

**Question 32:** The word “**trigger**” in the first paragraph could be best placed by\_\_\_\_\_\_.

**A.** cause **B.** prevent **C.** encourage **D.** promote

**Question 33:** Which of the following predictions in paragraph 2 is NOT true?

**A.** The world population will grow considerably

**B.** The humans will have a longer life span

**C.** Urbanization trends will increase the separation between home and workplace

**D.** More and more inhabitants choose urban areas to live

**Question 34:** According to paragraph 4, the following countries are damaged by the migrations, EXCEPT \_\_\_\_\_\_\_\_.

**A.** the countries in the Middle East **B.** Germany

**C.** the United Kingdom **D.** the Netherlands

**Question 35:** What does the word “**who**” in the last paragraph refer to?

**A.** Daniel Okrent **B.** New York Times **C.** author **D.** traditional model

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

There are three basic types of classroom learning styles: visual, auditory, and kinesthetic. These learning styles describe the most common ways that people learn. Individuals tend to instinctively prefer one style over the others; thus each person has a learning style that is **dominant** even though he or she may also rely somewhat on the other approaches at different times and in different circumstances.

Visual learners prefer to sit somewhere in the classroom where no obstructions hinder their view of the lesson. They rely on the teacher's facial expressions and body language to aid their learning. They learn best from a **blend** of visual displays and presentations such as colorful videos, diagrams, and flip-charts. Often, these learners think in pictures and may even close their eyes to visualize or remember something. When they are bored, they look around for something to watch. Many visual learners lack confidence in their auditory memory skills and so may take detailed notes during classroom discussions and lectures. Auditory learners sitwhere they can hear well. They enjoy listening and

talking, so discussions and verbal lectures stimulate them. Listening to what others have to say and then talking the subject through helps **them** process new information. These learners may be heard reading to themselves out loud because they can absorb written information better in this way. Sounding out spelling words, reciting mathematical theories, or talking their way across a map are examples of the types of activities that improve their understanding.

Kinesthetic learners may find it difficult to sit still in a conventional classroom. They need to be physically active and take frequent breaks. When they are bored, they fidget in their seats. They prefer to sit someplace where there is room to move about. They benefit from manipulating materials and learn best when classroom subjects such as math, science, and reading are processed through hands-on experiences. Incorporating arts-and-crafts activities, building projects, and sports into lessons helps kinesthetic learners process new information. Physical expressions of encouragement, such as a pat on the back, are often appreciated.

In addition to these traditional ways of describing learning styles, educators have identified other ways some students prefer to learn. Verbal learners, for example, enjoy using words, both written and spoken. Logical learners are strong in the areas of logic and reasoning, social learners do best when working in groups, whereas solitary learners prefer to work alone. Research shows that each of these learning styles, as well as the visual, auditory, and kinesthetic styles, uses different parts of the brain. Students may prefer to focus on just one style, but practicing other styles involves more of the brain's potential and therefore helps students remember more of what they learn.

***(Adapted from Essential words for the JELTS by Dr. Lin Lougheed)***

**Question 36:** What topic does the passage mainly discuss?

**A.** Fundamental kinds of learning approaches

**B.** Different classrooms for different learner groups

**C.** The most common way to learn

**D.** Basic classrooms for individuals

**Question 37:** The word **“dominant”** in the first paragraph is closest in meaning to \_\_\_\_\_.

**A.** successful **B.** foremost **C.** familiar **D.** distinctive

**Question 38:** According to the second paragraph, visual learners \_\_\_\_\_\_.

**A.** have a preference for sitting at the backs of the classrooms,

**B.** must keep an eye on the pictures to memorize the content of the lessons.

**C.** are easy to get fed up with the lessons.

**D.** are not confident in remembering what they have listened.

**Question 39:** The word **“blend”** in paragraph 2 could be best replaced by \_\_\_\_\_\_.

**A.** division **B.** list **C.** mixture **D.**separation   
**Question 40:** What does the word **"them"** in paragraph 3 refer to?

**A.** auditory learners **B.** discussions **C.** verbal lectures **D.**others   
**Question 41:** Which of the following is **NOT** true about auditory learners?

**A.** They get information and the content of the lecturers aurally and orally.

**B.** Reciting the lessons aloud **is** an effective way to understand the subjects.

**C.** They always fidget when they are indifferent to the lectures.

**D.** They merely learn well when they are able to listen to the lessons clearly.

**Question 42:** The following are suggested methods to attract kinesthetic learners, **EXCEPT**  \_\_\_\_\_\_.

**A.** merging arts-and-crafts activities

**B.** integrating projects and sports into the lessons

**C.** stimulating them by physical expressions

**D.** isolating them in a customary classroom

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43:** Mrs. Mai and her friends from Vietnam plan to attend the festival now.

A B C D

**Question 44:** Most workers seem to be happy with her new working conditions.

# A. seem B. with C. her D. conditions

**Question 45:** We’ve got a terrible amount of work to do today.

**A.** We’ve **B.** terrible **C.** of **D.** to do

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46:** My father hasn’t smoked cigarettes for a month.

A. It’s a month since my father last smoked cigarettes.

B. It’s a month ago that my father smoked cigarettes.

C. It’s a month that my father hasn’t smoked cigarettes.

D. It’s a cigarette that my father smoked a month ago.

**Question 47:** She said, "John, I'll show you round my city when you're here."

**A.** She made a trip round her city with John.

**B.** She planned to show John round her city.

**C.** She promised to show John round her city.

**D.** She organized a trip round her city for John.

**Question 48:** She probably buys this house next week.

**A.** She may buy this house next week **B.** She must buy this house nexk week

**C.** She should buy next house next week. **D.** She doesn’t have to buy this house next week.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is combines each pair of sentences in the following questions.***

**Question 49:** You can stay in the flat for free, you pay the bills.

**A.** Whether you pay the bills or stay in the flat, it is free.

**B.** Without the bills paid, you can stay inthe free flat.

**C.** Unless the flat is free of bills, you cannot stay in it.

**D.** Provided you pay the bills, you can stay in the flat for free.

**Question 50:** It is such an interesting book. I have read it three times

**A.** Such was the interesting book that I have read it three times.

**B.** Should the book be interesting, I have read it three times.

**C.** Such interesting was book that I have read it three times.

**D.** Only if it is an interesting book have I read it three times.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. B | 2. C | 3. A | 4.B | 5.B | 6. C | 7.D | 8.A | 9.B | 10.D |
| 11. D | 12. B | 13. A | 14.D | 15.C | 16.C | 17.C | 18.D | 19.A | 20.D |
| 21. A | 22. A | 23. D | 24.D | 25.C | 26.D | 27.D | 28.A | 29.A | 30.D |
| 31. C | 32. A | 33. C | 34.A | 35. A | 36.A | 37.B | 38.D | 39.C | 40.A |
| 41. C | 42. D | 43. C | 44. C | 45. B terrific | 46. A | 47. B | 48. A | 49. D | 50.A |

**Periods: 51-52-53**

**MOCK TEST 8**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question 1:** | 1. train**ed** | 1. liv**ed** | 1. impress**ed** | 1. perform**ed** |
| **Question 2:** | 1. c**au**ght | 1. b**ou**ght | 1. l**au**ghter | 1. t**au**ght |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question 3**: | 1. vacant | 1. reply | 1. campus | 1. retail |
| **Question 4**: | 1. fascinate | 1. compliment | 1. interview | 1. engineer |

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5**: I am chosen to be the representative of our group, \_\_\_\_\_\_\_\_\_\_?

|  |  |  |  |
| --- | --- | --- | --- |
| 1. am not I | 1. am I | 1. aren’t I | 1. are I |

**Question 6**: Bill's mother won't let him go out with his friends \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**A.** after he had finished his homework  **B.** once he finished his homework

**C.** until he has finished his homework  **D.** when he finished his homework

**Question 7**: Are you satisfied \_\_\_\_\_\_ your test result?

|  |  |  |  |
| --- | --- | --- | --- |
| 1. from | 1. with | 1. for | 1. at |

**Question 8**: John \_\_\_\_\_\_ a book when I came to his house.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. is reading | 1. read | 1. was reading | 1. reading |

**Question 9**: My wedding ring \_\_\_\_\_\_\_\_ of yellow and white gold.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. is maked | 1. is making | 1. made | 1. is made |

**Question 10**: The old man owns a \_\_\_\_\_\_ coffee table.

|  |  |
| --- | --- |
| 1. French beautiful round old | 1. beautiful French old round |
| 1. old round beautiful French | 1. beautiful old round French |

**Question 11**: The more polluted air we breathe, \_\_\_\_\_\_\_\_\_ we get.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. the weakest | 1. the more weak | 1. the weaker | 1. The most weak |

**Question 12**: \_\_\_\_\_\_\_\_\_\_ Mary has been in Vietnam for 10 months, she knows a little Vietnamese.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Because | 1. Due to | 1. Even though | 1. In spite of |

**Question 13**:In some communities a husband's \_\_\_\_\_\_\_\_ over his wife is absolute.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. power | 1. powerful | 1. powerfully | 1. powered |

**Question 14**: \_\_\_\_\_\_\_\_\_\_ the museum, we decided to have lunch in the park.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Visiting | 1. Being visited | 1. Having visited | 1. To visit |

**Question 15**: We'd heard so many good things about the new restaurant, but the food didn't \_\_\_\_\_\_\_ our expectations at all, so we were rather disappointed.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. add up to | 1. get up to | 1. come up to | 1. pay up to |

**Question 16**:Don’t \_\_\_\_\_\_\_\_ to conclusions, we don’t yet know all the relevant facts.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. hurry | 1. jump | 1. rush | 1. run |

**Question 17**:He’s a great guide as he knows the town like the back of his \_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. arm | 1. hand | 1. leg | 1. finger |

**Question 18**: After years of derision from the world, the Hindi film industry is achieving its \_\_\_\_\_ in the Sun.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. position | 1. shade | 1. place | 1. image |

**Question 19**: I want to express my \_\_\_\_\_\_\_\_\_ admiration for the courage and persistence the member

has shown in bringing this issue forward.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. deep | 1. vast | 1. broad | 1. large |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20**:There was one rule my boss insisted on: **promptness**. He did not want anybody to be late for the meetings.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. absence | 1. politeness | 1. punctuality | 1. attendance |

**Question 21**:I’ve thought it over and have **made up my mind**: I’m going to take the job in New York.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. realized | 1. objected | 1. decided | 1. explain |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**:Population growth rates **vary** among regions and even among countries within the same region.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. fluctuate | 1. restrain | 1. stay unchanged | 1. remain unstable |

**Question 23**: Ben’s dreams of a university education **went by the board** when his father died and he was forced to earn a living.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. turned into a nightmare | 1. got rejected | 1. got prolonged | 1. became possible |

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the following exchanges.***

**Question 24**: *John and Janet are at a coffee shop.*

**- John:** “Do you mind if I use your phone?” **- Janet:** “\_\_\_\_\_\_\_\_\_\_\_\_\_. ”

|  |  |
| --- | --- |
| 1. Not at all. Help yourself. | 1. You can say that again. |
| 1. Sorry, I have no idea. | 1. Certainly, it’s true. |

**Question 25**: *Peter and John, two high school students, are talking about school exams.*

**- Peter:** “I think exams should not be the only way to assess students.”

**- John:** “\_\_\_\_\_\_\_\_\_\_\_\_\_. There are various others like presentations and projects.”

|  |  |
| --- | --- |
| 1. I share your view | 1. That’s not entirely true |
| 1. I totally disagree | 1. Not at all |

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks.***

Sport and sport events provide a significant source of volunteering opportunities for a wide range of individuals. **(26)**\_\_\_\_\_\_\_\_\_ organizers of major sport events tend to target the youth market to source volunteers due to the apparent high level of interest in sport by this group, not only in terms of young people who watch a particular sport, but also those **(27)**\_\_\_\_\_\_\_\_\_ participate in it. It is therefore suggested that sport may act as a kind of ‘nursery’ for volunteering and that the experiences **(28)**\_\_\_\_\_\_\_\_\_ to young people in sport may be critical for their future volunteer involvement, not only in sport but the broader society. By developing an interest in volunteering as a young person, it is hoped that these people will continue to volunteer as they become adults. One of the most common approaches by many event organizers is to place an advertisement in the local media which invites readers to contact the organization. **(29)**\_\_\_\_\_\_\_\_\_ , it is possible to adopt a more formally structured recruitment programme through schools and universities. The **(30)**\_\_\_\_\_\_\_\_\_ of this approach is to establish a relationship between the governing body of a particular sport and young people from an early age, in the hope that young people who are either spectators or participants in the sport continue from childhood to adulthood.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question 26:** | 1. Much | 1. Every | 1. Many | 1. Each |
| **Question 27:** | 1. when | 1. whom | 1. which | 1. who |
| **Question 28:** | 1. preferred | 1. supported | 1. afforded | 1. admitted |
| **Question 29:** | 1. In contrast | 1. In conclusion | 1. In short | 1. In addition |
| **Question 30:** | 1. decision | 1. investment | 1. movement | 1. benefit |

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.***

South Pole explorer Ernest Shackleton never reached his goal of crossing Antarctica, but the circumstances that prevented him from reaching that goal pushed him to achieve an even more amazing feat. In January 1915 Shackelton’s ship Endurance became trapped in the ice of Antarctica. He and his crew of twenty-seven lived on the ship trapped in the ice floes for nine months, until they had to abandon the ship when the ice crushed it. The day the ship sank, Shackleton wrote his new goal: “The task is to reach land with all members of the expedition.” The group camped on the ice floes for six months, until the ice broke up and they took small lifeboats to nearby uninhabited Elephant Island. During their time on the ship, ice, and island, Shackleton’s group endured temperatures as low as twenty degrees below zero and had no daylight from May to July. They had to hunt scarce seals and penguins for food, and were hunted **themselves** by killer whales and sea leopards, which would rise through the ice in search of prey. Throughout this time, Shackleton demonstrated his leadership by rationing food, rotating use of warmer sleeping bags, and keeping a calm, positive attitude that helped morale.

He also showed great courage as he and five of his men crossed eight hundred miles of dangerous ocean to the nearest inhabited island to seek help. Despite no maps and terrible weather, Shackeleton’s small boat reached the island where Shackleton and an even smaller group crossed unexplored, jagged mountains to reach a whaling station. He organized a rescue party to retrieve the rest of his crew, and despite the **perils** of living in south polar waters for almost two years, all twenty-seven men came back from the expedition. Shackleton never crossed the South Pole, but he completed the task of bringing back all of his crew alive.

**Question 31:** Shackleton and his men had to abandon the Endurance when\_\_\_\_\_\_.

**A.** ice crushed the ship

**B.** they ran out of food and had to leave to hunt for more

**C.** killer whales attacked the ship

**D.** the ship ran aground on Elephant Island

**Question 32:** When did the expedition crew leave the Endurance?

**A.** In January 1915 **B.** In October 1915 **C.** In July 1915 **D.** In January 1917

**Question 33:** What does the word “**themselves**” refer to?

**A.** scarce seals and penguins **B.** Shackleton and his crew

**C.** preys **D.** killer whales and sea leopards

**Question 34:** The word **“perils”** in the passage is closest in meaning to\_\_\_\_\_\_\_\_\_\_\_.

**A.** doubt **B.** danger **C.** comfort **D.** critics

**Question 35:** What is the best title of the passage?

**A.** Shackleton’s Amazing Feat **B.** A Great Attempt to Cross Antarctica

**C.** Shackleton’s Life in Antarctica **D.** A Successful Expedition

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

Hay fever is a common allergic condition that affects up to one in five people at some point in their life. Symptoms of hay fever include watery and itchy eyes and a runny, congested nose. People suffering from hay fever may experience occasional wheezing and repeated bouts of sneezing and may even lose their sense of smell**. Some** may also have stopped-up ears. About 30 percent of those who suffer from hay fever may develop the symptoms associated with periodic asthma or a sinus infection. The allergen-antibody theory does not fully explain allergic reactions because the membranes and glands in eyes and ears are controlled by the independent nervous system, which keeps these organs in balance. But the independent nervous system itself is part of the emotional- response center and may cause the feelings of anger, and lack of self-confidence in reaction to allergy-causing substances.

The most common cause of hay fever is the pollen of ragweed, which blossoms during the summer and autumn. When airborne pollen particles, as well as mould, come into contact with the victim's membranes, they can cause allergic reactions that release histamine and result in virtual **blockage** of air passages. To prevent hay fever or to decrease the severity of its symptoms, contact with the ragweed pollen should be reduced. If possible, stay indoors when the pollen count is high (over 50). Remember to keep windows and doors shut in your house. If it gets too warm, draw the curtains to keep out the sun and lower the temperature. If possible, avoid drying clothes outside. This will help to stop pollen being brought into your house. If you need to go outside or you're travelling, avoid cutting grass, playing or walking in grassy areas and camping - particularly in the early morning; evening and at night, when the pollen count is at its highest. Don't forget to wear wraparound sunglasses to stop pollen getting in your eyes as well.

Although some communities have attempted to eliminate the plants that cause the reactions, elimination programs have not been successful because airborne pollen can travel considerable distances. Antihistamine can help with short but severe attacks. Over extended periods of time, however, patients are prescribed a series of injections of the substance to which they are **sensitive** in order to increase immunity and thus be relieved of the seasonal allergy.

*(Adapted from Toefl test strategies by Eli Hinkel, Ph.D)*

**Question 36:** The word “**blockage**" in the passage is closest in meaning to \_\_\_\_\_\_\_\_.

**A.** dryness  **B.** bleeding  **C**. obstruction  **D.** enlargement

**Question 37**: According to the passage, hay fever sufferers may also experience \_\_\_\_\_\_\_\_.

**A**. hunger  **B.** nervous blockages **C.** mood changes **D**. stomachache

**Question 38:** According to the passage, to avoid incidents of hay fever, patients need to \_\_\_\_\_\_.

**A.** increase their self-confidence  **B.** take doses of prescribed medicine

**C.** avoid interactions with other patients  **D.** avoid exposure to pollen

**Question 39:** Which of the following can be inferred from the passage?

**A.** The irritants are transported by wind.

**B.** People should not have an emotional response to allergic reactions.

**C.** Hay fever may cause severe allergic reactions and even death.

**D.** The nervous system balances allergic reactions.

**Question 40**: The word "**sensitive**" in the last paragraph is closest in meaning to \_\_\_\_\_\_\_\_\_.

**A.** susceptible  **B.** objective  **C.** adaptive  **D.** destructive

**Question 41:** Which best serves as the title for the passage?

**A.** Hay fever - a bacterial infection  **B.** Hay fever - a seasonal discomfort

**C.** Hay fever - a lung disease  **D.** Hay fever - fodder for cattle

**Question 42**: The word “**Some**” in paragraph 1 refers to \_\_\_\_\_\_\_\_.

**A.** allergic reactions **B.** sensory perceptions **C.** symptoms  **D.** victims of hay fever

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**: Last week Mark **tells** me that he got very **bored** with his job and **was looking** for a new **one**.

A B C D

**Question 44**: **The** travelers now resumed **his** walk toward the cottage, **which** they presently **reached**.

A B C D

**Question 45**: **The** little child **shrunk** in fear as the **intimate** police officer **approached** him.

A B C D

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**: The last time I saw Rose was three years ago.

A. I didn’t see Rose for three years.

B. I haven’t seen Rose three years ago.

C. I haven’t seen Rose since three years.

D. I haven’t seen Rose for three years.

**Question 47**: "How beautiful the dress you have just bought is!" Peter said to Mary.

|  |
| --- |
| 1. Peter promised to buy Mary a beautiful dress. |
| 1. Peter said thanks to Mary for her beautiful dress. |
| 1. Peter complimented Mary on her beautiful dress. |
| 1. Peter asked Mary how she had just bought her beautiful dress. |

**Question 48**: Perhaps she doesn't want to see her ex-husband.

|  |  |
| --- | --- |
| 1. She needn't see her ex-husband. | 1. She must avoid seeing her ex-husband. |
| 1. She may avoid seeing her ex-husband. | 1. She should avoid seeing her ex-husband. |

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**: You didn’t give me a chance to tell you the truth. I regret it now.

A. I wish you didn’t give me a chance to tell you the truth.

B. I wish you gave me a chance to tell you the truth.

C. I wish you had given me a chance to tell you the truth.

D. I wish you hadn’t given me a chance to tell you the truth.

**Question 50**: The plane had taken off. Paul realized he was on the wrong flight.

A. Hardly had Paul realized he was on the wrong flight when the plane took off.

B. No sooner had the plane taken off than Paul had realized he was on the wrong flight.

C. It was not until the plane had taken off, did Paul realize he was on the wrong flight.

D. Not until the plane had taken off did Paul realize he was on the wrong flight.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. C | 6. C | 11. C | 16. B | 21. C | 26. C | 31. A | 36. C | 41. B | 46. B |
| 2. C | 7. B | 12. C | 17. B | 22. C | 27. D | 32. B | 37. C | 42. D | 47. C |
| 3. B | 8. C | 13. A | 18. C | 23. D | 28. C | 33. B | 38. D | 43. A | 48. C |
| 4. D | 9. D | 14. A | 19. A | 24. A | 29. D | 34. B | 39. A | 44. B | 49. C |
| 5. C | 10. D | 15. C | 20. C | 25. A | 30. D | 35. A | 40. A | 45. C | 50. D |

**Periods: 54-55-56**

**MOCK TEST 9**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from that of the others.***

**Question 1:**A. performed B. finished C. interviewed D. delivered

**Question 2:**A. embarrassed B. awareness C. abandoned D. captain

***Mark the letter A, B, C, or D on your answer sheet 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. damage B. event C. behave D. surprise

**Question 4:**A. engineering B. economics C. recommend D. curriculum

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5:**Those cars are very expensive, \_\_\_\_\_\_\_\_\_?

A. are cars B. aren't they C. aren't cars D. are they

**Question 6:**Gold \_\_\_\_\_\_\_\_\_\_\_ in California in the 19th century.

A. was discovered B. has been discovered C. was discover D. they discover

**Question 7:**Affected by the Western cultures, Vietnamese young people's attitudes \_\_\_\_\_\_\_ love and marriage have dramatically changed.

A. for B. with C. through D. towards

**Question 8:**\_\_\_\_\_\_ you study for these exams, the better you will do.

A. The hardest B. The harder C. The more hard D. Harder

**Question 9:**Where’s that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_dress that your boyfriend gave you?

A. lovely long pink silk B. lovely pink long silk

C. long pink silk lovely D. pink long lovely silk

**Question 10:**The Titanic \_\_\_\_\_\_\_ the Atlantic when it \_\_\_\_\_\_\_ an iceberg.

A. was crossing / struck B. had crossed / was striking

C. crossed / had struck D. is crossing / strikes

**‌‌** **Question 11:**The second-hand car Patrick bought was almost new \_\_\_\_\_\_\_\_\_ it made in the 1990s.

**A.** or **B.** because **C.** however **D.** Although

**Question 12:**You \_\_\_\_\_\_\_\_\_\_\_ the package by the time your flight takes off.

A. will have received B. will received C. will receive D. had received

**Question 13:**\_\_\_\_\_ the desalination plant, the company could offer an effective solution to the problem of water scarcity.

A. To build B. Having built C. Being built D. Built

**Question 14:**Children who are isolated and lonely seem to have poor language and \_\_\_\_\_\_\_\_.

A. communicate B. communicative C. communication D. communicator

**Question 15:**He kept his marriage a secret for years, but eventually the truth\_\_\_\_\_\_\_\_\_.

A. went in B. went off C. came out D. came through

**Question 16:** My father \_\_\_\_\_ when he found out that I’d damaged the car.

A. hit the roof B. saw pink elephants

C. made my blood boil D. brought the house down

**Question 17:**No matter how angry he was, he would never\_\_\_\_\_\_\_\_\_to violence.

A. exert B. resolve C. resort D. recourse

**Question 18:** Despite our careful planning, the whole surprise party was a \_\_\_\_\_\_ of accidents.

A. volume B. chapter C. page D. verse

**Question 19:**The course was so difficult that I didn't \_\_\_\_\_\_\_\_\_any progress at all.

A. do B. make C. produce D. create

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20:**I’ll take the new job whose salary is **fantastic**.

A. reasonable B. acceptable C. pretty high D. wonderful

**Question 21:**Many video games need to be more strictly controlled by the government as they are violent and can have a bad **influence** on young people.

A. impression B. impact C. opinion D. reason

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:**Josh may **get into hot water** when driving at full speed after drinking.

A. get into trouble B. stay safe C. fall into disuse D. remain calm

**Question 23:**The US troops are using much more **sophisticated** weapons in the Far East.

A. difficult to operate B. simple and easy to use

C. complicated D. expensive

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:**William is talking to Lucas, his new roommate, about hobby.

- William: “How often do you play basketball?” - Lucas: “\_\_\_\_\_\_.”

A. Almost every day B. With my close friends

C. About two kilometers D. Not good enough

**Question 25:**Linda is talking to her husband about sharing the chores equally.

- Linda: “From my point of view, all family members should share the chores equally.”

- Her husband: “\_\_\_\_\_.”

A. You lied to me B. But you're right

C. There's no doubt about it D. It's a breathtaking view

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

***HIGH DAYS AND HOLIDAYS***

In the UK holidays began as religious festival days or ‘holy days’. The idea of a holiday as a ‘no-work’ day seems to have first (26) \_\_\_\_ around five hundred years ago. In 1871 the Bank Holidays Act established certain days when, by law, banks closed. Bank Holidays soon became public holidays, but by (27) \_\_\_\_\_\_, not law. In fact, working people rarely took holidays. For (28)\_\_\_\_\_ people, paid holidays remained a luxury until the second half of the twentieth century. Instead, people enjoyed outings for the day to nearby places. The growth of the railways made it possible for working people and their families to go further a field on their day trips, (29)\_\_\_\_ wealthy people had, for many years, taken holidays. As soon as outings became possible for more people, crowds of them travelled to the seaside. Seaside towns started to boom. Piers were built out over the sea, funfairs opened and boat trips were offered by local fishermen. Many of the towns (30)\_\_\_\_\_ benefited from all these day trippers were near to large cities or were at the end of railway lines.

*(Adapted from “Richmond FCE practice test- by Diana L. Fried Booth)*

**Question 26:** A. appeared B. grown C. came D. arrived

**Question 27:** A. habit B. tradition C. practice D. desire

**Question 28:** A. much B. every C. many D. other

**Question 29:** A. because B. so C. although D. despite

**Question 30:** A. whom B. where C. who D. that

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.***

Sometimes mail arrives at the post office, and it is impossible to deliver the mail. Perhaps there  
is an inadequate or illegible address and no return address. The post office cannot just throw this  
mail away, so this becomes "dead mail." This "dead mail" is sent to one of the U.S. Postal Service's  
dead mail offices in Atlanta, New York, Philadelphia, St. Paul, or San Francisco. Seventy-five million  
pieces of mail can end up in the dead mail office in one year.  
 The **staff** of the dead mail offices have a variety of ways to deal with all of these pieces of dead  
mail. First of all, **they** look for clues that can help them deliver the mail; they open packages in the  
hope that something inside will show where the package came from or is going to. Dead mail will also  
be listed on a computer so that people can call in and check to see if a missing item is there.  
 However, all of this mail cannot simply be stored forever; there is just too much of it. When a lot  
of dead mail has piled up, the dead mail offices hold public auctions. Every three months, the public  
is invited in and bins containing items found in dead mail packages are sold to the highest bidder.

*(Adapted from “Longman Introdutory Course For The TOEFL Test- by Deborah Phillips)*

**Question 31:** The best title for the passage is \_\_\_\_\_\_\_\_\_\_\_\_\_.   
 A The U.S. Postal Service B. Staff Responsibilities at the U.S. Postal Service  
 C Why Mail Is Undeliverable D. Dead Mail Offices

**Question 32:** According to the passage, how many dead mail offices does the U.S. Postal Service have?  
 A. 3 B. 5 C. 15 D.75

**Question 33:** The word "staff' in line 6 is closest in meaning to  
 A workers B machines C. rules D. pieces of furniture

**Question 34:** Which of the following is NOT mentioned as a way that post office staff members deal with dead mail?  
 A. They search for clues. B. They throw dead mail away.  
 C. They open dead mail. D. They list dead mail on a computer.

**Question 35:** The word “***they***” in paragraph 2 refers to\_\_\_\_\_\_.

A. mails B. staff C. ways D. clues

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

What is commonly called pepper in reality comes from two very different families of plants. Black and white pepper both come from the fruit of the Piper nigrum, a vine with fruits called peppercorns. The peppercorns **turn** from green to red as they ripen and finally blacken as they dry out. The dried-out peppercorns are ground to obtain black pepper. White pepper, which has a more subtle flavour than black pepper, comes from the same peppercorns as black pepper. To obtain white pepper, the outer hull of the peppercorn, the pericarp, is removed before the peppercorn is ground. Red and green pepper, on the other hand, come from a completely different family from black and white pepper. Red and green peppers are from the genus Capsicum. Plants of this type generally have tiny white flowers and fruit which can be any of a number of colours, shapes and sizes. These peppers range in flavour from very mild and sweet to the most incredibly burning taste imaginable. Bell peppers are the mildest, while habanros are the most burning.

Christopher Columbus is responsible for the present-day confusion over what pepper is. The Piper nigrum variety of pepper was highly valued for centuries, and high demand for pepper by Europeans was a major cause of the fifteen-century **push** to locate ocean routes to the spice-growing regions of Asia. When Columbus arrived in the New World in 1492, he was particularly interested in finding black pepper because of the high price it would command in Europe. Columbus came across plants from the Capsicum family in use among people of the New World, and he incorrectly identified **them** as relatives of black pepper. Columbus introduced the spicy Capsicum chili peppers to Europeans on his return from the 1492 voyage, and traders later spread them to Asia and Africa. These Capsicum peppers have continued to be called peppers in spite of the fact that they are not related to the black and white pepper of the Piper nigrum family.

**Question 36:** The pronoun “**them**” refers to \_\_\_\_\_\_\_\_\_\_.

**A.** Europeans  **B.** people  **C.** plants  **D.** relatives

**Question 37:** The word “**turn**” could best be replaced by \_\_\_\_\_\_\_\_\_\_.

**A.** exchange  **B.** revert  **C.** veer  **D.** change

**Question 38:** What part of the Piper nigrum is the pericarp?

**A.** The pulp inside the vine  **B.** The seed inside the fruit

**C.** The outer covering of the vine  **D.** The outer covering of the fruit

**Question 39:** It can be inferred from the passage that chili peppers originally came from \_\_\_\_\_\_\_\_\_\_.

**A.** Asia  **B.** Africa  **C.** America  **D.** Europe

**Question 40:** What usually does NOT vary in a Capsicum plant?

**A.** The colour of the fruit  **B.** The colour of the flower

**C.** The shape of the fruit  **D.** The size of the fruit

**Question 41:** According to the passage, both black and white peppers \_\_\_\_\_\_\_\_\_\_.

**A.** have the same flavor  **B.** come from different plants

**C.** are ground from dried-out peppercorns  **D.** change colours after they are ground

**Question 42:** The word “**push**” could best be replaced by \_\_\_\_\_\_\_\_\_\_.

**A.** shove  **B.** strength  **C.** hit  **D.** drive

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question** **43**: She has disappeared three days ago, and they are still looking for her now.

A B C D

**Question** **44**: A turtle differs from other reptiles in that its body is encased in a protective shell of their own.

A B C D

**Question** **45**: It is not possible to give a confidential answer to the question of whether the delay was unreasonable. A B C D

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions***

**Question** **46**: I started writing blog 2 months ago.

A. She has written blog since 2 months. B. She wrote blog for 2 months.

C. She has been writing blog for 2 months. D. She had been writing blog for 2 months.

**Question** **47**: “You should never borrow money from friends”, my father said to me.

A. My father reminded me not to borrow money from friends.

B. My father accused me of borrowing money from friends.

C. My father advised me not to borrow money from friends.

D. My father criticized me for borrowing money from friends.

**Question** **48**: It is compulsory for all the students to hand in their assignments on time.

A. All the students must hand in their assignments on time.

B. All the students can't hand in their assignments on time.

C. All the students may hand in their assignments on time.

D. All the students needn't hand in their assignments on time.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question** **49:** You didn’t give me a chance to tell you the truth. I regret that

A. I wish you didn’t give me a chance to tell you the truth.

B. I wish you gave me a chance to tell you the truth.

C. I wish you had given me a chance to tell you the truth.

D. I wish you hadn’t given me a chance to tell you the truth.

**Question** **50**: She danced so much at the year-end party. She wasn’t able to walk the next day.

A. So much did she dance at the year-end party that she couldn’t walk the next day.

B. Had it not for her too much dancing at the year-end party, she could walk the next day.

C. Hardly could she walk the next day before she danced so much at the year-end party.

D. Only when she could walk the next day did she dance so much at the year-end party.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. B | 6. A | 11. D | 16. A | 21. B | 26. A | 31. D | 36. A | 41. B | 46. C |
| 2. B | 7. D | 12. A | 17. B | 22. B | 27. B | 32. B | 37. B | 42. A | 47. C |
| 3. A | 8. B | 13. B | 18. B | 23. B | 28. C | 33. A | 38. D | 43. A | 48. A |
| 4. D | 9. A | 14. C | 19. B | 24. A | 29. C | 34. B | 39. A | 44. D | 49. C |
| 5. B | 10. A | 15. C | 20. D | 25. C | 30. D | 35. B | 40. B | 45. B | 50. A |

**Period: 57-58-59**

**MOCK TEST 10**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***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**. A. prepared B. organised C. impressed D. involved

**Question 2**. **A**. chamber **B**. ancient **C**. danger **D**. ancestor

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

**Question 3**. **A**. schedule **B**. reserve **C**. wildlife **D**. beauty

**Question 4**. **A**. employment **B**. atmosphere **C**. company **D**. customer

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

**Question 5**. Neither of the boys came to school yesterday, \_\_\_\_\_\_\_?

**A**. didn’t they **B**. do they **C**. did they **D**. don’t they

**Question 6**. Mrs. Green had her husband \_\_\_\_\_\_\_ because she believed that he was unfaithful.

**A**. following **B**. to follow **C**. followed **D**. follow

**Question 7**. I believe that he was concerned \_\_\_\_\_\_\_ all those matters which his wife metioned.

**A**. upon **B**. over **C**. above **D**. with

**Question 8**. Growth is of very immediate environmental concern because\_\_\_\_\_\_\_ the more pollutants we throw out into the atmosphere.

**A**. the more the world economy grows **B**. the more economy the world grows

**C**. the more grows the world economy **D**. the more the world grows economy

**Question 9**. When I was going to school this morning, I saw a \_\_\_\_\_\_\_ girl. She asked me how to get to Hoan Kiem Lake.

**A**. beautiful young blonde Russian **B**. beautiful young Russian blonde

**C**. blonde young beautiful Russian **D**. Russian young blonde beautiful

**Question 10**. People \_\_\_\_\_\_\_ all trees along the streets at this time two years ago.

**A**. are planting **B**. will have been planting

**C**. were planting **D**. will be planting

**Question 11**. Some colors disappear quickly in the sea but blue light bounces back or is reflected, to the surface. This makes the sea look blue. \_\_\_\_\_\_\_, a stormy sky will make the sea look grey.

**A**. Therefore **B**. Hence **C**. Consequently **D**. However

**Question 12**. By the time I return to my country, I \_\_\_\_\_\_\_ away from home for more than three years.

**A**. will have been **B**. will be **C**. have been **D**. was

**Question 13**. \_\_\_\_\_\_\_ to rent a flat, we set about contacting all the accommodation agencies in the city.

**A**. Deciding **B**. Having decided **C**. To decide **D**. Decided

**Question 14**. Nobody wears clothes like that any more – they’re \_\_\_\_\_\_\_.

**A**. fashion **B**. unfashionable **C**. fashionable **D**. fashionably

**Question 15**. If Bill loses his job, at least they have Mary’s income to \_\_\_\_\_\_\_ on.

**A**. fall behind **B**. fall for **C**. fall back **D**. fall under

**Question 16**. In recent years, China has \_\_\_\_\_\_\_ the lead in global warming pollution, producing about 28 percent of all CO2 emissions.

**A**. put **B**. taken **C**. given **D**. done

**Question 17**. Many others certainly don't see it that way and are adamant that the late politician was largely to blame for having a(n) \_\_\_\_\_\_\_ for the vision but scant regard for the detail.

**A**. eye **B**. ear **C**. nose **D**. tongue

**Question 18**. He decided to withdraw from the powerboat race as he had a (n) \_\_\_\_\_\_\_ of danger.

**A**. omen **B**. premonition **C**. foreboding **D**. prediction

**Question 19**. Diseases have begun spreading in the \_\_\_\_\_\_\_ of recent disaster.

**A**. awareness **B**. place **C**. aftermath **D**. Way

***Mark the letter A, B, C or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.***

**Question 20**. After a long lunch hour, business **resumes** as usual.

**A**. continues **B**. resurfaces **C**. delays **D**. responds

**Question 21**. The building had originally been a manor house and must have looked beautiful in its **heyday**.

**A**. the beginning stage **B**. period of trial

**C**. a phase of depression **D**. a time of great success

***Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**. He was once a **benevolent** man who gave a lot of his money to local charities

**A**. generous **B**. selfish **C**. innocent **D**. bossy

**Question 23**. It's not **beyond the realm of possibility** that some schools may have to cut sport altogether.

**A**. possible **B**. impossible **C**. unlikely **D**. certain

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

**Question 24**. *Thomas asked Jane about the flight announcement*.

- Thomas: “Has an annoucement been made about the nine o’clock flight to Paris?” - Jane: “\_\_\_\_\_\_\_.”

**A**. Not yet **B**. Yes, it is nine o’clock

**C**. I don’t think so **D**. Sorry, I don’t

**Question 25**. *Alice asks Mary’s opinion about driving to the countryside at weekend*.

- Alice: “How about having a drive to the countryside this weekend?” - Mary: “\_\_\_\_\_\_\_.”

**A**. That’s a good idea **B**. Not at all **C**. No, thanks **D**. Never mind

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

Pop music from South Korea (K-pop) has become very popular around the world. In 2012, the South Korean artist Psy received the most views ever on YouTube with his song Gangnam Style. In the past few years, the Korean boy band BTS has had considerable success in America and Europe. They became the first K-pop band (26) \_\_\_\_\_\_\_\_\_\_ had a number one on the US music charts. The (27) \_\_\_\_\_\_\_ of K-pop has caused major record labels to put more money into Korean acts. The world's biggest music label, Universal Music Group, has said it will join a live-streaming platform set up by Korea's major record labels.

(28)\_\_\_\_\_\_\_\_\_\_\_ Korean pop group, the girl band BLACKPINK, is also set to become popular worldwide. Universal has teamed up with their label, YG Entertainment. The chairman of YG said: "We will work (29) \_\_\_\_\_\_\_\_ with the biggest music company, Universal Music Group, globally for the successful global debut and promotion of BLACKPINK. (30) \_\_\_\_\_\_\_\_\_\_, we will do our best to help other YG artists to break through into the North American and European markets."

**Question 26**. A. that B. whom C. which D. whose

**Question 27.** A. fame B. popularity C. population D. preference

**Question 28**. A. Another B. Other C. The other D. Others

**Question 29**. A. considerably B. neatly C. strongly D. closely

**Question 30**. A. Althoug B. Nevertheless C. In addition D. Therefore

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

In the near term, the goal of keeping AI’s impact on society beneficial motivates research in many areas, from economics and law to technical topics such as verification, validity, security and control. Whereas it may be little more than a minor nuisance if your laptop crashes or gets hacked, it becomes all the more important that an AI system does what you want it to do if it controls your car, your airplane, your pacemaker, your automated trading system or your power grid. Another short-term challenge is preventing a devastating arms race in lethal autonomous weapons.

In the long term, an important question is what will happen if the quest for strong AI succeeds and an AI system becomes better than humans at all cognitive tasks. Such a system could potentially undergo **recursive** self-improvement, triggering an intelligence explosion leaving human intellect far behind. By inventing revolutionary new technologies, such a superintelligence might help us eradicate war, disease, and poverty, and so the creation of strong AI might be the biggest event in human history. Some experts have expressed concern, though, that **it** might also be the last, unless we learn to align the goals of the AI with ours before it becomes superintelligent.

There are some who question whether strong AI will ever be achieved, and others who insist that the creation of superintelligent AI is guaranteed to be beneficial. At FLI we recognize both of these possibilities, but also recognize the potential for an artificial intelligence system to intentionally or unintentionally cause great harm. We believe research today will help us better prepare for and prevent such potentially negative consequences in the future, thus enjoying the benefits of AI while avoiding pitfalls.

(source: https://www.beyondteaching.com/)

**Question 31.** Which best serves as the title for the passage?

**A**. Transcending complacency on superintelligent machines.

**B**. No time like the present for AI safety work.

**C**. The importance of researching AI safety.

**D**. Challenges to ensuring the safety of AI systems.

**Question 32.** According to paragraph 1, what is NOT mentioned as a potential benefit of AI?

**A**. Facilitating the identification system. **B**. Managing the electricity in homes.

**C**. Controlling vehicles and gadgets. **D**. Curing life-threatening diseases.

**Question 33.** The word “**recursive**” in paragraph 2 is closest in meaning to \_\_\_\_\_\_.

**A**. powerful **B**. repeated **C**. impossible **D**. monotonous

**Question 34.** The word “**it**” in paragraph 2 refers to \_\_\_\_\_\_\_.

**A**. event **B**. human **C**. history **D**. poverty

**Question 35.** According to paragraph 3, which information is incorrect about the future of AI?

**A**. We cannot deny the likelihood of AI turning on its creator – the human.

**B**. The emergence of superintelligence will yield valuable benefits for human.

**C**. One of the focus of AI system nowadays should be preparation and preventive measures.

**D**. The probability of malicious artificial intelligence is an unexpected zero.

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

One of the most interesting authors of the twentieth century, J.R.R Tolkien, achieved fame through his highly inventive **trilogy**. The Lord of the Rings. Born in 1892, Tolkien received his education from Oxford and then served in World War I. After the war, he became a professor of Anglo-Saxon and English language and literature at Oxford University.

Although published in 1965, the three books that comprise the Lord of the Rings were written in intervals from 1936 to 1949. This was mainly due to Tolkien's responsibilities as a professor and the outbreak of World War II. By the late 1960s, this **fascinating** trilogy had become a sociological phenomenon as young people intently studied the mythology and legends created by Tolkien.

The trilogy is remarkable not only for its highly developed account of historical fiction but also its success as a modern heroic epic. The main plot describes the struggle between good and evil kingdom as they try to acquire a magic ring that has the power to rule the world. The novels, which are set in a time called Middle Earth, describe a detailed fantasy world. Established before humans populated the Earth, Middle Earth was inhabited by good and evil creatures such as hobbits, elves, monsters, wizards, and some humans. The characters and the setting of Middle Earth were modeled after mythological stories from Greece and Northern Europe.

Although readers have **scrutinized** the texts for inner meaning and have tried to connect the trilogy with Tolkien's real life experiences in England during World War II, he denied the connection. He claims that the story began in his years as an undergraduate student and grew out of his desire to create mythology and legends about elves and their language.

Tolkien was a masterful fantasy novelist who used his extensive knowledge of folklore to create a body of work that is still read and enjoyed throughout the world today.

**Question 36:** What can we assume is NOT true about Middle Earth?

**A.** People dominated Middle Earth.

**B.** Middle Earth was a fictional world.

**C.** The good and evil kingdom fought for the power.

**D.** Middle Earth was based on European folktales.

**Question 37:** The word "**scrutinized**” in the fourth paragraph could be replaced by \_\_\_\_\_\_\_\_\_\_\_\_.

**A.** denied **B.** enjoyed **C.** criticized **D.** examined

**Question 38:** What does this paragraph mainly discuss?

**A.** The popularity of J.R.R Tolkien. **B.** J.R.R Tolkien's work as a professor.

**C.** All of J.R.R Tolkien's fantasy books. **D.** J.R.R Tolkien and his trilogy.

**Question 39:** According to the passage, when did "the Lord of the Rings" trilogy become popular with young people?

**A.** In 1892 **B.** In the late 1960s  **C.** After World War II **D.** Between 1936 and 1946

**Question 40:** When did Tolkien begin to create this trilogy?

**A.** During World War I **B.** When he was a professor

**C.** When he was a student **D.** During World War II

**Question 41:** What does the word "**trilogy**" in the first paragraph mean?

**A.** A specific type of fantasy novel. **B.** A group of three literary books.

**C.** An unrelated group of books. **D.** A long novel.

**Question 42:** What is the setting of Tolkien's trilogy?

**A.** Oxford University. **B.** England in the 1800's.

**C.** Modem - day Greece. **D.** Middle Earth.

***Mark the letter A, B, C or D to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**. In 1975, according to the National Center for Health Statistics, the average life expectancy for people born during that year is 72.4 years.

**A**. according to **B**. born **C**. during **D**. is

**Question 44**. We know that in 1000 A.D. Leif Eriksson landed on the North American coast, and that him and his Norwegian companions were the first white men to see the New World.

**A**. in 1000 A.D. **B**. him **C**. were **D**. to see

**Question 45**. I’m becoming increasingly forgettable. Last week I locked myself out of the house twice.

**A**. increasingly **B**. forgettable **C**. myself **D**. the

***Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**. It is over twenty years since I last got in touch with them.

**A**. I can’t help keeping getting in touch with them for over 20 years.

**B**. I haven’t gotten in touch with them for over 20 years.

**C**. I used to get in touch with them for over 20 years.

**D**. I have been getting in touch with them for over 20 years.

**Question 47**. Steve said to Mike, “Don’t touch the electric wires. It might be deadly.”

**A**. Steve warned Mike about not touching the electric wires as it might be deadly.

**B**. Steve warned Mike against touching the wires as it might have been deadly.

**C**. Steve warned that Mike not touch the electric wires as it might be deadly.

**D**. Steve warned Mike not to touch the electric wires as it might be deadly

**Question 48**. I guess Mary was very disappointed when she failed to get the scholarship.

**A**. Mary should have been very disappointed when she failed to get the scholarship.

**B**. Mary may have been very disappointed when she failed to get the scholarship.

**C**. Mary must have been very disappointed when she failed to get the scholarship.

**D**. Mary could have been disappointed when she failed to get the scholarship.

***Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**. Mike didn’t follow his parents’ advice on choosing his career. He regrets it now.

**A**. If Mike followed his parents’ advice on choosing his career, he would regret it now.

**B**. Mike regrets having followed his parents’ advice on choosing his career.

**C**. If only Mike followed his parents’ advice on choosing his career.

**D**. Mike wishes he had followed his parents’ advice on choosing his career.

**Question 50**. He spent all his money. He even borrowed some from me.

**A**. As soon as he borrowed some money from me, he spent it all.

**B**. Hardly had he borrowed some money from me when he spent it all.

**C**. Not only did he spent all his money but also he borrowed some from me.

**D**. Not only did he spend all his money but he borrowed some from me as well.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. C | 6. C | 11. B | 16. A | 21. D | 26. C | 31. C | 36. A | 41. B | 46. B |
| 2. D | 7. D | 12. A | 17. A | 22. B | 27. A | 32. D | 37. D | 42. D | 47. D |
| 3. B | 8. A | 13. B | 18. B | 23. A | 28. C | 33. B | 38. D | 43. D | 48. B |
| 4. A | 9. A | 14. B | 19. C | 24. A | 29. B | 34. A | 39. B | 44. B | 49. D |
| 5. C | 10. C | 15. C | 20. A | 25. A | 30. D | 35. D | 40. C | 45. A | 50. D |

**Periods: 60-61-62**

**MOCK TEST 11**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***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.** naked **B.** looked **C.** booked **D.** mocked

**Question 2**. **A**. creature **B**. creative **C**. creamy **D**. crease

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

**Question 3**. **A**. evolve **B**. protect **C**. argue **D**. resist

**Question 4**. **A.** general **B.** popular **C.** interrupt **D.** dedicate

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

**Question 5**. He'd hardly finished doing his homework when you arrived, \_\_\_\_\_\_\_?

**A**. didn't he **B**. had he **C**. would he **D**. hadn’t he

**Question 6**. The origin of April Fool’s Day, the first day of April, is uncertain, but it \_\_\_\_\_\_\_ to arrival of spring in late March, when nature \_\_\_\_\_\_\_ to “fool” humanity with changes in weather.

**A**. has been related – has said **B**. may be related – is said

**C**. ought to relate – has been said **D**. relates – is saying

**Question 7**. On their way to the station they were caught \_\_\_\_\_\_\_ the rain and before long were wet through.

**A**. under **B**. with **C**. in **D**. out

**Question 8**. The more different cultures work together, \_\_\_\_\_\_\_ essential to avoid problems.

**A**. the more cultural competency training is **B**. the more culturally competent training is

**C**. the more cultural competent training is **D**. the more culturally competency training is

**Question 9**. There is a \_\_\_\_\_\_\_ table which was given to me by my best friends on my house warming.

**A**. large beautiful round wooden **B**. beautiful large round wooden

**C**. beautiful round large wooden **D**. wooden large round beautiful

**Question 10**. They didn’t see anyone while they \_\_\_\_\_\_\_ home because it was raining.

**A**. were walking **B**. hadn’t walked **C**. didn’t walk **D**. weren’t walked

**Question 11**. Students can only use technological devices to complete their work \_\_\_\_\_\_\_ investment on notebooks and books.

**A**. rather than **B**. instead of **C**. but for **D**. in case

**Question 12**. They \_\_\_\_\_\_\_ our winter house by the time we \_\_\_\_\_\_\_ from our summer house.

**A**. painted - had returned **B**. will have painted - return

**C**. will be painting - have returned **D**. have been painting - have returned

**Question 13**. One of the men was lying on the ground after \_\_\_\_\_\_\_ down by a piece of rock.

**A**. being knocked **B**. knocking **C**. having been knock **D**. having knocked

**Question 14**. An individual has not started living until he can rise above the narrow confines of his \_\_\_\_\_\_\_ concerns to the broader concerns of all humanity.

**A**. individual **B**. individualistic **C**. individualism **D**. individualize

**Question 15**. She \_\_\_\_\_\_\_ her hands in horror at his suggestion that she should marry him.

**A**. broke up **B**. threw up **C**. brought up **D**. woke up

**Question 16**. Could you give me a rough\_\_\_\_\_\_\_ of what the decoration job might cost?

**A**. estimate **B**. correlation **C**. account **D**. value

**Question 17**. Jimmy always takes the \_\_\_\_\_\_\_ by the horns at every chance in order to become a famous pop star, which is why he is so successful now.

**A**. bull **B**. horse **C**. cow **D**. buffalo

**Question 18**. I haven’t made up my mind about that issue; I’ll have to sit on the \_\_\_\_\_\_\_.

**A**. fence **B**. edge **C**. mountain **D**. eggshell

**Question 19**. His poor standard of play fully justifies his \_\_\_\_\_\_\_ from the team for the next match.

**A**. expulsion **B**. dismissal **C**. rejection **D**. exclusion

***Mark the letter A, B, C or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.***

**Question 20**. The chairman’s thought-provoking question **ignited** a lively debate among the participants in the workshop.

**A**. defined. **B**. hosted. **C**. triggered. **D**. arose.

**Question 21**. I think Michael **hit the nail on the head** when he said that what is lacking in this company is the feeling of confidence.

**A**. interpreted something indirectly **B**. described something unconsciously

**C**. said something correctly **D**. misunderstood something seriously

***Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**. We should **husband** our resources to make sure we can make it through these hard times.

**A**. spend **B**. manage **C**. use up **D**. marry

**Question 23**. He is very stubborn but flattery usually **works like a charm on** him. .

**A**. is completely successful in **B**. takes effect

**C**. turned out to be a disaster **D**. has no effect on

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

**Question 24**. *Claudia is being interviewed by the manager of the company she's applied for.*

- Manager: “\_\_\_\_\_\_\_.”

- Claudia: "I work hard and I enjoy working with other people."

**A**. Can you do jobs on your own? **B**. Would you describe yourself as ambitious?

**C**. What are some of your main strengths? **D**. Why have you applied for this position?

**Question 25**. *Hana and Jenifer are talking about a book they have just read.*

- Hana: “The book is really interesting and educational.” - Jenifer: “\_\_\_\_\_\_\_.”

**A**. Don’t mention it **B**. That’s nice of you to say so.

**C**. I’d love it. **D**. I couldn’t agree more.

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

Sir Isaac Newton, the English scientist and mathematician, was one of the most important figures of the 17th century scientific revolution. One of his greatest achievement was the (26) \_\_\_\_\_\_\_ of the three laws of motion, which are still used today. But he also had a very unusual personality. Some people would say he was actually insane.

His father died before he was born, and his mother soon remarried. The young Isaac hated his stepfather so much that he once (27) \_\_\_\_\_\_\_ to burn his house down - when his stepfather and mother were still inside! Fortunately he did not, and he went on to graduate from Cambridge without being thrown into prison.

Isaac's first published work was a theory of light and color. When another scientist wrote a paper criticizing this theory, Isaac flew into an uncontrollable rage. The scientist responsible for the criticism was a man called Robert Hooke. He was head of the Royal Society, and one of the most respected scientists in the country. (28) \_\_\_\_\_\_\_, this made no difference to Isaac, (29) \_\_\_\_\_\_\_ refused to speak to him for over a year.

The simple fact was that Isaac found it impossible to have a calm discussion with anyone. As soon as someone said something that he disagreed with, he would lose his temper. For this reason he lived a large part of his life isolated from (30) \_\_\_\_\_\_\_ scientists. It is unlikely that many of them complained.

*(Source: https://www.biography.com/scientist/isaac-newton)*

**Question 26**. **A**. discovery **B**. research **C**. findings **D**. inventions

**Question 27**. **A**. shouted **B**. frightened **C**. threatened **D**. warned

**Question 28**. **A**. Although **B**. However **C**. Despite **D**. What is more

**Question 29**. **A**. who **B**. that **C**. which **D**. whom

**Question 30**. **A**. others **B**. the others **C**. another **D**. other

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

Called the ‘Red Planet,’ Mars is roughly half the size of Earth, and one of our closest neighboring planets. Though Mars is the most Earth-like of any other planet, the two are still worlds apart. Living on Mars has been the stuff of science fiction for decades. However, can humans really live on Mars? Will it ever be possible or safe? NASA (the National Aeronautics and Space Administration) hopes to find out. NASA researchers on Earth are conducting several experiments together with the International Space Station (ISS) to study the health and safety issues that may tell us if life on Mars is possible.

Food and oxygen would be the main necessities for travelers living extended periods on Mars. The need to grow plants, which provide both food and oxygen, would be a key. But the decreased gravity and low atmospheric pressure environment of the planet will stress the plants and make them hard to grow. However, space station crews are growing plants in controlled environments in two of the station’s greenhouses. **They** take care of the plants, photograph them, and collect samples to be sent back to Earth. Researchers then use the data to develop new techniques that will make it possible to grow plants successfully in space.

Another concern for space travelers is the health **hazards** posed by the effect of space radiation on humans. A spacecraft traveling to Mars would be exposed to large amounts of radiation. Since human exposure to such intense radiation would mean certain death, the spacecraft used for such travel would have to protect the humans on the inside of the craft from exposure. Researchers are using special machines inside the crew areas of the International Space Station to carefully watch radiation levels. NASA scientists, who have maintained radiation data since the beginning of human space flight, continue to learn about the dangers it poses. Researchers use the station to test materials that could be used in making a spacecraft that could successfully travel to Mars.

Will it ever be safe for humans to live on Mars? It is still too early to say. But thanks to the dedicated researchers of NASA and the results of ISS experiments, we are getting closer to knowing every day.

*(Adapted from “Select Readings –Intermediate Tests” by Linda Lee and Erik Gundersen)*

**Question 31**. What does the passage mainly discuss?

**A**. The potential of Mars. **B**. Life on Mars. **C**. The experiments on Mars. **D**. The pressure on Mars.

**Question 32**. What does the word “**they**” in paragraph 2 refer to?

**A**. space station crews **B**. plants **C**. environments **D**. station’s greenhouses

**Question 33**. As mentioned in paragraph 2, why can’t people grow plants successfully in space?

**A**. Because there is a lack of food and oxygen on Mars.

**B**. Because there aren’t enough station’s greenhouses to control the environments.

**C**. Because of the reduced gravity and low atmospheric pressure environment.

**D**. Because of the shortage of new techniques.

**Question 34**. The word “**hazards**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_.

**A**. dangers **B**. problems **C**. diseases **D**. symptoms

**Question 35**. According to paragraph 3, which of the following is the demand for manufacturing spacecrafts travelling to Mars?

**A**. They must contain special machines inside to watch radiation levels.

**B**. They have to be made from special materials which are light and safe for travelling.

**C**. They have to maintain radiation data from the beginning of human space flight inside.

**D**. They have to protect travelers from radiation exposure effectively.

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

The Trump campaign ran on bringing jobs back to American shores, although mechanization has been the biggest reason for manufacturing jobs’ disappearance. Similar losses have led to populist movements in several other countries. But instead of a pro-job growth future, economists across the board predict further losses as AI, robotics, and other technologies continue to be ushered in. What is up for debate is how quickly this is likely to occur.

Now, an expert at the Wharton School of Business at the University of Pennsylvania is ringing the alarm bells. According to Art Bilger, venture capitalist and board member at the business school, all the developed nations on earth will see job loss rates of up to 47% within the next 25 years, according to a recent Oxford study. “No government is prepared,” The Economist reports. These include blue and white collar jobs. So far, the loss has been restricted to the blue collar variety, particularly in manufacturing.

To combat “structural unemployment” and the terrible blow, it is bound to deal the American people, Bilger has formed a nonprofit called Working Nation, whose mission it is to warn the public and to help make plans to safeguard them from this worrisome trend. Not only is the entire concept of employment about to change in a dramatic fashion, the trend is **irreversible**. The venture capitalist called on corporations, academia, government, and nonprofits to cooperate in modernizing our workforce.

To be clear, mechanization has always cost us jobs. The mechanical loom, for instance, put weavers out of business. But it also created jobs. Mechanics had to keep the machines going, machinists had to make parts for them, and workers had to attend to them, and so on. A lot of times those in one profession could pivot to another. At the beginning of the 20th century, for instance, automobiles were putting blacksmiths out of business. Who needed horseshoes anymore? But they soon became mechanics. And who was better suited?

Not so with this new trend. Unemployment today is significant in most developed nations and it’s only going to get worse. By 2034, just a few decades, mid-level jobs will be by and large **obsolete**. So far the benefits have only gone to the ultra-wealthy, the top 1%. This coming technological revolution is set to wipe out what looks to be the entire middle class. Not only will computers be able to perform tasks more cheaply than people, **they**’ll be more efficient too.

Accountants, doctors, lawyers, teachers, bureaucrats, and financial analysts beware: your jobs are not safe. According to The Economist, computers will be able to analyze and compare reams of data to make financial decisions or medical ones. There will be less of a chance of fraud or misdiagnosis, and the process will be more efficient. Not only are these folks in trouble, such a trend is likely to freeze salaries for those who remain employed, while income gaps only increase in size. You can imagine what this will do to politics and social stability.

*(Source: https://bigthink.com/)*

**Question 36.** Which of the following could be the main idea of the passage?

**A**. Many jobs will disappear in the future.

**B**. AI will replace the workers’ positions in almost jobs.

**C**. Manufacturing jobs are predicted to be the first ones to disappear.

**D**. Changing jobs is not a new trend in the future.

**Question 37.** The word “**irreversible**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_.

**A**. impermanent **B**. remediable **C**. reparable **D**. unalterable

**Question 38.** According to the passage, which of the following is NOT true about jobs in the future?

**A**. AI, robots and technologies continuously used will put more labourers out of their jobs.

**B**. Every country has applied many policies to prepare for the massive loss of jobs in the next 25 years.

**C**. Many different organizations are called to cooperate in renovating the workforce.

**D**. Working Nation is an organization founded to warn the public and make plans to save people from job loss.

**Question 39.** According to paragraph 4, what is the advantage of mechanization?

**A**. Although mechanization drives people out of work, it also creates more jobs.

**B**. People can change their jobs to be more suitable with the society.

**C**. People will no longer need the useless like horseshoes.

**D**. Workers will spend less time on manufacturing with the help of machines.

**Question 40.** The word “**obsolete**” in paragraph 5 could be best replaced by \_\_\_\_\_\_\_.

**A**. outdated **B**. modern **C**. fashionable **D**. adventurous

**Question 41.**  What does the word “**they**” in paragraph 5 refer to?

**A**. people **B**. tasks **C**. computers **D**. the entire middle class

**Question 42.** Why does the author mention in the last paragraph that accountants, doctors, lawyers, teachers, bureaucrats, and financial analysts are not safe jobs?

**A**. Because they are easy to make mistakes or misdiagnosis in doing their jobs.

**B**. Because the salaries paid for these jobs may be frozen in the future.

**C**. Because computers are likely to analyze and process a great amount of data with high accuracy.

**D**. Because these jobs directly influence politics and social stability.

***Mark the letter A, B, C or D to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**. By the turn of the century, most of the inventions that were to bring in all the comforts of modern living have already been thought of.

**A**. By the turn of **B**. that **C**. were to **D**. have already been

**Question 44**. Nero Claudius Caesar, to please themselves, killed his mother, his brother, and all his advisers, and finally killed himself out of self-love.

**A**. themselves **B**. his mother **C**. his advisers **D**. himself

**Question 45**. Drawing on her own experience in psychology, the writer successfully portrayed a volatile

character with dramtic alternatives of mood.

**A.** in psychology **B**. portrayed **C**. character **D**. dramtic alternatives

***Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**. It’s almost nine months since I stopped subscribing to that magazine.

**A**. I have subscribed to that magazine for almost nine months.

**B**. I have subscribed to that magazine almost nine months ago.

**C**. I cancelled my subscription to that magazine almost nine months ago.

**D**. I have subscribed to that magazine for almost nine months, but now I stopped.

**Question 47**. "Good luck in your new job. It will work out well for you," said his mother.

**A**. His mother wished him good luck and said his new job would work out well for him.

**B**. His mother wanted him to get good luck in his new job as it would work out well for him.

**C**. His mother wondered whether he got luck in his job or it would work out well for him.

**D**. His mother ascertained that his new job would work out well for him and bring him luck.

**Question 48**. It was wrong of you not to ask your parents’ permission before deciding to quit your job.

**A**. You must have asked your parents’ permission before deciding to quit your job.

**B**. You might have asked your parents’ permission before deciding to quit your job.

**C**. You had to have asked your parents’ permission before deciding to quit your job.

**D**. You should have asked your parents’ permission before deciding to quit your job.

***Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**. The boss scolded Laura for that minor mistake. He now feels really bad about it.

**A**. The boss wishes he did not scold Laurafor that minor mistake.

**B**. The boss wishes Laura had not made that minor mistake.

**C**. If only the boss had not scolded Laura for that minor mistake.

**D**. The boss regretted to scold Laurafor that minor mistake.

**Question 50**. Olga was about to say something about the end of the movie. He was stopped by his friends right then.

**A**. Hardly had Olga intended to say something about the end of the movie before he was stopped by his friends.

**B**. Only after Olgahad said something about the end of the movie was he stopped by his friends.

**C**. Were it not for Olga’s intension of saying something about the end of the movie, he would not be stopped by his friends.

**D**. It was not until Olga was stopped by his friends that he started to say something about the end of the movie.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. A | 6. B | 11. B | 16. A | 21. C | 26. A | 31. B | 36. A | 41. C | 46. C |
| 2. B | 7. C | 12. B | 17. A | 22. C | 27. C | 32. A | 37. D | 42. C | 47. A |
| 3. C | 8. A | 13. A | 18. A | 23. D | 28. B | 33. C | 38. B | 43. D | 48. D |
| 4. C | 9. B | 14. B | 19. D | 24. C | 29. A | 34. A | 39. A | 44. A | 49. C |
| 5. B | 10. A | 15. B | 20. C | 25. D | 30. D | 35. D | 40. A | 45. D | 50. D |

**Periods: 63-64-65**

**MOCK TEST 12**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***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**. appalled **B**. forged **C**. noticed **D**. composed

**Question 2**. **A**. academic **B**. apply **C**. apology **D**. achieve

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

**Question 3**. **A**. deploy **B**. maintain **C**. argue **D**. attain

**Question 4**. **A**. beneﬁt **B**. pesticide **C**. cinema **D**. aquatic

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

**Question 5**. It seems that you are responsible for that mistake, \_\_\_\_\_\_\_?

**A**. aren’t you **B**. are you **C**. isn’t it **D**. is it

**Question 6**. The old woman still recalls clearly\_\_\_\_\_\_\_ by her teacher when she was late on her first day at school.

**A**. to be criticized **B**. to have criticized **C**. being criticized **D**. criticizing

**Question 7**. Doctors advise people who are deficient \_\_\_\_\_\_\_Vitamin C to eat more fruit and vegetables.

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

**Question 8**. The higher the pollution becomes, \_\_\_\_\_\_\_ lose their natural habitats.

**A**. the more animals **B**. more animals **C**. many animals **D**. the most animals

**Question 9**. Visitors to the local museum are mostly attracted by \_\_\_\_\_\_\_ rocking chair.

**A**. an old wooden European beautiful **B**. a beautiful old European wooden

**C**. an old beautiful wooden European **D**. a wooden old beautiful European

**Question 10**. He\_\_\_\_\_\_\_a terrible accident while he\_\_\_\_\_\_\_along Ben Luc Bridge.

**A**. see - am walking **B**. saw - was walking

**C**. was seeing - walked **D**. have seen - were walking

**Question 11**. She had butterflies in her stomach \_\_\_\_\_\_\_ having prepared carefully for the interview.

A. although B. due to C. despite D. because

**Question 12**. By the end of this month, I hope I \_\_\_\_\_\_\_ 200 pages of my new novel.

**A**. had written **B**. will have written

**C**. will have been writing **D**. have written

**Question 13**. \_\_\_\_\_\_\_, the examinees knew it was time to stop.

**A**. To have been heard the bell **B**. To hear the bell

**C**. Heard the bell **D**. Hearing the bell

**Question 14**. Urbanization has resulted in \_\_\_\_\_\_\_ problems besides the benefits.

**A**. vary **B**. various **C**. variety **D**. variability

**Question 15**. Beaches were \_\_\_\_\_\_\_ as police searched for canisters of toxic waste from the damaged ship.

**A**. cut off **B**. sealed off **C**. washed up **D**. kept out

**Question 16**. The company's advertising campaign was a \_\_\_\_\_\_\_ failure - it didn't attract a single new customer.

**A**. miraculous **B**. spectacular **C**. wonderful **D**. unprecedented

**Question 17**. Mr John is held in high \_\_\_\_\_\_\_ for his dedication to the school.

**A**. respect **B**. esteem **C**. homage **D**. honor

**Question 18**. The judge show that the murderer had shown a callous \_\_\_\_\_\_\_ for human life.

**A**. disregard **B**. ignorance **C**. omission **D**. neglect

**Question 19**. Having three sons under the age of five keeps Jana on her \_\_\_\_\_\_\_.

**A**. knees **B**. feet **C**. toes **D**. Legs

***Mark the letter A, B, C or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.***

**Question 20**. I am now **reconciled** with two of my estranged siblings - not just my older brother, but my sister, whom I hadn't spoken to for 17 years.

**A**. contactable **B**. harmonized **C**. opposed **D**.truthful

**Question 21**. He **sank into deep despair** when he lost his job.

**A**. became very enjoyable **B**. became very unhappy

**C**. was delighted **D**. burst into tears

***Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**. It is undeniable that instrument **innovations** hit the right note in 2013 with the 3D-printed guitar, the AT-200 guitar, the seaboard grand and the wheel harp.

**A**. growth **B**. modernization **C**. revolution **D**. stagnation

**Question 23**. I **heard it through the grapevine** that they were enemies and had never been on good terms.

**A**. gave it the low-down **B**. put it in the picture

**C**. heard it straight from the horse’s mouth **D**. kept it in the loop

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

**Question 24**. *Ella is asking Eric about self-study.*

- Ella: “Do you think people with self-education can succeed nowadays?”

- Eric: “\_\_\_\_\_\_\_ because they tend to be very independent and self-disciplined.”

**A**. I’m not so sure about that **B**. That’s what I was thinking

**C**. It’s out of the question **D**. I don’t think it’s right

**Question 25**. *Mai and Huong are at the the café. They are chatting about a healthy diet*.

- Mai: “Do you know an apple a day can help you keep fit, build healthy bones and prevent disease like cancer?”

- Huong: “Wow! \_\_\_\_\_\_\_.”

**A**. I would love to **B**. It's a good idea **C**. That's incredible **D**. You must like apple

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

The tradition of gift giving is a worldwide (26) \_\_\_\_\_\_ that is said to have been around since the beginning of human beings. Over time, different cultures have developed their own gift giving customs and traditions.

In France, the gift of wine for the hostess of a dinner party is not an appropriate gift as the hostess would prefer to choose the vintage for the night. In Sweden, a bottle of wine or flowers are an appropriate gift for the hostess. In Viet Nam, a gift of whisky is appropriate for the host, and some fruit or small gifts for the hostess, children or elders of the home. Besides, gifts should never be wrapped in black paper because this color is unlucky and associated with funerals in this country. Gifts (27) \_\_\_\_\_\_ symbolize cutting such as scissors, knives and other sharp objects should be avoided because they mean the cutting of the relationship. Also, in some countries you should not open the gift in front of the giver and in (28) \_\_\_\_\_\_ it would be an insult if you did not open the gift.

Beyond the gift itself, give careful consideration to the manner in which it is presented. Different cultures have different customs regarding how a gift should be offered - using only your right hand or using both hands, (29) \_\_\_\_\_\_. Others have strong traditions related to the appropriate way to accept a gift. In Singapore, for instance, it is the standard to graciously refuse a gift several times before finally accepting it. The recipient would never unwrap a gift in front of the giver for fear of appearing greedy.

Understanding these traditions and customs, as well as taking time to choose an appropriate gift, will help you to avoid any awkwardness or (30) \_\_\_\_\_\_ as you seek to build a better cross-cultural relationship.

*(Source: http://www.giftypedia.com/International\_Gift\_Customs)*

**Question 26**. **A**. exercise **B**. practice **C**. work **D**. task

**Question 27**. **A**. what **B**. that **C**. where **D**. who

**Question 28**. **A**. others **B**. other **C**. the others **D**. the other

**Question 29**. **A**. yet **B**. instead **C**. though **D**. for example

**Question 30**. **A**. embarrassment **B**. enjoyment **C**. appearance **D**. confidence

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

New Zealand is a small country of four million inhabitants, a long-haul flight from all the major tourist generating markets of the world. Tourism currently makes up 9% of the country's gross domestic product and is the country's largest export sector. Unlike other export sectors, which make products and then sell them overseas, tourism brings its customers to New Zealand. The product is the country itself the people, the places, and the experiences. In 1999, Tourism New Zealand launched a campaign to communicate a new brand position to the world. The campaign focused on New Zealand's scenic beauty, exhilarating outdoor activities and authentic Maori culture, and **it** made New Zealand one of the strongest national brands in the world.

A key feature of the campaign was the website www.newzealand.com, which provided potential visitors to New Zealand with a single gateway to everything the destination had to offer. The heart of the website was a database of tourism services operators, both those based in New Zealand and those based abroad which offered tourism service to the country. Any tourism-related business could be listed by filling in a simple form. This meant that even the smallest bed and breakfast address or specialist activity provider could gain a web presence with access to an audience of long-haul visitors. In addition, because participating businesses were able to update the details they gave on a regular basis, the information provided remained accurate. And to maintain and improve standards, Tourism New Zealand organized a scheme whereby organizations appearing on the website underwent an independent **evaluation** against a set of agreed national standards of quality. As part of this, the effect of each business on the environment was considered.

To communicate the New Zealand experience, the site also carried features relating to famous people and places. One of the most popular was an interview with former New Zealand All Blacks rugby captain Tana Umaga. Another feature that attracted a lot of attention was an interactive journey through a number of the locations chosen for blockbuster films which had made use of New Zealand's stunning scenery as a backdrop. As the site developed, additional features were added to help independent travelers devise their own customized itineraries.

**Question 31:** According to paragraph 4, why did the website conduct an interview with Tana Umaga?

**A.** to advertise the New Zealand experience  **B.** to show off the beauty of New Zealand

**C**. to attract a lot of attention  **D.** to encourage tourists to visit New Zealand

**Question 32:** The word "**it**" in paragraph 1 refers to \_\_\_\_\_\_\_\_\_\_\_.

**A.** campaign  **B.** tourism **C.** website  **D**. New Zealand's scenic beauty

**Question 33**: What is the passage mainly about?

**A.** The tourism in New Zealand  **B.** The tourist attractions in New Zealand

**C.** The website of New Zealand  **D.** The website for New Zealand's tourism

**Question 34:** Which statement is TRUE, according to the passage?

**A.** New Zealand's products are not about its food, people, places and experiences.

**B**. New Zealand is a small country, with a population of fourteen million.

**C**. New Zealand cuisine has made New Zealand one of the world's biggest national brands.

**D**. Blockbuster films had used New Zealand's stunning scenery as a backdrop.

**Question 35**: The word "**evaluation"** in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_\_\_.

**A.** comparison  **B**. assessment  **C.** score  **D**. result

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

There are two main hypotheses when it comes to explaining the emergence of modern humans. The "Out of Africa" theory holds that homo sapiens burst onto the scene as a new species around 150,000 to 200,000 years ago in Africa and subsequently replaced archaic humans such as the Neanderthals. The other model, known as multi-regional evolution or regional continuity, posits far more ancient and diverse roots for our kind. **Proponents** of this view believe that homo sapiens arose in Africa some 2 million years ago and evolved as a single species spreading across the Old World, with populations in different regions linked through genetic and cultural exchange.

Of these two models, Out of Africa, which was originally developed based on fossil evidence, and supported by much genetic research, has been favored by the majority of evolution scholars. The vast majority of these genetic studies have focused on DNA from living populations, and although some small progress has been made in recovering DNA from Neanderthal that appears to support multi-regionalism, the chance of recovering nuclear DNA from early human fossils is quite slim at present. Fossils thus remain very much a part of the human origins debate.

Another means of gathering theoretical evidence is through bones. Examinations of early modern human skulls from Central Europe and Australia dated to between 20,000 and 30,000 years old have suggested that both groups apparently exhibit traits seen in **their** Middle Eastern and African **predecessors.** But the early modern specimens from Central Europe also display Neanderthal traits, and the early modern Australians showed affinities to archaic Homo from Indonesia. Meanwhile, the debate among paleoanthropologists continues, as supporters of the two hypotheses challenge the evidence and conclusions of each other.

**Question 36:** All of the following statements are true EXCEPT \_\_\_\_\_\_\_\_\_

**A.** DNA studies offer one of the best ways in future to provide clear evidence.

**B.** three methods of gathering evidence are mentioned in the passage.

**C.** the multi-regional model goes back further in history.

**D.** the Out of Africa model has had more support from scholars.

**Question 37**: It can be inferred from the passage that \_\_\_\_\_\_\_\_\_\_\_

**A.** the debate will interest historians to take part in.

**B.** there is likely to be an end to the debate in the near future.

**C.** there is little likelihood that the debate will die down.

**D.** the debate is likely to be less important in future.

**Question 38:** Which of the following statements is NOT true about the two hypotheses?

**A.** Both hypotheses cite Africa as an originating location.

**B.** Genetic studies have supported both hypotheses.

**C.** One hypothesis dates the emergence of homo sapiens much earlier than the other.

**D.** Both hypotheses regard Neanderthals to be the predecessors of modern humans.

**Question 39:** The passage primarily discusses which of the following \_\_\_\_\_\_\_\_

**A.** two hypotheses and some evidence on the human origins debate.

**B.** evidence that supports the "Out of Africa" theory.

**C.** that fossils remain very much a part of the human origins debate.

**D.** the difficulties in obtaining agreement among theorists on the human origins debate.

**Question 40**: In paragraph 3, the word “**their**” refers to \_\_\_\_\_\_\_\_\_\_

**A.** Central Europeans and Australians  **B.** traits

**C.** skulls  **D**. Middle Easterners and Africans

**Question 41:** The word "**predecessors**" in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_\_\_\_

**A.** off-spring  **B.** ancestors  **C**. pioneers  **D.** juniors

**Question 42:** The word "**Proponents**" in paragraph 1 is closest in meaning to \_\_\_\_\_\_\_\_\_.

**A.** Historians  **B.** Inspectors  **C**. Advocates  **D.** Experts

***Mark the letter A, B, C or D to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**. I have lived in this city for 15 years. My family had moved here when I was 10 years old.

**A**. have lived **B**. had moved **C**. here **D**. was

**Question 44**. Food prices have risen so rapidly in the past few months that some families have been forced to alter his eating habits.

**A**. risen so rapidly **B**. that **C**. forced **D**. his eating habits

**Question 45**. From time memorial, cities have been the central gathering places of human life, from where the great ideas and movements of the world have sprouted.

**A**. memorial **B**. have been **C**. gathering **D**. from where

***Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**. It is over twenty years since I last got in touch with them.

**A**. I can’t help keeping getting in touch with them for over 20 years.

**B**. I haven’t gotten in touch with them for over 20 years.

**C**. I used to get in touch with them for over 20 years.

**D**. I have been getting in touch with them for over 20 years.

**Question 47**. “Do homework now or I'll cut your pocket money!” shouted the mum to her son.

**A**. The mum threatened to cut his pocket money if her son didn't do homework.

**B**. The mum said that she would cut his pocket money if her son didn't do homework.

**C**. The mum told her son that she would cut his pocket money if he didn't do homework.

**D**. The mum informed her son that she would cut his pocket money if he didn't do homework. **Question Question 48**. It was wrong of you not to show any concern for her mom's health.

**A**. You should show concern for her mom's health.

**B**. You should have shown concern for her mom's health.

**C**. It was wrong that you showed concern for her mom's health.

**D**. You shouldn't have shown any concern for her mom's health.

***Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**. Maria says she'd like to have been put in a higher class.

**A**. Maria wishes that she will be put in a higher class.

**B**. Maria wishes that she is put in a higher class.

**C**. Maria wishes that she had been put in a higher class.

**D**. Maria wishes that she were put in a higher class.

**Question 50**. As soon as James started working, he realized that his decision had not been a good one.

**A**. Just before James took up his new post, he realized that he was not suited for it.

**B**. No sooner had James begun his new job than he knew his decision was wrong.

**C**. Had James not begun his new job, he would have gone looking for a better one.

**D**. Since James did not like his new job, he began looking for a better one.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. C | 6. C | 11. C | 16. B | 21. B | 26. B | 31. A | 36. A | 41. B | 46. B |
| 2. A | 7. A | 12. B | 17. B | 22. D | 27. B | 32. A | 37. C | 42. C | 47. A |
| 3. C | 8. A | 13. D | 18. A | 23. C | 28. A | 33. D | 38. D | 43. B | 48. B |
| 4. D | 9. B | 14. B | 19. C | 24. B | 29. D | 34. D | 39. A | 44. D | 49. C |
| 5. A | 10. B | 15. B | 20. B | 25. C | 30. A | 35. B | 40. A | 45. A | 50. B |

**Periods: 66-67-68**

**MOCK TEST 13**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question 1:** | 1. discuss**ed** | 1. book**ed** | 1. laugh**ed** | 1. deni**ed** |
| **Question 2:** | 1. pl**ou**gh | 1. c**ou**ld | 1. r**ou**te | 1. sc**ou**t |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question 3**: | 1. intact | 1. although | 1. police | 1. indoor |
| **Question 4**: | 1. understand | 1. recipe | 1. represent | 1. referee |

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5**: Open the car door, \_\_\_\_\_\_\_\_\_\_?

|  |  |  |  |
| --- | --- | --- | --- |
| 1. do you | 1. don’t you | 1. will you | 1. won’t you |

**Question 6**: We'll go for a walk in the park \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| 1. as soon as it stops raining | 1. whenever it rains |
| 1. until it has stopped raining | 1. after it had stopped raining |

**Question 7**: A few days after the severe earthquake in Japan, thousands of people died \_\_\_\_\_\_\_ the injuries.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. from | 1. with | 1. for | 1. at |

**Question 8**: The kids \_\_\_\_\_\_\_ in the garden when it suddenly began to rain.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. played | 1. were being played | 1. has played | **D**. were playing |

**Question 9**: Three books on the top of the shelf \_\_\_\_\_\_\_regularly in the class.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. is used | 1. are used | 1. used | 1. have been used |

**Question 10**: My grandmother has knitted a \_\_\_\_\_\_\_\_\_ pullover for me.

|  |  |
| --- | --- |
| 1. woolen nice new **B**. new nice woolen | C. woolen new nice D. nice new woolen |

**Question 11**: \_\_\_\_\_\_ from your school you live, the earlier you have to get up.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. The farer | 1. Farer | 1. The farther | 1. Farther |

**Question 12**: She still pursues her dream job as a firefighter \_\_\_\_\_\_\_\_\_\_ many obstacles.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. In spite of | 1. Because | 1. Although | 1. Owing to |

**Question 13**: When reducing \_\_\_\_\_\_\_ foods in your diet, you need to replace them with alternatives that are good for you.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. healthy | 1. health | 1. healthily | 1. unhealthy |

**Question 14**: \_\_\_\_\_\_\_\_\_\_\_\_ the instructions twice, I still couldn’t understand how to use it..

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Having read | 1. Reading | 1. To rescue | 1. To be rescued |

**Question 15**: A student may want to know how many stages insects \_\_\_\_ before they become butterflies.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. made up of | 1. become of | 1. go through | 1. put through |

**Question 16**: He didn’t have to go to prison but he was placed under house \_\_\_ for six months.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. arrest | 1. management | 1. investigation | 1. record |

**Question 17**: I'll tell you what happened at John’s party last night, but you have to keep it under your\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. hat | 1. tongue | 1. bag | 1. rug |

**Question 18**: Moreau thought that he could \_\_\_\_\_\_\_\_ across the water from the ferry to the quay, but he was wrong and he fell in.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. drop | 1. rise | 1. leap | 1. climb |

**Question 19**: I don’t use rat \_\_\_\_\_\_ in my house because it might harm my cat.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. form | 1. autograph | 1. source | 1. poison |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20**: My Tam is such a **renowned** artist that her concert tickets sold out within hours last week.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. glamorous | 1. well-known | 1. notorious | 1. infamous |

**Question 21**: She did not know whether to say yes or no to the proposal, she was **sitting on the fence**.

|  |  |
| --- | --- |
| 1. be able to make a decision | 1. hesitating about making a choice |
| 1. sitting in front of her house | 1. finding solutions |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**: If the foundations of the house aren't **stable**, collapse is possible.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. solid | 1. firm | 1. insecure | 1. steady |

**Question 23:** The team had partied late into the night, but on match day, each of them was **as fit as a fiddle**.

|  |  |
| --- | --- |
| 1. be in a good physical condition | 1. too tired to play well |
| 1. good enough to play with a fiddle | 1. be good fitness |

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the following exchanges.***

**Question 24**: *At a computer company.*

**- Guest**: “Would you give this note to Mr. Andrew, please?”**- Secretary**: “\_\_\_\_\_\_\_\_\_\_\_”

|  |  |
| --- | --- |
| 1. Yeah. Why not? | 1. Sorry. Why do I have to do? |
| 1. No I wouldn’t. Suit yourself. | 1. Sorry, I can’t. He no longer works here. |

**Question 25**: *Emma and William are talking about Covid-19 pandemic.*

- **Emma**: “Do you think people should wear face masks everywhere to protect themselves and others?”

- **William**: “\_\_\_\_\_\_. Covid-19 virus is easily transmitted from person to person.”

|  |  |
| --- | --- |
| 1. You can say that again | 1. I think they will |
| 1. I don’t think so | 1. You got it, yes? |

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks.***

**SPOILT FOR CHOICE**

Choice, we are given to believe, is a right. In daily life, people have come to expect endless situations about which they are required to make decisions one way or another. In the (**26**) \_\_\_\_\_\_\_, these are just irksome moments at work which demand some extra energy or brainpower, or during lunch breaks like choosing which type of coffee to order or indeed (**27**) \_\_\_\_\_\_\_ coffee shop to go to. But sometimes selecting one option as (**28**) \_\_\_\_\_\_ another can have serious or lifelong repercussions. More complex decision-making is then either avoided, postponed, or put into the hands of the army of professionals, lifestyle coaches, lawyers, advisors, and the like, waiting to (**29**) \_\_\_\_\_\_ the emotional burden for a fee. (**30**)  \_\_\_\_\_\_ for a good many people in the world, in rich and poor countries, choice is a luxury, not a right. And for those who think they are exercising their right to make choices, the whole system is merely an illusion, created by companies and advertisers wanting to sell their wares.

*(Adapted from Improve Yourself Reading Skill by Sam Mc Carter)*

**Question 26: A.** nutshell **B.** main **C.** general **D.** whole

**Question 27: A.** which **B.** what **C.** where **D.** when

**Question 28: A.** opposed to **B.** aimed at **C.** involved in **D.** led to

**Question 29: A.** strengthen **B.** lighten **C.** soften **D.** weaken

**Question 30: A.** But **B.** Therefore **C.** Moreover **D.** However

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.***

Many of the major supermarket chains have come under fire with accusations of various unethical acts over the past decade. They've wasted tons of food, they've underpaid their suppliers and they've contributed to excessive plastic waste in their packaging, which has had its impact on our environment.

But supermarkets and grocers are starting to sit up and take notice. In response to growing consumer **backlash** against the huge amounts of plastic waste generated by plastic packaging, some of the largest UK supermarkets have signed up to a pact promising to transform packaging and cut plastic wastage. In a pledge to reuse, recycle or compost all plastic wastage by 2025, supermarkets are now beginning to take some responsibility for the part they play in contributing to the damage to our environment with one major supermarket announcing their plan to eliminate all plastic packaging in their own-brand products by 2023.

In response to criticisms over food waste, some supermarkets are donating some of their food surplus. However, charities estimate that they are only accessing two per cent of supermarkets' total food surplus, so this hardly seems to be solving the problem. Some say that supermarkets are simply not doing enough. Most supermarkets operate under a veil of secrecy when asked for exact figures of food wastage, and without more transparency it is hard to come up with a systematic approach to avoiding waste and to redistributing surplus food.

Some smaller companies are now taking matters into their own hands and offering consumers a greener, more environmentally friendly option. Shops like Berlin's Original Unverpakt and London's Bulk Market are plastic- tree shops that have opened in recent years, encouraging customers to use their own containers or compostable bags. Online grocer Farmdrop eliminates the need for large warehouses and the risk of huge food surplus by delivering fresh produce from local farmers to its customers on a daily basis via electric cars, offering farmers **the lion's share** of the retail price.

There is no doubt that we still have a long way to go in reducing food waste and plastic waste. But perhaps the major supermarkets might take inspiration from these smaller grocers and gradually move towards a more sustainable future for us all.

*(Adapted from https://learnenglish.britishcouncil.org)*

**Question 31:** Which is the most suitable title for the passage?

**A.** Major Supermarket Chains **B.** Grocers vs. Supermarkets

**C.** Sustainable Supermarkets **D.** Friendly Supermarkets

**Question 32:** According to paragraph 2, more and more people want supermarkets to \_\_\_\_\_\_\_.

**A.** compost all plastic wastage **B.** donate some of their food surplus

**C.** reduce their plastic waste **D.** lower their prices for local farmers

**Question 33:** The word "**backlash**” in paragraph 2 is closest in meaning to \_\_\_\_\_\_\_.

**A.** agreement **B.** request **C.** reaction **D.** benefit

**Question 34:** The phrase "**the lion's share**" in paragraph 4 is closest in meaning to \_\_\_\_\_\_\_.

**A.** the largest part **B.** the best choice **C.** the animal's food **D.** the royal dish

**Question 35:** Which statement is TRUE, according to the passage?

**A.** Supermarkets are not telling people how much food they are actually wasting.

**B.** There is a grocer in Berlin that doesn't allow customers to use their own containers.

**C.** Supermarkets are still denying that plastic packaging can cause damage to our environment.

**D.** Farmdrop stores large amounts of food and produces unnecessary waste.

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

**THE RING OF FIRE**

The Ring of Fire is an enormous chain of volcanoes all around the Pacific Ocean. The ring goes from New

Zealand up to Asia and across the ocean to Alaska. From Alaska, the ring continues southward along the coast of both North and South America. More than seventy-five percent of the world’s volcanoes are **situated** in this ring.

Scientists are interested in studying the Ring of Fire because they can observe plate tectonics at work there. In 1912, a German scientist, Alfred Wegener, came up with the first theory of land movement. Wegener said continents are made up of lighter rocks resting on heavier material. Similar to the way large things move while floating on water, Wegener suggested that the positions of the continents were not fixed, but that they moved slightly. Later, scientists discovered most of Wegener’s ideas were right on the mark. **They** then developed the theory called plate tectonics.

According to plate tectonics, the surface of the Earth consists of a number of enormous plates or sections of rock, each about eighty kilometers thick. The plates float and slowly move at speeds between one and ten centimeters every year. That is about the rate your fingernails grow! Within the Ring of Fire, new material for the Earth’s plates is constantly being created as hot liquid rock called magma flows from the center of the Earth up to the ocean floor. All the existing plates on the Earth’s surface have to move slightly to make room for the new material.

As plates move both away from and toward each other, they run into each other. When they hit each other, one plate might move under another. This process is called **subduction**. Subduction frequently causes earthquakes. It may also result in the bottom plate melting due to the extreme temperatures under the top plate. The magma created in this process can rise to the Earth’s surface and come out through volcanoes, as can be seen along the Ring of Fire.

**Question 36.** What does the passage mainly discuss?

|  |
| --- |
| 1. The most active volcanoes found in the Ring of Fire 2. The location of the Ring of Fire 3. How the plates on the Earth's surface move in different ways. 4. How plate tectonics, volcanoes, and earthquakes are related |

**Question 37**. The word “**situated**” in paragraph 1 is closest in meaning to \_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. exploded | 1. located | 1. examined | 1. displaced |

**Question 38.** According to the passage, which is **TRUE** about the Ring of Fire?

1. All of the volcanoes along the ring are active.
2. Most of the volcanoes on Earth are part of the ring.
3. The ring gets bigger each year.
4. The ring was discovered in the 20th century.

**Question 39.** The word “**They**” in paragraph 2 refers to \_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. plate tectonics | 1. Wegener’s ideas | 1. scientists | 1. theories |

**Question 40.** What does the word "**subduction**" in paragraph 4 mean?

|  |  |
| --- | --- |
| 1. Rocks moving under volcanoes. | 1. Erupting liquid rock. |
| 1. The theory of moving plates | 1. Movement of a plate under another. |

**Question 41.** What is **NOT** a result of shifting tectonic plates?

|  |  |
| --- | --- |
| 1. Earthquakes. | 1. Extreme temperatures inside the Earth. |
| 1. Volcanoes. | 1. Subduction. |

**Question 42.** Which question is **NOT** answered in this passage?

1. How fast do tectonic plates move? **B**. How thick are the plates in tectonic theory?

**C.** What is the most active volcano today? **D.** Where is the Ring of Fire?

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**: **Every** morning, **the** sun **shines** in my bedroom window and **woke** me up.

**Question 44**: The government **is** not doing **their** best to **solve** the **housing** problem.

**Question 45**: Nutritious disorders can affect any system in the body and the senses of sight, taste, and smell.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**: It’s a long time since I last saw my faraway grandparents.

|  |
| --- |
| 1. I last saw my faraway grandparents for a long time 2. My grandparents were living faraway a long time ago. |
| 1. I haven’t seen my faraway grandparents for a long time. |
| 1. I haven’t seen my faraway grandparents since a long time. |
| **Question 47**: “I won’t help you with your homework.” Jane said to me.   1. Jane promised to help me with my homework. |
| 1. Jane refused to help me with my homework. |
| 1. Jane asked me to help her with her homework. |
| 1. Jane denied helping me with my homework. |

**Question 48**: Attending classes is compulsory for children from 5 in Britain.

|  |
| --- |
| 1. Children from 5 in Britain mustn’t attend classes. 2. Children from 5 in Britain shouldn’t attend classes. 3. Children from 5 in Britain must attend classes. 4. Children from 5 in Britain may attend classes. |

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**: Beatrix is not here. She is the only person who can tell me what to do now.

|  |
| --- |
| 1. I wish Beatrix were here and told me what to do now. 2. Supposing Beatrix is here, she could tell me what to do now. |
| 1. If only Beatrix had been here and told me what to do now. |
| 1. If Beatrix were here, she couldn’t help me now. |

**Question 50**: Yuri Gagarin made a successful space flight in 1961. Human’s uncertainties about universe were enlightened only then.

|  |
| --- |
| 1. Not until human’s uncertainties about universe were enlightened did Yuri Gagarin make a successful space flight in 1961. 2. Without human’s uncertainties about universe, Yuri Gagarin wouldn’t have made a successful space flight in 1961. |
| 1. Only after Yuri Gagarin had made a successful space flight in 1961 were human’s uncertainties about universe enlightened. 2. Hardly had Yuri Gagarin made a successful space flight in 1961, human’s uncertainties about universe were enlightened. |
|  |

**Periods: 69-70-71**

**MOCK TEST 14**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

**Question 1: A.** preface **B.** grace **C.** space **D.** replace

**Question 2: A.** jumped **B.** loved **C.**liked **D.**washed

***Mark the letter A, B, C, or D on your answer sheet to indicate the word that differs from the***

**Question 3: A.** dismiss **B.** destroy **C.** discount **D.** district

**Question 4: A.** equivalent **B.** implication **C.** humanity **D.** minority

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5:** He once read this book, \_\_\_\_\_\_\_?  
 **A.** doesn’t he **B.** did he **C.** does he **D.** didn’t he

**Question 6:** Today many serious childhood diseases \_\_\_\_\_\_\_\_by early immunization.

**A.** are preventing **B.** can prevent **C.** prevent **D.** can be prevented

**Question 7:** I am well \_\_\_\_\_\_\_\_\_with the problem encountered in starting a business.

**A.** aware **B.** informed **C.** acquainted **D.** knowledgeable

**Question 8**: \_\_\_\_\_\_\_ in Stevenson’s landscape, the more vitality and character the paintings seem to possess.

**A**.The brushwork is loose **B**. The loose brushwork

**C**. The loose brushwork is **D**. The looser the brushwork is

**Question 9:** My mother is a \_\_\_\_\_\_\_\_\_\_\_\_\_lady who holds me in high esteem.

**A.** young tall beautiful **B.** tall young beautiful **C.** beautiful young tall **D.** beautiful tall young

**Question 10:** I saw an accident while I \_\_\_\_\_\_\_\_ my friend yesterday.

**A.** waited  **B.** had waited **C.** was being waited  **D.** was waiting

**Question 11:** \_\_\_\_\_\_\_\_\_\_hardship, the firemen managed to save many people who were caught in the fire.

**A.** In spite of **B.** Although **C.** due to **D.** because

**Question 12:** I will call you as soon as I \_\_\_\_\_\_\_\_in Paris.

**A.** arrive **B.** will arrive **C.** am arriving **D.** will have arrived

**Question 13: \_\_\_\_\_\_\_\_\_**help from many kind people, these poor children have got over difficulty.

**A.** Received **B.** Having been received **C.** To receive **D.** Receiving

**Question 14:** \_\_\_\_\_\_\_\_\_, There are black holes in space.

**A.** theorize **B.** Theoretical **C.** Theoretically **D.** Theorist

**Question 15:** You will have to \_\_\_\_\_\_\_\_\_ your holiday if you are too ill to travel.

**A.** call off **B.** cut down **C.** back out **D.** put aside

**Question 16:** Although Mike graduated with a good degree, he joined the \_\_\_\_\_\_\_of the unemployed.

**A.** ranks **B.** queues **C.** lines **D.** orders

**Question 17**: I can’t give you the answer on the \_\_\_\_\_\_\_\_\_; I will have to think about it for a few days.

**A**. place **B**. minute **C**. scene **D**. spot

**Question 18**: He will have to \_\_\_\_\_\_\_\_\_\_and work harder or he’ll fail the exam.

**A.** pull his socks up **B.** polish his head **C.** empty his washing basket **D.** stick his neck out

**Question 19:** Switzerland is well –known for its impressive mountainous \_\_\_\_\_\_\_\_\_\_.

**A.** views **B.** scenes **C.** scenery **D.** sights

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20**: Why do they not follow where the interview goes instead of **sticking to** their boring prepared questions?

**A.** expanding **B.** contributing to **C.** keeping away **D.** concentrating on

**Question 21:** The sharp increase in the percentage of children living with single parents that began around 1960 has **leveled off** and was about the same in 2003 as it had been in 1990.

**A.** remained stable **B.** increased slightly **C.** reduce quickly **D.** fluctuated

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** Mr Robinson said the scheme could not work for every household and will only serve 15,000 homes in the most **densely** populated areas - Skipton, Settle and South Craven.

**A.** sparsely **B.** compactly **C.** heavily **D.** solidly

**Question 23:** Danny **put the cat among the pigeons** by suggesting that the company might have to make some redundancies.

**A.** made other people disappointed **B.** made other people nervous

**C.** made a lot of people satisfied **D.** made a lot of people annoyed

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:** - “Where can we meet?” - “\_\_\_\_\_\_\_\_\_\_\_\_”

**A.** I did not want to meet you.  **B.** I know. **C.** It’s up to you.  **D.** At this time tomorrow.

**Question 25:** Peter: “Need a hand with your suitcase, Jane?” Jane: “\_\_\_\_\_\_\_”

**A.** Not a chance  **B.** That’s very kind of you  **C.** I don’t believe it **D.** Well done!

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

Almost 90 percent of American students below the college level attend public elementary and secondary schools, which do not charge tuition but rely on local and state taxes for funding. Traditionally, elementary school includes kindergarten through the eighth grade. In some places **(26) \_\_\_\_\_\_\_\_,** elementary school ends after the sixth grade, and students attend middle school, or junior high school, from grades seven through nine. Similarly, secondary school, or high school, traditionally comprises grades nine through twelve, but in **(27 )**\_\_\_\_\_\_\_places begins atthe tenth grade.

Most of the students who do not attend public elementary and secondary schools attend private schools, for which their families pay **(28) \_\_\_\_\_\_\_\_.** Four out of five private schools are run by religious groups. In these schools, religious instruction is part of the curriculum, **(29) \_\_\_\_\_\_\_\_\_** also includes the traditional academic courses. There is also a small but growing number of parents who educate their children themselves, a practice known as home schooling.

The United States does not have a national school system. Nor, with the exception of the military academies, are there schools run by the federal government. But the government **(30) \_\_\_\_\_\_\_** guidance and funding for federal educational programs in which both public and private schools take part, and the U.S. Department of Education oversees these programs.

**Question 26: A.** whereas **B.** moreover **C.** therefore **D.** however

**Question 27: A.** few **B.** some **C.** each **D.** every

**Question 28: A.** expense **B.** tuition **C.** money **D.** cost

**Question 29: A.** that **B.** where **C.** which **D.** what

**Question 30: A.** gives **B.** offers **C.** makes **D.** provides

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.***

Flirting is a fundamental fixture in the sexual behavior repertoire, a time-honored way of signaling interest and attraction. It is a kind of silent language spoken by men and women around the world. The ways people communicate interest are so deeply rooted in human nature that the signals are automatically understood by all: from ways of glancing to movements such as licking one's lips, to meet nature's most basic command—find a good mate and multiply.

Flirting is not a trivial activity; it requires many skills: intellect, body language, creativity, empathy. At its best, flirting can be high art, whether the flirter is **vying** for a soul mate, manipulating a potential customer, or just being playful.

The process of flirting allows the signaling of interest to another in small increments, which is especially appealing to a partner. Flirting is driven by emotions and instinct rather than logical thought. Yet the gestures and movements used in flirting also provide reliable clues to a person's biological and psychological health.

Flirting has many parallels in the animal world, seen in the behavioral displays many animals engage in to signal not only their availability but their suitability. For example, penguins search for small pebbles to deliver to **their** partner of interest. Seahorses lock their tails together for a romantic swim. Bower birds use leaves, grass, and twigs to construct elaborate nests.

Across the animal kingdom, such actions are closely tied to seasonal reproductive readiness and signal reproductive fitness by one creature to another. Among humans, the repertoire of flirting behaviors can be deployed at will and the exact meaning of any gesture is usually a matter of interpretation.

*(Source: https://www.psychologytoday.com/)*

**Question 31:** What is the main topic of the passage?

**A.** Flirting **B.** Charisma **C.** Nonverbal cues **D.** Romantic feelings

**Question 32**:The word “**vying**” in paragraph 2 mostly means \_\_\_\_\_\_\_.

**A.** seeking **B.** challenging **C.** competing **D.** clashing

**Question 33**:The word “**their**” in paragraph 4 refers to \_\_\_\_\_.

**A.** nests’ **B.** pebbles’ **C.** penguins’ **D.** seahorses’

**Question 34**:According to the passage, what can be suggested about the flirting of animals?

**A.** Animal courtship varies tremendously between species.

**B.** Birds prefer subtle movements to lavish displays.

**C.** Aquatic animals do not flirt due to their breeding habits.

**D.** Animals cannot feel the excitement of flirting like humans.

**Question 35:** Which of the following statements is NOT mentioned in the passage?

**A.** The behavior of flirting is not restricted to humans.

**B.** Humans generally flirt with thinly veiled innuendoes.

**C.** All humans are equipped with the language of flirtation.

**D.** There is profound information transmitted in flirting.

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

The Socialist Republic of Vietnam has stood out as one such example of how to effectively respond to the pandemic. Vietnam, which shares a border with China and is about 1,200 miles from where the outbreak was first reported in Wuhan, has overcome steep odds in the global fight against COVID-19. As of April 6, the Vietnamese government has reported 245 confirmed cases with 95 recoveries and no fatalities.

The country’s response to the outbreak has received international recognition, including from the World Health Organization and World Economic Forum, for its comprehensive, low-cost model of disease prevention. WHO representative in Vietnam, Dr. Ki Dong Park, attests the government “has always been proactive and prepared for necessary actions”.

The Communist Party of Vietnam has strengthened its anti-pandemic measures by implementing nationwide social distancing rules, such as banning outside gatherings of more than two people while keeping a distance of 6.5 feet, and temporary shutdowns of “non-essential” businesses, including restaurants, entertainment centers and tourist sites.

Supermarkets and other essential services remain open, but are instructed to safeguard customers’ health by checking **their** temperatures before entering the building and providing them with hand sanitizers. In addition, the government has warned against panic buying and has taken action against businesses engaged in price **gouging**. To ensure social security for affected workers, Vietnam has approved a 111.55 million dollar financial support package that includes covering all costs for workers in quarantine or are recovering from the disease.

Unlike the U.S. capitalist class and the Trump administration, the Vietnamese government took early measures to combat the current coronavirus epidemic. Officials began preparing strategies to combat the outbreak immediately after the first cases emerged in China.

On February 1, Prime Minister Nguyen Xuan Phuc signed Decision No.173.QD-TTG, categorizing the virus as a Class A **contagious** disease “that can transmit very rapidly and spread widely with high mortality rates.” This declaration of a national emergency came after the sixth case of coronavirus in the country was reported. In contrast, the Trump administration only declared a national emergency over the global pandemic on March 13, when there were at least 1,920 confirmed cases across 46 states.

*(Adapted from* [*https://vietnaminsider.vn/*](https://vietnaminsider.vn/)*)*

**Question 36**:Which of the following best serves as the title for the passage?

**A.** Vietnam and the U.S in the campaign to combat the pandemic.

**B.** Why has no one in Vietnam died of COVID 19?

**C.** How does the pandemic affect Vietnam’s society?

**D.** The international recognition for Vietnam’s response to COVID 19.

**Question 37**:Vietnam’s reaction to the epidemic was acknowledged as a\_\_\_\_\_\_\_\_by the WHO and WEF.

**A.** comprehensible and economical model of disease prevention

**B.** perfect and expensive model of disease prevention

**C.** complete and inexpensive example of disease prevention

**D.** incomplete and luxurious example of disease prevention

**Question 38**:Which of the following is **NOT** mentioned as a measure to the pandemic in Vietnam?

**A.** prohibiting outside gatherings **B.** keeping a distance of 6.5 feet

**C.** closing unnecessary businesses permanently **D.** warning inhabitants against panic buying

**Question 39:** The word “**their**” in paragraph 4 refers to \_\_\_\_\_\_\_\_\_\_\_.

**A.** supermarkets’ **B.** customers’ **C.** governments’ **D.** essential services’

**Question 40:** What has the Vietnamese government done to help affected workers?

**A.** Check their temperatures and provide them with hand sanitizers.

**B.** Keep opening some essential services for their daily needs.

**C.** Support them in finance to help them ensure their daily lives.

**D.** Pay for their costs in quarantine or are getting over the disease.

**Question 41:** The word “**contagious**” in the last paragraph is closest in meaning to \_\_\_\_\_\_\_\_\_\_\_.

**A.** dangerous **B.** fatal **C.** hazardous **D.** infectious

**Question 42:** Which of the following is **TRUE**, according to the passage?

**A.** Vietnam implemented the measures to push back the outbreak after the first cases emerged in China.

**B.** The Trump administration declared a national emergency over the global pandemic earlier than the Vietnamese government did.

**C.** Vietnam has become the country that combats the epidemic most effectively.

**D.** The strategies to deal with the disease of Vietnam and the U.S are familiar.

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**: The books I bought last month at this shop is very interesting.

**Question 44**: These students have been studying very hard for his coming examination.

**Question 45:** Government should see WHO’s Disease Outbreak News to get up-to-date information on the impact of COVID-19 virus variety on the effectiveness of the different vaccines.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**: The last time we went to the cinema was five years ago.

**A.** We didn’t go to the cinema five years ago.

**B.** We started going to the cinema five years ago.

**C.** We have never gone to the cinema for five years.

**D.** We haven’t gone to the cinema for five years.

**Question 47:** "Why don’t you get your hair cut, Gavin?" said Adam.

**A**. Adam advised Gavin to cut his hair.

**B**. Gavin was suggested to have a haircut.

**C**. It was suggestible that Gavin should have his haircut.

**D**. Adam suggested that Gavin should have his haircut.

**Question 48:** It was a mistake for her to marry Peter.

**A.** She shouldn’t have married Peter.

**B.** She and Peter weren’t married in the right way.

**C.** Peter didn’t want to get married, so it was his mistake.

**D.** She ought to think again before she marries Peter.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question 49:** I regret agreeing to do the extra work.

**A.** I am sorry to say that I agreed to do the extra work. **B.** I wish I didn’t take on the extra work.

**C.** I feel regret now because I have done the extra work. **D.** If only I hadn’t taken on the extra work.

**Question 50:** The play started as soon as we arrived at the theater.

**A.** No sooner we had arrived at the theater than the play started.

**B.** Hardly had we arrived at the theater when the play started.

**C.** Scarely had we arrived at the theater than the play started.

**D.** Not until we arrived at the theater did the play start.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. A | 6. D | 11. A | 16. A | 21. A | 26. D | 31. A | 36. B | 41. D | 46. D |
| 2. B | 7. C | 12. A | 17. D | 22. A | 27. B | 32. C | 37. C | 42. A | 47. D |
| 3. D | 8. D | 13. D | 18. A | 23. C | 28. B | 33. C | 38. C | 43. D | 48. A |
| 4. B | 9. D | 14. C | 19. C | 24. C | 29. C | 34. A | 39. B | 44. C | 49. D |
| 5. D | 10. D | 15. A | 20. D | 25. B | 30. D | 35. B | 40. D | 45. C | 50. B |

**Periods: 72-73-74**

**MOCK TEST 15**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question 1:** | 1. pack**ed** | 1. punch**ed** | 1. pleas**ed** | 1. push**ed** |
| **Question 2:** | 1. m**ea**ning | 1. dis**ea**se | 1. t**ea**se | 1. p**ea**sant |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question 3**: | 1. purpose | 1. postpone | 1. pollute | 1. polite |
| **Question 4**: | 1. audition | 1. vehicle | 1. vacancy | 1. preference |

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5**: I have to rewrite this essay, \_\_\_\_\_\_\_\_\_\_\_?

|  |  |  |  |
| --- | --- | --- | --- |
| 1. haven’t I | 1. have I | 1. do I | 1. don’t I |

**Question 6**: My cousin will put me up here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |
| --- |
| 1. after I will have found reasonable accommodation to stay 2. by the time I found reasonable accommodation to stay |
| 1. when I had found reasonable accommodation to stay 2. until I find reasonable accommodation to stay |

**Question 7**: She has become accustomed \_\_\_\_\_\_\_the sound of fire engines since she moved there.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. with | 1. to | 1. for | 1. at |

**Question 8**: I can’t find my wallet anywhere. It \_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. were stolen | 1. stole | 1. have been stolen | 1. must have been stolen |

**Question 9**: No one even noticed when I got home because they \_\_\_\_\_\_\_\_\_ the big game on TV.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. are watching | 1. watched | 1. were watching | 1. had watched |

**Question 10**: My grandfather is really into collecting unique things. He bought a \_\_\_\_\_\_\_\_\_\_ chair and put it in the living room.

|  |  |
| --- | --- |
| 1. red strange plastic | 1. red plastic strange |
| 1. strange red plastic | 1. plastic red strange |

**Question 11**: \_\_\_\_\_\_\_\_\_\_\_\_, the more boring the debate becomes.

|  |  |
| --- | --- |
| 1. The complicated are the questions | 1. The questions are more complicated |
| 1. The complicated questions are | 1. The more complicated the questions are |

**Question 12**: \_\_\_\_\_\_\_\_\_\_ economic boom last year, the business was successful.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Due to | 1. Because | 1. Although | 1. Despite |

**Question 13**: Holidays where people carry out voluntary charity work are becoming \_\_\_\_\_\_\_\_ popular.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. increasing | 1. increased | 1. increasingly | 1. increase |

**Question 14**: \_\_\_\_\_\_\_\_\_\_ a secret island, they started searching for the treasure.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. To find | 1. Finding | 1. Having found | 1. Being found |

**Question 15**: Because of this economic downturn, we may have to \_\_\_\_\_\_\_\_\_ up to 100 people.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. take on | 1. put off | 1. lay off | 1. turn down |

**Question 16**: Phillip was born into poverty, but made an absolute \_\_\_ by the time he was thirty.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. fortune | 1. profit | 1. progress | 1. failure |

**Question 17**: I don’t want to argue with him again. It’s better to let sleeping \_\_\_\_\_\_\_\_ lie.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. elephants | 1. crocodiles | 1. dogs | 1. cats |

**Question 18**: He \_\_\_\_\_\_\_\_\_\_\_ guilty to the crime so he got a lighter sentence.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. pled | 1. read | 1. claimed | 1. announced |

**Question 19**: Johnny has always dreamt of winning an Oscar, but this is just a \_\_\_ that will never happen as he doesn’t have the confidence to perform in public.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. goal | 1. fantasy | 1. hope | 1. drive |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20**: The coach takes every opportunity to **censure** his players, yet he ignores every opportunity to praise them.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. approve of | 1. criticize | 1. choose | 1. advise |

**Question 21**: You’re **flogging a dead horse** trying to persuade him to come with us. He hates going out at night.

|  |  |
| --- | --- |
| 1. beat the horse that isn’t alive | 1. finish something before deadline |
| 1. do something without effort | 1. try to do something impossible |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**: At the meeting last night, many members of the political party **went against** the leader that he resigned.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. opposed | 1. invited | 1. protested | 1. support |

**Question 23**: I really **made a hash of** that project at work. I'm going to get fired for sure!

|  |  |  |  |
| --- | --- | --- | --- |
| 1. spoiled | 1. ruined | 1. revealed | 1. improved |

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the following exchanges.***

**Question 24**: *William and Laura are talking about Covid-19 pandemic.*

- **William**: “What should we do to protect ourselves from COVID-19?”

- **Laura**: “\_\_\_\_\_\_\_\_\_\_”

|  |  |
| --- | --- |
| 1. We can do nothing for it. | 1. Yes, everyone should be aware of this epidemic |
| 1. Stay 6 feet away from others. | 1. No problem. |

**Question 25**: *Charles and Adam are talking about learning online.*

- **Charles**: “There is no problem with online learning.”

- **Adam**: “\_\_\_\_\_. Looking at the screen most of the time can make students’ eyes tired.”

|  |  |
| --- | --- |
| 1. There is no doubt about it | 1. You’re dead wrong |
| 1. Well, that's very surprising | 1. That’s exactly what I was thinking. |

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks.***

Because of mobile phones’ explosion in popularity, many schools have opposed, or even banned, their use in the classroom. Yet an increasing \_\_\_(26) \_\_\_ of educators are now turning to cell phones in order to bolster student engagement and learning. \_\_\_(27) \_\_\_ mobile-phone use should be limited to situations (28) \_\_\_\_\_\_\_ the technology genuinely enhances instruction, the advanced functionality of today's cell phones makes them ideal for 2 1st century lessons. For example, many schools use the devices to poll students in class via text message.

Some schools encourage students to use their phones Cameras to snap pictures for use as inspiration in art classes. Others allow students to capture photographs of a post-lecture whiteboard. In seconds, kids car grab a detailed image of a teacher's notes on the board and email it themselves, resulting in incredible study tool.

On field \_\_\_(29) \_\_\_, students can participate in scavenger hunts by snapping pictures of items on a teacher-supplied list. Mobile phones can also help facilitate class discussion. Teachers might ask students to run a Google Search for information on a particular topic. An alternative to presenting the information via lecture or having students read it from a textbook, discussion-integrated Web searchers are \_\_\_(30)\_\_\_ more engaging, increasing the adds that students will retain the information.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question 26:** | 1. number | 1. amount | 1. lot | 1. few |
| **Question 27:** | 1. Therefore | 1. Because | 1. Despite | 1. While |
| **Question 28:** | 1. which | 1. what | 1. where | 1. when |
| **Question 29:** | 1. journeys | 1. vacation | 1. trips | 1. excursions |
| **Question 30:** | 1. potentialise | 1. potentiality | 1. potentially | 1. potential |

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.***

Have you ever heard some superstitions about birds? Usually, birds are considered bad luck, or even a sign of imminent death. For example, all over the world, both crows and ravens have some connection to war, and death. In early times, crows and ravens were thought to accompany the gods of war, or be signs of the gods’ approaching arrival. This idea later changed. Crows in particular were thought to be harbingers of ill fortune or, in some cases, guides to the afterlife. Woe be it to the person who saw a single crow or raven flying overhead, for this was most certainly a **portent** of death in the near future.

Interestingly, though potentially bad luck for people individually, the raven is considered to be good luck for the crown of England. So much so, in fact, that a “raven master” is, even today, an actual government position in London. He takes care of the ravens there and also clips their wings, ensuring that these birds can never fly far from the seat of the British government. This way, the kingdom will never fall to ill fortune.

Another bird that is thought to play a part in forecasting the fortunes of people is the swallow. Depending on how and when it is seen, the swallow can be a harbinger of either good or ill fortune. Perhaps inspired by the swallow’s red-brown breast, Christian people initially related the swallow to the death of Jesus Christ. Thus, people who saw a swallow fly through their house considered it a portent of death. Later, however, farmers began to consider swallows signs of good fortune. Any barn that has swallows living in it is sure to be blessed in the following year. Farmers also have to beware of killing a swallow; that would be certain to end any good luck they might have had.

Though many people think these superstitions are **old wives’ tales**, there is actually some evidence to support them. For example, crows and ravens, being scavengers, appear at the aftermath of battles. Thus, large numbers of crows and ravens could be good indications of war in an area. As well, swallows feed on insects that can cause infections in cattle. Thus, a farmer who has many swallows in his barn may actually have healthier animals on his farm. Therefore, the next time you feel inclined to laugh at an old wives’ tale, maybe you had better find out if there is any truth to it first!

**Question 31.** What is the main idea of this reading?

|  |  |
| --- | --- |
| 1. Birds bring bad luck. | 1. Don’t look a crow in the eye. |
| 1. There are many superstitions surrounding birds. | 1. Birds are important to English people. |

**Question 32.** The word "**portent**" in the first paragraph is closest in meaning to \_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. sign | 1. coming | 1. symbol | 1. destruction |

**Question 33.** Which is **NOT** true, according to the reading?

|  |
| --- |
| 1. Some superstitions are based on reality 2. Seeing a swallow is a sign of war and death in the future. |
| 1. Ravens bring good luck for the country of England. 2. Crows eat dead animals. |

**Question 32.** The word "**old wives’ tales**" in paragraph 4 is closest in meaning to \_\_\_\_\_\_\_\_\_\_\_.

|  |
| --- |
| 1. stories told by housewives in the past. 2. old beliefs which have been proved to be scientifically true. |
| 1. folk beliefs passed down from generation to generation without any reason of science. 2. folk tales about wives that were passed on to people in a spoken form. |

**Question 35.** How might a farmer attempt to prevent bad luck?

|  |  |
| --- | --- |
| 1. Catch a raven. | 1. Keep his windows open. |
| 1. Follow a crow. | 1. Avoid harming a swallow. |

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

Most people currently realize the danger of using credit card numbers online. However, from time to time, we all use passwords and government ID numbers on the Internet. We think we are safe, but that may not be true! A new kind of attack is being used by dishonest people to steal IDs and credit card numbers from innocent web surfers. This new kind of attack is called “phishing”.

Phishing sounds the same as the word “fishing”, and it implies that a thief is trying to **lure** people into giving away valuable information. Like real fishermen, phishers use bait in the form of great online deals or services. For example, phishers might use fake emails and false websites to con people into revealing credit card numbers, account usernames, and passwords. **They** imitate well-known banks, online sellers, and credit card companies. Successful phishers may convince as many as five percent of the people they contact to respond and give away their personal financial information.

Is this really a big problem? Actually, tricking five percent of the online population is huge! Currently, more than 350 million people have access to the Internet, and seventy-five percent of those Internet users live in the wealthiest countries on Earth. It has been estimated that phishers send more than three billion scam messages each year. Even by tricking only five percent of the people, phishers can make a lot of money.

Since there is so much money to make through this kind of scam, it has caught the interest of more than just small-time crooks. Recently, police tracked down members of an organized phishing group in Eastern Europe, who had stolen hundreds of thousands of dollars from people online. The group created official-looking email messages requesting people to update their personal information at an international bank’s website. However, the link to the bank in the message actually sent people to the phishers’ fake website. To make matters worse, further investigation **revealed** that this group had connections to a major crime gang in Russia.

How can innocent people protect themselves? Above all, they have to learn to recognize email that has been sent by a phisher. Always be wary of any email with urgent requests for personal financial information. Phishers typically write upsetting or exciting, but fake, statements in their emails so that people will reply right away.

Also, messages from phishers will not address recipients by name because they really don’t know who the recipients are yet. On the other hand, valid messages from your bank or other companies you normally deal with will typically include your personal name.

**Question 36.** Which of the following could best serve as the topic of the passage?

|  |
| --- |
| 1. Innocent web surfers and online risks. 2. A new type of internet attack. |
| 1. Valuable information shared on the internet. 2. Password and government ID numbers on the Internet. |

**Question 37**. What does the word "**lure**" in paragraph 2 mostly means \_\_\_\_\_\_\_\_\_?

|  |  |  |  |
| --- | --- | --- | --- |
| 1. attract | 1. entice | 1. avert | 1. obviate |

**Question 38.** The word “**they**” in paragraph 2 refers to \_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| 1. fake emails and false websites | 1. phisher |
| 1. credit card number | 1. people |

**Question 39.** According to paragraph 3, why are only 5% of online users tricked a big problem?

|  |
| --- |
| 1. Because these 5% of internet users are the wealthiest people among online population. 2. Because the personal information these people are tricked is financial. |
| 1. Because the number of online population is myriad and three fourths of them live in rich nation. 2. Because the number of scam messages sent to these users is more than three billion. |

**Question 40.** The word “**revealed**” in paragraph 4 mostly means \_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. determined | 1. concealed | 1. suppressed | 1. showed |

**Question 41.** What suggestion is TRUE according to the last paragraph?

|  |
| --- |
| 1. Ask your bank or company if you receive any upsetting or exciting email. 2. You shouldn't answer any message relate to your personal financial information. |
| 1. Be cautious with any email without the name sender. 2. Keep calm and be careful with urgent financial messages without your name. |

**Question 42.** What can be inferred from the passage?

|  |
| --- |
| 1. Successful phishers may steal people's personal information from false international banks, online sellers and credit card companies. 2. Phishers mostly steal personal information of the wealthiest people. |
| 1. Recognizing the differences between the true and Take messages will help innocent people protect their information. 2. It's not easy to track down phishers since their website are false. |

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**: I **will** take the children **to** school **as soon as** I **will have finished** breakfast.

A B C D

**Question 44**: Containers **are** also **extremely** difficult to track and monitor because **it** pass through so **many**

A B C D

countries and jurisdictions.

**Question 45**: **By the time** the Korean War ended, two million people **were** dead, and the North was almost

A B

totally **flattened** from **continuous** bombing by the U.S Air Force.

C D (continual)

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**: The last time my friend wrote a letter to me was in February.

|  |
| --- |
| 1. I haven't never received a letter from my friend since February. 2. I last received a letter from my friend in February. |
| 1. It was in February since I first received a letter from my friend. |
| 1. My friend last wrote a letter to me when in February. |
| **Question 47**: ‘Can I give you a hand with this report?’ said my colleague.   1. My colleague asked me if I could give him a hand with that report. |
| 1. My colleague told me to help him with that report. |
| 1. My colleague refuse to give me a hand with that report. |
| 1. My colleague offered to help me with that report. |

**Question 48**: I’m sure he worked his socks off to get to the conference in time.

|  |
| --- |
| 1. He must work his socks off to get to the conference in time. 2. He needn’t work his socks off to get to the conference in time. 3. He should have worked his socks off to get to the conference in time. 4. He must have worked his socks off to get to the conference in time. |

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**: My two younger brothers ate so much chocolate after lunch. They’re feeling very sick now.

|  |
| --- |
| 1. If my two younger brothers hadn’t eaten so much chocolate after lunch, they wouldn’t have been very sick now. |
| 1. If only my two younger brothers hadn’t eaten so much chocolate after lunch. |
| 1. I wish my two younger brothers weren’t feeling very sick because of eating so much chocolate after lunch. 2. But for eating so much chocolate after lunch, my two younger brothers wouldn’t have been very sick now. |

**Question 50**: Pollution is a significant problem all around the world. Many people are debating possible solutions.

|  |
| --- |
| 1. Such is pollution a significant problem all around the world that many people are debating possible solutions. 2. Not until pollution is a significant problem all around the world are many people debating possible solutions. |
| 1. It is only when pollution is a significant problem all around the world are many people debating possible solutions. 2. Significant as problem is all around the world, many people are debating possible solutions. |
|  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.C | 6.D | 11.D | 16.A | 21.D | 26.A | 31.C | 36.B | 41.D | 46.B |
| 2.D | 7.B | 12.A | 17.C | 22.D | 27.D | 32.A | 37.B | 42.C | 47.D |
| 3.A | 8.D | 13.C | 18.A | 23.D | 28.C | 33.B | 38.B | 43.D | 48.D |
| 4.A | 9.C | 14.C | 19.D | 24.C | 29.C | 34.C | 39.C | 44.C | 49.B |
| 5.D | 10.C | 15.C | 20.B | 25.B | 30.C | 35.D | 40.D | 45.D | 50.A |

**Periods: 75-76-77**

**MOCK TEST 16**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from***

**Question 1: A.** permitted **B.** wanted **C.** stopped **D.** needed

**Question 2: A.** effect  **B.** enter  **C.** restore  **D.** engage

***Mark the letter A, B, C, or D on your answer sheet 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.** effort  **B.** actor  **C.** perform  **D.** area

**Question 4**. **A.** disappear  **B.** recommend  **C.** entertain  **D.** fortunate

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5:** Lady Gaga is an American singer, songwriter and actress, \_\_\_\_\_\_?

**A.** doesn’t **B.** is she **C.** isn’t Lady Gaga **D.** isn’t she

**Question 6.** Many graffiti without the permission of the owner of the wall.

**A.** are writing **B.** are written **C.** is writing **D.** is written

**Question 7**.She likes reading books \_\_\_\_\_\_ the library.

**A.** on  **B.** at  **C.** in  **D.** from

**Question 8.** The more cigarettes you smoke, you will die.

**A.** the easier **B.** more sooner **C.** the sooner **D.** faster

**Question 9.** It's silly of him to spend a lot of money buying .

**A.** a thick wooden old table **B.** a thick old wooden table

**C.** an old wooden thick table **D.** a wooden thick old table

**Question 10.** When hecame, I\_\_\_\_\_\_\_ in the kitchen.

**A.** cooked **B.** am cooking **C.** has cooked **D.** was cooking

**Question 11.** \_\_\_\_\_\_\_\_ he was the most prominent candidate, he was not chosen.

**A.** Though **B.** Because **C.** As **D.** Since

**Question** 12 \_\_\_\_\_\_\_\_ the destination, he will have been walking for about three hours.

**A.** When John will get **B.** By the time John gets

**C.** After John has got **D.** until John is getting

**Question 13.** On he had won, he jumped for joy.

**A.** he was told **B.** having told **C.** being told **D.**get fined

**Question 14:** His\_\_\_\_\_\_of the generator is very famous.

**A.** invent **B.** inventive **C.** invention **D.** inventor

**Question 15:** The government hopes to\_\_\_\_\_\_its plans for introducing cable TV.

**A.** turn out **B.** carry out **C.** carry on **D.** keep on

**Question 16:** The jury\_\_\_\_\_\_her compliments on her excellent knowledge of thesubject.

**A.** paid **B.** gave **C.** made **D.** said

**Question 17:** Nobody took any\_\_\_\_\_\_of the warning and they went swimming inthe contaminated water.

**A.** information **B.** attention **C.** sight **D.** notice

**Question 18:** I had a \_\_\_\_\_\_ chat with my manager and gave him an update on the project.

**A.** brief **B.** short **C.** quick  **D.** lull

**Question 19:**There has been a hot debate among the scientists relating to the\_\_\_\_\_\_of using robotic probes to study distant objects in space.

**A.** problems and solutions **B.** pros and cons

**C.** solutions and limitations **D.** causes and effects

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20:** The new air conditioner was **installed** yesterday.

**A.** inspected thoroughly **B.** put in position

**C.** well repaired **D.** delivered to the customer

**Question 21**: We were **pretty** disappointed with the quality of the food.

**A.** highly **B.** rather **C.** extremely **D.** very

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** Many women prefer to use cosmetics to **enhance** their beauty and make them look younger.

**A.** improve **B.** maximize **C.** worsen **D.** enrich

**Question 23:** I think we cannot purchase this device this time as it **costs an arm and a leg**.

**A.** is cheap **B.** is painful **C.** is confusing **D.** is expensive

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:** Nam and Mai are having a party at Nam’s house.

- Nam: “Would you like to have some more dessert, Mai?” - Mai: “\_\_\_\_\_\_. I’m full.”

**A.** That would be great **B.** Yes, I like your party

**C.** Yes, please **D.** No, thanks

**Question 25:** Tim and Peter had a quarrel last week and now Tom is giving Tim advice.

- Tom: “I think the best way to solve that problem is to keep silent.”

- Tim: “\_\_\_\_\_\_. Silence may kill our friendship.”

**A.** That’s a great idea **B.** That’s not a good idea

**C.** I’m not wrong **D.** Yes, I think much

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

Have you ever had the feeling that people older than you are hard to understand? Or, have you felt like people from younger generations just don't get it? Maybe you find it easier to connect with people (26) \_\_\_\_\_\_ are closer to your age than those who are older or younger than you. You can probably thank the generation gap for these feelings.

There are currently six generations living in the United States: the Greatest Generation, Silent Generation, Baby Boomers, Generation X, Millennials, and Generation Z. (27) \_\_\_\_\_\_ generation has its own unique set of characteristics and norms. For (28) \_\_\_\_\_\_ , the Greatest Generation (born 1901-1924) is known for its patriotism, hard workers, and loyalty to institutions. The Millennials (born 1980-2000) are characterized by their dependence on technology, detachment from traditional institutions, optimism, and open-mindedness. It is no (29) \_\_\_\_\_\_ that many people from different generations have a hard time understanding each other.

Generation gap refers to differences in actions, beliefs, interests, and opinions that (30) \_\_\_\_\_\_ between individuals from different generations. So, what causes these differences?

*(Adapted from* [*https://study.com/*](https://study.com/)*)*

**Question 26: A.** who **B.** which **C.** when **D.** what

**Question 27: A.** Another **B.** Very **C.** All **D.** Each

**Question 28: A.** answer **B.** process **C.** example **D.** study

**Question 29: A.** wonder **B.** picture **C.** business **D.** training

**Question 30: A.** trade **B.** exist **C.** credit **D.** target

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.***

Stars have been significant features in the design of many United States coins and **their** number has varied from one to forty-eight stars. Most of the coins issued from about 1799 to the early years of the twentieth century bore thirteen stars representing the thirteen original colonies.

**Curiously enough**, the first American silver coins, issued in 1794, had fifteen stars because by that time Vermont and Kentucky have joined the Union. At that time it was apparently the intention of mint officials to add a star for each new state. Following the admission of Tennessee in 1796, for example, some varieties of half dimes, dimes, and half dollars were produced with sixteen stars.

As more states were admitted to the Union, however, it quickly became apparent that this scheme would not prove practical and the coins from 1798 were issued with only thirteen Stars - one for each of the original colonies. Due to an error at the mint, one variety of the 1828 half-cent was issued with only twelve stars. There is also a variety of the large cent with only 12 stars, but this is the result of a die break and is not a true error.

**Question 31:** What is the main topic of the passage?

**A.** Stars on American coins

**B.** The teaching of astronomy in state universities

**C.** Colonial stamps and coins

**D.** The star as national symbol of the United States

**Question 32:** The expression "**Curiously enough**" is used because the author finds it strange that \_\_\_\_\_.

**A.** Tennessee was the first state to use half dimes

**B.** Vermont and Kentucky joined the Union in 1794

**C.** silver coins with fifteen stars appeared before coins with thirteen

**D.** no silver coins were issued until 1794

**Question 33:** Why was a coin produced in 1828 with only twelve stars?

**A.** Tennessee had left the Union.  **B.** The mint made a mistake.

**C.** There were twelve states at the time.  **D.** There is a change in design policy.

**Question 34:** Which of the following is NOT mentioned as the denomination of an American coin?

**A.** Half nickel  **B.** Half-dollar  **C.** Hall cent  **D.** Half dime

**Question 35:** The word "**their**" in line 1 refers to \_\_\_\_\_\_\_\_\_.

**A.** features  **B.** coins  **C.** stars  **D.** colonies

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

Do you feel like your teenager is spending most of the day glued to a phone screen? You're not too far off. A new survey from the Pew Research Center reveals the surprising ways that technology intersects with teen friendships – and the results show that 57 percent of teens have made at least one new friend online. Even more surprisingly, only 20 percent of those **digital** friends ever meet in person.

While teens do connect with their friends face-to-face outside of school, they spend 55 percent of their day texting with friends, and only 25 percent of teens are spending actual time with their friends on a daily basis (outside of school hallways). These new forms of communication are key in maintaining friendships day-to-day – 27 percent of teens instant message their friends every day, 23 percent connect through social media every day, and 7 percent even video chat daily. Text messaging remains the main form of communication – almost half of survey respondents say it's their chosen method of communication with their closest friend.

While girls are more likely to text with their close friends, boys are meeting new friends (and maintaining friendships) in the gaming world – 89 percent play with friends they know, and 54 percent play with online-only friends. Whether they're close with their teammates or not, online garners say that playing makes them feel "more connected" to friends **they** know, or garners they've never met.

When making new friends, social media has also become a major part of the teenage identity – 62 percent of teens are quick to share their social media usernames when connecting with a new friend (although 80 percent still consider their phone number the best method of contact). Despite the negative consequences-21 percent of teenage users feel worse about their lives because of posts they see on social media – teens also have found support and connection through various platforms. In fact, 68 percent of teens received support during a challenging time in their lives via social media platforms.

Just as technology has become a gateway for new friendships, or a channel to stay connected with current friends, it can also make a friendship **breakup** more public. The study reveals that girls are more likely to block or unfriend former allies, and 68 percent of all teenage users report experiencing "drama among their friends on social media."

*(Source: https://www.realsimple.com)*

**Question 36:** The word "**digital**" in the first paragraph is closest in meaning to \_\_\_\_\_.

**A.** analogue  **B.** numeracy  **C.** numerous  **D.** online

**Question 37:** The word "**they**" in paragraph 3 refers to \_\_\_\_\_.

**A.** friends  **B.** online-only friends  **C.** online gamers  **D.** their teammates

**Question 38:** According to the passage, what percentage of teens spend actual time with their friends?

**A.** 23%  **B.** 25%  **C.** 27%  **D.** 55%

**Question 39:** The following sentences are true, EXCEPT \_\_\_\_\_.

**A.** Most teenagers use video chat to maintain relationship with friends

**B.** New forms of communication play an important role in keeping friendships

**C.** According to the survey, more than half of teens have ever made new friends online

**D.** Teens only meet face-to-face one fifth of online friends they have made

**Question 40:** What can be inferred from the passage?

**A.** The majority of teenage users agree that social media has negative consequences in their lives.

**B.** Thanks to social media, more than two thirds of teens are supported when they face with challenges in their lives.

**C.** Boys are more likely to meet new friends than girls.

**D.** Most teens are not easy to give others their usernames when making new friends.

**Question 41:** What is the synonym of the word "**breakup**” in the last paragraph?

**A.** commencing  **B.** popularity  **C.** termination  **D.** divorce

**Question 42:** What is the main idea of the passage?

**A.** The difference of making new friends between girls and boys.

**B.** Social media connects friendship.

**C.** Social media affects friendship too much.

**D.** Teenagers are making and keeping friends in a surprising way.

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43:** What I told her a few days ago is not the solution to most of her problems.

**A B C D**

**Question 44:** Tom’s jokes are inappropriate but we have to put up with it just because he’s the boss.

**A B C D**

**Question 45:**  Modern office buildings have false ﬂoors under which computer and phone wires

**A B C**

can be lain.

**D**

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions***

**Question 46:** The last time I saw her was three years ago.

**A.** I have not seen her for three years.

**B.** About three years ago, I used to meet her.

**C.** I have often seen her for the last three years.

**D.** I saw her three years ago and will never meet her

**Question 47:** She said, "John, I'll show you round my city when you're here."

**A.** She made a trip round her city with John.

**B.** She planned to show John round her city.

**C.** She promised to show John round her city.

**D.** She organized a trip round her city for John.

**Question 48:** It is unnecessary for you to finish the report until tomorrow afternoon

**A.**You needn’t finish the report until tomorrow afternoon.

**B.**You have to finish the report unitl tomorrow afternoon.

**C.**You may finish the report after tomorrow afternoon.

**D**.You should finish the report until tomorrow afternoon

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question 49:** Susan didn’t apply for the summer job in the cafe. She now regrets it.

**A.** Susan wishes that she applied for the summer job in the cafe.

**B.** Susan feels regret because she didn’t apply for the summer job in the cafe.

**C.** If only Susan didn’t apply for the summer job in the cafe.

**D.** Susan wishes that she had applied for the summer job in the cafe.

**Question 50:** She had only just put the telephone down when the boss rang.

**A**. She put the telephone down and the boss rang.

**B**. Hardly had she put the telephone down when the boss rang.

**C.** The boss rang back, but she put the telephone down.

**D**. She had put the telephone down, so she let it ring when the boss rang.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1-C** | **2-B** | **3-C** | **4-D** | **5-D** | **6-B** | **7-C** | **8-C** | **9-B** | **10-D** |
| **11-A** | **12-B** | **13-C** | **14-C** | **15-B** | **16-A** | **17-D** | **18-A** | **19-B** | **20-B** |
| **21-B** | **22-C** | **23-A** | **24-D** | **25-B** | **26-A** | **27-D** | **28-C** | **29-A** | **30-B** |
| **31-B** | **32-D** | **33-B** | **34-A** | **35-B** | **36-D** | **37-C** | **38-B** | **39-A** | **40-B** |
| **41-D** | **42-D** | **43-B** | **44-B** | **45-D** | **46-A** | **47-C** | **48-A** | **49-D** | **50-B** |

**Periods: 78-79-80**

**MOCK TEST 17**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

**Question 1**. **A.** laughed **B.** sacrificed **C.** cooked **D.** explained

**Question 2. A.** meat  **B.** bean  **C.** sweat  **D.** meaning

***Mark the letter A, B, C, or D on your answer sheet 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.** support  **B.** slogan  **C.** icon  **D.** motto

**Question 4**. **A.** dominate  **B.** disagree  **C.** disrespect  **D.** interfere

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5**.Nobody called me yesterday, ……………….?

**A.** didn't it  **B.** do they  **C.** didn't they  **D.** did they

**Question 6.**This house ———————- in 1970 by my grandfather.

**A.** built **B.** was built **C.** was build **D.** has built

**Question 7.** What do you know .......... him?

**A.** on **B.** about **C.** with **D.** for

**Question 8.**  The more I tried my best to help her, ……….she became.

**A.** less lazy **B.** the lazier **C.** the more lazy **D.** lazier

**Question 9.** She has just bought .

**A.** an interesting French old painting **B.** an old interesting French painting

**C.** a French interesting old painting **D.** an interesting old French painting

**Question 10**. When the boss walked into the office, his secretary \_\_\_\_\_\_\_\_.

**A.**has been typing  **B.**was typing  **C.** is typing  **D**. had typed

**Question 11.** She got the job the fact that she had very little experience.

**A.** although **B.** because of **C.** despite **D.** because

**Question 12.** \_\_\_\_\_\_\_\_ to help, we will have finished the work.

**A.** By the time John comes  **B.** Since John comes

**C.** When John comes **D.**  Until John comes

**Question 13:** the distance was too far and the time was short, we decided to fly there instead of going there by train.

**A.** To discover **B.** Discovered **C.** To have discovered **D.** Discovering

**Question 14:** She was pleased that things were going on \_\_\_\_\_\_\_.

**A.** satisfied  **B.** satisfactorily  **C.** satisfying  **D.** satisfaction

**Question 15.** I was late for work because my alarm clock did not \_\_\_\_\_\_\_ .

**A.** turn off  **B.** put off  **C.** send off **D.** go off

**Question 16:** Peter\_\_\_\_\_\_ a better understanding of Algebra than we do.

**A.** makes  **B.** has  **C.** takes  **D.** gives

**Question 17:** The sight of his pale face brought \_\_\_\_\_\_\_\_ to me how ill he really was.

**A.** place  **B.** house  **C.** life  **D.** home

**Question 18**. Ihe children had to\_\_\_\_\_\_\_\_\_\_\_in the principal’s office after they took part in a fight.

**A**. hit the right notes **B**. beat around the bush

**C**. play second fiddle **D**. face the music

**Question 19:** In the formal interview, it is essential to maintain good eye with the interviewers.

**A.** contact **B.** touch **C.** link **D.** connection

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20:** The factory is fined for **discharging** dangerous chemicals into the river.

**A.** releasing **B.** increasing **C.** decreasing **D.** keeping

**Question 21:** The new college is intended to improve the life **chances** of children in the inner city.

**A.** productions **B.** communities **C.** opportunities **D.** questions

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** Children brought up in a **caring** environment tend to grow more sympathetic towards others.

**A.** loving **B.** dishonest  **C.** healthy **D.** hateful

**Question 23:** It’s quite disappointing that some people still **turn a blind eye to** acts of injustice they witness in the street.

**A**. take no notice of **B**. have no feeling for

**C**. show respect for **D**. pay attention to

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:** Janet wants to invite Susan to go to the cinema.

- Janet: “Do you feel like going to the cinema this evening?” - Susan: “\_\_\_\_\_\_.”

**A**. I don’t agree, I’m afraid **B**. You’re welcome

**C**. That would be great **D**. I feel very bored

**Question 25:** - Baker: “In my opinion, women often drive more carefully than men.”

- Barbara: “\_\_\_\_\_\_.”

**A.** Never mind **B.** What nonsense **C.** Absolutely **D.** Yes, please

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

Urban development is having a direct impact on the weather in (26) \_\_\_\_\_\_ cities worldwide. It has been noticed that the difference in temperature is usually greater at night and the phenomenon occurs in both winter and summer. Experts agree that this is due to urban development, when open green spaces are replaced with asphalt roads and tall brick or concrete buildings. These materials retain heat generated by the Sun and release it through the night. In Atlanta, in the US, this has even led to thunderstorms (27) \_\_\_\_\_\_ occur in the morning rather than, as is more common, in the afternoon.

Large cities around the world are adopting strategies to combat this issue, (28) \_\_\_\_\_\_ it is not uncommon to find plants growing on top of roofs or down the walls of large buildings. In Singapore, the government has (29) \_\_\_\_\_\_ to transform it into a "city within a garden" and, in 2006, they held an international competition calling for entries to develop a master plan to help bring this about. One outcome was the creation of 18 "Supertrees" – metal constructions resembling very tall trees. Each one is a vertical freestanding garden and is (30) \_\_\_\_\_\_ to exotic plants and ferns. They also contain solar panels used to light the trees at night and also containers to collect rainwater, making them truly self-sufficient.

**Question 26: A.** one **B.** many **C.** each **D.** much

**Question 27: A.** which **B.** where **C.** what **D.** when

**Question 28: A.** however **B.** for **C.** otherwise **D.** and

**Question 29: A.** committed **B.** pledged **C.** confessed **D.** required

**Question 30: A.** land **B.** house **C.** place **D.** home

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.***

Edward Patrick Eagan was born on April 26th 1897 in Denver, Colorado, and his father died in a railroad accident when Eagan was only one year old. He and his four brothers were raised by his mother, who earned a small income from teaching foreign languages.

**Inspired** by Frank Marriwell, the hero of a series of popular novels for boys, Eagan pursued an education for himself and an interest in boxing. He attended the University of Denver for a year before serving in the U.S. army as an artillery lieutenant during World War I. After the war, he entered Yale University and while studying there, won the US national amateur heavyweight boxing title. He graduated from Yale in 1921, attended Harvard Law School, and received a Rhodes scholarship to the University of Oxford where he received his A.M. in 1928.

While studying at Oxford, Eagan became the first American to win the British amateur boxing championship. Eagan won his first gold medal as a light heavyweight boxer at the 1920 Olympic Games in Antwerp, Belgium. Eagan also fought at the 1924 Olympics in Paris as a heavyweight but failed to get a medal. Though he had taken up the sport just three weeks before **the competition**, he managed to win a second gold medal as a member of four-man bobsled team at the 1932 Olympics in Lake Placid, New York. Thus, he became the only athlete to win gold medals at both the Summer and Winter Olympics.

*(Adapted from "Peteson's Master TOEFL Reading Skills)*

**Question 31:**What is the main idea of the passage?

**A.** Eagan's life shows that a man can be an athlete and a well-educated person.

**B.** Eagan's life shows that military experiences make athletes great.

**C.** Eagan's life shows how a wealthy student can achieve as much as a poor one.

**D.** Eagan's life shows how easy it is to win two gold medals in different Olympic sports.

**Question 32:** According to the passage, who was Frank Merriwell?

**A.** A teacher at Yale  **B.** A student at Oxford

**C.** A fictional character  **D.** A bobsledder at the Olympics

**Question 33:** The word "**Inspired**" in paragraph 2 in CLOSEST in meaning to \_\_\_\_\_\_.

**A.** stopped  **B.** challenged  **C.** calmed  **D.** stimulated

**Question 34:** According to the passage, Eagan won all of the following EXCEPT \_\_\_\_\_\_.

**A.** British amateur boxing championship  **B.** U.S. national amateur heavyweight boxing title

**C.** Heavyweight boxing, Olympic gold medal  **D.** Light heavyweight boxing, Olympic gold medal

**Question 35:** The word **"the competition"** in paragraph 3 refers to \_\_\_\_\_\_.

**A.** sport  **B.** 1932 Olympics  **C.** gold medals  **D.** Summer Olympics

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

It is estimated that by 2050 more than two-thirds of the world's population will live in cities, up from about 54 percent today. While the many benefits of organized and efficient cities are well understood, we need to recognize that this rapid, often unplanned urbanization brings risks of profound social instability, risks to critical infrastructure, potential water crises and the potential for devastating spread of disease. These risks can only be further exacerbated as this unprecedented transition from rural to urban areas continues.

How effectively these risks can be **addressed** will increasingly be determined by how well cities are governed. The increased concentration of people, physical assets, infrastructure and economic activities mean that the risks materializing at the city level will have far greater potential to disrupt society than ever before.

Urbanization is by no means bad by itself. It brings important benefits for economic, cultural and societal development. Well managed cities are both efficient and effective, enabling economies of scale and network effects while reducing the impact on the climate of transportation. As such, an urban model can make economic activity more environmentally-friendly. Further, the proximity and diversity of people can **spark** innovation and create employment as exchanging ideas breeds new ideas.

But these utopian concepts are threatened by some of the factors driving rapid urbanization. For example, one of the main factors is rural-urban migration, driven by the prospect of greater employment opportunities and the hope of a better life in cities. But rapidly increasing population density can create severe problems, especially if planning efforts are not sufficient to cope with the influx of new inhabitants. The result may, in extreme cases, be widespread poverty. Estimates suggest that 40% of the world's urban expansion is taking place in slums, exacerbating socio-economic disparities and creating unsanitary conditions **that** facilitate the spread of disease.

The Global Risks 2015 Report looks at four areas that face particularly daunting challenges in the face of rapid and unplanned urbanization: infrastructure, health, climate change, and social instability. In each of these areas we find new risks that can best be managed or, in some cases, transferred through the mechanism of insurance.

**Question 36:** The word “**that**" in paragraph 4 refers to \_\_\_\_\_\_\_\_\_\_.

**A.** urban expansion  **B.** socio-economic disparities

**C.** disease  **D.** unsanitary conditions

**Question 37:**According to paragraph 3, what is one of the advantages of urbanization?

**A.** It minimizes risks for economic, cultural and societal development.

**B.** It makes water supply system both efficient and effective.

**C.** Weather and climate in the city will be much improved.

**D.** People may come up with new ideas for innovation.

**Question 38:**Which statement is TRUE, according to the passage?

**A.** Urbanization brings important benefits for development as well.

**B.** 54% of the world's population will live in cities by 2050.

**C.** Risks cannot be addressed effectively no matter how well cities are governed.

**D.** Rapidly increasing population density can help solve poverty.

**Question 39:** The word "**addressed**" in paragraph 2 is closest in meaning to \_\_\_\_\_\_\_\_\_.

**A.** aimed at  **B.** dealt with  **C.** added to  **D.** agreed on

**Question 40:** What can be inferred from the passage?

**A.** Poverty may be a foregone conclusion of unplanned urbanization.

**B.** Diseases are caused by people migrating to cities.

**C.** Urbanization can solve the problem of environmental pollution in cities.

**D.** The increasing number of people in cities can create more employment.

**Question 41:** Which is the most suitable title for the passage?

**A.** The Risks of Rapid Urbanization in Developing Countries

**B.** Infrastructure and Economic Activities in Cities

**C.** The Global Risks 2015 Report on Developing Urban Areas

**D.** Rapid Urbanization Put Cities in Jeopardy

**Question 42:** The word “**spark**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_\_\_\_\_.

**A.** need  **B.** start  **C.** encourage  **D.** design

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43:** The passengers, tired after a very long trip, was relaxing in every available seat in the airport

**A B C D**

lobby.

**Question 44:** He didn’t meet her even one time since they said good bye together .

**A B C D**

**Question 45:** He was so exhausted that he felt asleep at his desk.

**A** **B** **C D**

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions***

**Question 46:** She began to play the piano three years ago.

**A**. She has played the piano since three years. **B.** She has played the piano for three years

**C**. She doesn’t play the piano now. **D**. She stops playing the piano now.

**Question 47:** "Don't forget to submit your assignments by Thursday," said the teacher to the students.

**A**. The teacher reminded the students to submit their assignments by Thursday.

**B**. The teacher allowed the students to submit their assignments by Thursday.

**C**. The teacher ordered the students to submit their assignments by Thursday.

**D**. The teacher encouraged the students to submit their assignments by Thursday.

**Question 48:** It’s very likely that the company will accept his application.

**A.** The company needs accept his application.   
 **B.** The company might accept his application.   
 **C.** The company must accept his application.   
 **D.** The company should accept his application.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question 49:** Marie didn’t turn up at John’s birthday party. I feel so sorry for that.

**A.** If only Marie turn up at John’s birthday party.

**B.** I wish Marie had turned up at Johns birthday party.

**C.** I wished Marie wouldn’t turn up at John’s birthday party.

**D.** It’s a shame Marie had turned up at John’s birthday party.

**Question 50:** The government does not know what to do with household rubbish in large cities.

**A.** Little does the government know what to do with household rubbish in large cities.

**B.** It is unknown what to do with household rubbish in large cities by the government.

**C.** Rarely the government knows what to do with household rubbish in large cities.

**D.** Hardly any government knows what to do with household rubbish in large cities.

**ĐÁP ÁN**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1-D** | **2-C** | **3-A** | **4-A** | **5-D** | **6-B** | **7-B** | **8-B** | **9-D** | **10-B** |
| **11-C** | **12-A** | **13-D** | **14-B** | **15-D** | **16-B** | **17-D** | **18-D** | **19-A** | **20-A** |
| **21-C** | **22-D** | **23-D** | **24-C** | **25-C** | **26-B** | **27-A** | **28-D** | **29-B** | **30-D** |
| **31-A** | **32-C** | **33-D** | **34-C** | **35-B** | **36-D** | **37-D** | **38-B** | **39-B** | **40-A** |
| **41-A** | **42-B** | **43-C** | **44-A** | **45-C** | **46-B** | **47-A** | **48-B** | **49-B** | **50-A** |

**Periods: 81-82-83**

**MOCK TEST 18**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

**Question 1.** **A.** mended **B.** faced **C.** objected **D.** waited

**Question 2.** **A.** breakfast **B.** feature **C.** peasant **D.** pleasure

***Mark the letter A, B, C, or D on your answer sheet 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.** confide **B.** gather **C.** divide **D.** maintain

**Question 4.** **A.** compulsory **B.** certificate **C.** category **D.** accompany

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5.** She didn’t go yesterday, \_\_\_\_\_\_\_\_\_?

**A**. does she **B**. doesn't she **C**. did she **D**. didn’t she

**Question 6**. .Laura . . . . . . . . in Boston.

**A.** are born **B.** were born **C.** was born **D.** born

**Question 7.**These facts may be familiar .......... you.

**A.** with **B.** about **C.** to **D.** into

**Question 8 .** ………I get to know Jim, the more I like him.

**A.** For more **B.** More **C.** The more **D.** The most

**Question 9.**We like policies.

**A.** American recent economic **B.** economic recent American

**C.** recent American economic **D.** recent economic American

**Question 10.** He fell down when he towards the church.

**A.** run **B.** runs **C.** was running **D.** had run

**Question 11.** He managed to win the race hurting his foot before the race.

**A.** in spite of **B.** despite of **C.** although **D.** because of

**Question 12** the letter, Tom will have left for Paris.

**A**. By the time we receive **B**. before we receive

**C.** when we receive **D**. after we receive

**Question 13**: UNESCO criteria for outstanding universal value to humanity, Trang An Scenic Landscape Complex was added to the World Heritage List in 2014.

**A.** Meeting **B.** Met **C.** To meet **D.** Having met

**Question 14:** The teacher likes her essay because it’s very \_\_\_\_\_\_

**A.** imagination **B.** imaginable **C.**imaginative **D.** imaginary

**Question 15:** When being interviewed, you should ……… what the interviewer is saying or asking you.

**A.** be related to **B.** be interested in **C.** express interest to **D.** concentrate on

**Question 16:** We have been working hard. Let’s a break.

**A.** make **B.** find **C.** do **D.** take

**Question 17**: The \_\_\_\_\_\_ prices of property in big cities may deter people on low incomes from owning a house there.

**A.** competitive  **B.** forbidding  **C.** prohibitive  **D.** inflatable

**Question 18.** We were so looking forward to stretching out on the beach in the sunshine, but it \_\_\_\_\_\_\_ the whole time we were there.

**A**. poured with rain **B**. rained dogs and cats

**C**. dropped in the bucket **D**. made hay while the sun shined

**Question 19.** Environmental groups try to stop farmers from using harmful \_\_\_\_\_\_\_ on their crops.

**A**. economy **B**. Agriculture **C**. investments **D**. chemicals

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20:** My uncle, who is an **accomplished** guitarist, taught me how to play.

**A.** skillful **B.** famous **C.** perfect **D.** modest

**Question 21:** Dozens of valuable works of art disappeared during **shipment** to the US.

**A.** authority **B.** security **C.** activity **D.** delivery

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** Some vegetables are grown without soil and **artificial** light**.**

**A.** real **B.** natural **C.** genuine **D.** true

**Question 23:** It is very difficult to tell him to give in because he is so **big-headed.**

**A.** wise **B.** generous **C.** modest **D.** arrogant

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:** Jane had difficulty carrying her suitcase upstairs, and Mike, her friend, offered to help.

– Mike: “Need a hand with your suitcase, Jane?” – Jane: “\_\_\_\_\_\_”

**A.** Not a chance. **B.** That’s very kind of you.

**C.** Well done! **D.** I don’t believe it.

**Question 25:** Julia and Phoebe is talking about Peter.

- Julia: “Peter was born and brought up in Hastings and he must know it very well.”

- Phoebe: “\_\_\_\_\_\_. He even couldn’t tell me where to have some street food there.”

**A.** I can’t agree with you more. **B.** You must be right.

**C.** I'm of the opposite opinion **D.** I don't think that's a good idea

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

In the year 1900, the world was in the midst of a machine revolution. (26) \_\_\_\_\_ electrical power became more ubiquitous, tasks once done by hand were now completed quickly and efficiently by machine. Sewing machines replaced needle and thread. Tractors replaced hoes. Typewriters replaced pens. Automobiles replaced horse-drawn carriages.

A hundred years later, in the year 2000, machines were again pushing the boundaries of (27) \_\_\_\_\_ was possible. Humans could now work in space, thanks to the International Space Station. We were finding out the composition of life thanks to the DNA sequencer. Computers and the world wide web changed the way we learn, read, communicate, or start political revolutions.

So what will be the game-changing machines in the year 2100? How will they (28) \_\_\_\_\_ our lives better, cleaner, safer, more efficient, and (29) \_\_\_\_\_ exciting?

We asked over three dozen experts, scientists, engineers, futurists, and organizations in five different disciplines, including climate change, military, infrastructure, transportation, and space exploration, about how the machines of 2100 will change humanity. The (30) \_\_\_\_\_ we got back were thought-provoking, hopeful and, at times, apocalyptic.

*(Adapted from* [*https://www.popularmechanics.com/*](https://www.popularmechanics.com/)*)*

**Question 26: A.** Despite **B.** However **C.** Although **D.** As

**Question 27: A.** what **B.** that **C.** who **D.** which

**Question 28: A.** notice **B.** taste **C.** make **D.** hope

**Question 29: A.** much **B.** more **C.** little **D.** less

**Question 30: A.** answers **B.** programs **C.** contacts **D.** services

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

Right now, the biggest source of energy in the world is fossil fuel. Fossil fuels are oil, gas, and coal. More than 80 percent of the world's energy comes from fossil fuel. There are many problems with fossil fuel. One problem is that when fossil fuel is burned, it pollutes the air. Also, when we take fossil fuel from the Earth, we often cause a lot of damage. Another problem is that we are running out of it. That is why we need new sources of energy. A big source of energy for many countries is nuclear power. Thirty-one countries use nuclear power. Many ships also use it.

Nuclear power has some advantages. First of all, we can't run out of nuclear power. Nuclear power does not make the air dirty. Also, if a country has nuclear power, it doesn't need to buy as much as oil from other countries.

However, there are also a lot of problems that come with nuclear power. For example, nuclear accidents are very serious. In 1986, there was a nuclear accident in Ukraine. In the next 20 years, about 4,000 people got sick and died. In 2011, there was another very serious nuclear accident in Japan. Japan is still trying to **clean up** the nuclear waste from the accident.

Many people don't want nuclear power in their countries. **They** say that it is not safe. A lot of people want their countries to use safer and cleaner ways to get electricity. There have been protests against nuclear energy in the United States, Russia, France, Taiwan, Japan, India, and many other countries.

Although many people hate nuclear energy, more and more countries are using it. One reason for this is that the world is using more and more energy. We just don't have enough fossil fuel. However, if we use nuclear power, then we may have more serious problems in the future.

**Question 31:** *Which of the following is NOT true about fossil fuel?*

**A.** It can pollute the air.

**B.** We don't use much of it.

**C.** Its sources are limited.

**D.** Mining fossil fuel can bring harm to the environment.

**Question 32:** *All of the following are true about nuclear accidents EXCEPT that \_\_\_\_\_\_.*

**A.** they have been very serious

**B.** their effects can last many years

**C.** it doesn't take us much time to clean up the nuclear waste from the accident

**D.** there were serious nuclear accidents in Ukraine in 1986 and in Japan in 2011

**Question 33:** *The phrase "****clean up****" in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_.*

**A.** block  **B.** evacuate  **C.** disappear  **D.** remove

**Question 34:** *What does the word "****They****" in paragraph 4 refer to?*

**A.** countries  **B.** protesters  **C.** officials  **D.** supporters

**Question 35:***Which of the following statements would the author of the passage support most?*

**A.** Some governments are wrong when they are using nuclear energy.

**B.** We should consider seriously nuclear power because it has both advantages and disadvantages.

**C.** We can continue using nuclear energy until there is an accident.

**D.** Many people don't want nuclear power in their countries and governments should follow their people.

Contrary to popular belief, one does not have to be trained programmer to work online. Of course, there are plenty of jobs available for people with high-tech computer skills, but the growth of new media has opened up a wide range of Internet career opportunities requiring only a minimal level of technical expertise. Probably one of the most well-known online job opportunities is the job of webmaster. However, it is hard to define one basic job description for this position. The qualifications and responsibilities depend on what tasks a particular organization needs a webmaster to perform.

To specify the job description of a webmaster, one needs to **identify** the hardware and software that the website the webmaster will manage is running on. Different types of hardware and software require different skill sets to manage **them.** Another key factor is whether the website will be running internally (at the firm itself) or externally (renting shared space on the company servers). Finally, the responsibilities of a webmaster also depend on whether he or she will be working independently, or whether the firm will provide people to help. All of these factors need to be considered before one can create an accurate webmaster job description.

Webmaster is one type of Internet career requiring in-depth knowledge of the latest computer applications. However, there are also online jobs available for which traditional skills remain in high demand. Content jobs require excellent writing skills and a good sense of the web as a “new media”.

The term “new media” is difficult to define because it encompasses a constantly growing set of new technologies and skills, specifically, it includes websites, email, Internet technology, CD-ROM, DVD, streaming audio and video, interactive multimedia presentations, e-books, digital music, computer illustration, video games, virtually reality, and computer artistry.

Additionally, many of today’s Internet careers are becoming paid-by-the-job professions. With many companies having to **downsize** in tough economic items, the outsourcing and contracting of freelance workers online has become common business practice. The Internet provides an infinite pool of buyers from around the world with whom freelancers can contract their services. An added benefit to such online jobs is that freelancers are able to work on projects with companies outside their own country of residence.

How much can a person make in these kinds of career? As with many questions related to todays evolving technology, there is no simple answer. There are many companies willing to pay people with technical Internet skills salaries well above $70,000 a year. Generally, webmasters start at about $30,000 per year, but salaries can vary greatly. Freelance writers working online have been known to make between $40,000 and $70,000 per year.

**Question 36: What is the best title for this passage?**

**A**. The definition of “new media” **B**. Internet jobs

**C**. The job of Webmasters **D**. People with Internet skills

**Question 37: According to the passage, which of the following is TRUE of webmasters?**

**A**. They work either independently or collaboratively.

**B**. The duties they perform stay almost unchanged.

**C.** Their jobs require a minimal level of expertise

**D**. They hardly support hardware and software products.

**Question 38: The word “identity” in paragraph 2 is closest in meaning to\_\_\_\_\_\_\_\_\_\_\_\_**

**A**. find out **B**. pick up on **C**. come across **D**. look into

**Question 39: The word “them” in paragraph 2 refers to\_\_\_\_\_\_\_\_\_\_\_\_.**

**A**. websites **B**. tasks **C**. hardware and software **D**. skill sets

**Question 40: Which of the followings is NOT true about the job of the freelance writers?**

**A**. It may involve working with foreign companies.

**B**. It is considered a “content” job.

**C**. There is a high demand for traditional skills.

**D**. It requires deep knowledge of computer applications.

**Question 41: The word “downsize” in paragraph 5 most likely means\_\_\_\_\_\_\_\_\_\_\_\_.**

**A**. dismiss workers **B**. decrease salary **C**. go bankrupt **D**. win new contracts

**Question 42: It can be inferred from the passage that\_\_\_\_\_\_\_\_\_\_\_\_.**

**A**. only well-trained workers are advised to work online.

**B**. online workers can work full-time online.

**C**. becoming a webmaster is really easy.

**D**. workers with limited computer skills cannot make good money.

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43:**  The man, a poor man, is invited to the Clambake last night.

**A B C D**

**Question 44:** : Their free trip, which they won on a television game show, include four days in London and a

**A B C D**

week in Paris.

**Question 45:**  Today's students also appear more formerly dressed and conservative- looking these days.

**A B C D**

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions***

**Question 46:**  This is the first time we have been to the circus.

**A.** We have been to the circus some times before.

**B.** We had been to the circus once before.

**C.** We have ever been to the circus often before.

**D.** We have never been to the circus before.

**Question 47:**  "I’ll take the children to the park," said the husband to his wife.

**A.** The husband asked the wife to take the children to the park.

**B**. The husband offered to take the children to the park.

**C.** The husband insisted on taking the children to the park.

**D.** The husband requested to take the children to the park.

**Question 48:** Is it necessary to meet the manager at the airport?

**A.** Did the manager have to be met at the airport?.

**B.** Does the manager have to be met at the airport?

**C.** Is the manager had to be met at the airport?

**D.** Does the manager have to meet at the airport?

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question 49:** Nam was so rude to them last night. Now he feels regretful.

**A.** Nam regrets to have been so rude to them last night.

**B.** Nam regrets having so rude to them last night.

**C.** Nam wishes he hadn’t been so rude to them last night.

**D.** Nam wishes he weren’t so rude to them last night.

**Question 50**: He started computer programming as soon as he left school.

**A**. No sooner had he started computer programming than he left school.

**B.** Hardly had he started computer programming when he left school.

**C**. No sooner had he left school than he started computer programming.

**D**. After he left school, he had started computer programming.

**ĐÁP ÁN**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1-B** | **2-B** | **3-B** | **4-C** | **5-C** | **6-C** | **7-C** | **8-C** | **9-C** | **10-C** |
| **11-A** | **12-A** | **13-D** | **14-C** | **15-D** | **16-D** | **17-C** | **18-A** | **19-D** | **20-A** |
| **21-D** | **22-B** | **23-C** | **24-B** | **25-C** | **26-D** | **27-A** | **28-C** | **29-B** | **30-A** |
| **31-B** | **32-A** | **33-D** | **34-B** | **35-B** | **36-B** | **37-A** | **38-A** | **39-C** | **40-D** |
| **41-A** | **42-B** | **43-C** | **44-C** | **45-C** | **46-D** | **47-B** | **48-B** | **49-C** | **50-C** |

**Periods: 84-85-86**

**MOCK TEST 19**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

**Question 1:** **A.** culture **B.** student **C.** institution **D.** university

**Question 2:** **A.** enjoyed **B.** turned **C.** joined **D.** helped

***Mark the letter A, B, C, or D on your answer sheet 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.** present **B.** appeal **C.** dissolve **D.** eject

**Question 4:** **A.** employer **B.** reunite **C.** understand **D.** recommend

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5** . She didn't close the door, \_\_\_?  
 **A.** does she **B.** doesn't she **C.** did she **D.** didn’t she

**Question 6 :**  This house is going . . . . . . . .. by my mother

**A.** sold **B.** to be sold **C.** to sold **D.** to sell

**Question 7** **:** Gas is made .......... coal.

**A.** of **B.** from **C.** with **D.** to

**Question 8**………..he worked, the more he earned.

**A.** The more hard **B.** The hard **C.** The harder **D.** The hardest

**Question 9.** Indiana University, one of the largest in the nation, is located in a town.

**A.** small beautiful Midwestern **B.** beautiful Midwestern small

**C.** Midwestern beautiful small **D.** beautiful small Midwestern

**Question 10:** At this time last night She was cooking and he \_\_\_\_\_\_\_ the newspaper.

**A.**  is reading **B.**  was reading **C.** is reading **D.** read

**Question 11.** I knew they were talking about me they stopped when I entered the room.

**A.** because **B.** so that **C.** despite **D.** therefore

**Question 12.** I think by the time we \_\_\_\_\_\_\_\_ there, Jim will have left

**A.** by the time we get **B.** after we get **C.** when we get **D.** until we get

**Question 13.** the email - supposedly from Boyd's Bank - to be genuine, she was tricked into disclosing her credit card details.

**A.** Believe **B.** Being believed **C.** To believe **D.** Believing

**Question 14:** The fire was believed to have been caused by an fault.

**A.** electrical **B.** electric **C.** electricity **D.** electronic

**Question 15:** The party starts at 9 o'clock so I’ll at 8.30.

**A.** look for you **B.** pick you up **C.** bring you along **D.** bring up

**Question 16:** The internship in this company an influence on him for the rest of his life.

**A.** had **B.** made **C.** took **D.** gave

**Question 17:** The Giant Panda has been on the of extinction for many years.

**A.** border **B.** verge **C.** margin **D.** rim

**Question 18:** She's a woman with no pretensions.

**A.** ambitious **B.** creative **C.** idealistic **D.** down-to-earth

**Question 19:** She took a course in fine arts startingher own business in interior design.

**A.** with a view to **B.** in terms of **C.** in order to **D.** with reterence to

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20:** He sounded **panic-stricken** on the phone.

**A.** terrified **B.** hilarious **C.** happy **D.** disappointed

**Question 21:** ANU has **maintained** its position as Australia's top university.

**A.** conserve **B.** remain **C.** complain **D.** conquer

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** We are very grateful to Professor Humble for his **generosity** in donating this wonderful painting to the museum.

**A.** meanness **B.** sympathy **C.** gratitude **D.** churlishness

**Question 23:** The works of such men as the English philosophers John Locke and Thomas Hobbes helped **pave the way for** academic freedom in the modern sense.

**A.** terminate **B.** prevent **C.** initiate **D.** lighten

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:** - “Shall we go boating tomorrow?” - “\_\_\_\_\_\_. The weather report says a storm is coming”.

**A.** I’m afraid we can’t **B.** Sure

**C.** That’s a good idea **D.** That’s a deal

**Question 25:** - *Mark the letter A, B, C, or D on your answer sheet to indicate the most suitable response* to complete the following exchange.

Sarah and Kathy are talking about bad habits of children

Sarah: “Children under ten shouldn't stay up late to play computer games.”

Kathy: “ .”

**A.** I don't quite agree with you **B.** Yes, I share your opinion.

**C.** You are absolute right. **D.** Surely, they shouldn't

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

No one runs the internet. It’s organized as a decentralized network of networks. Thousands of companies, universities, governments, and other (26) \_\_\_\_\_\_ operate their own networks and exchange traffic with (27) \_\_\_\_\_\_ other based on voluntary interconnection agreements.

The shared technical standards (28) \_\_\_\_\_\_ make the internet work are managed by an organization called the Internet Engineering Task Force. The IETF is an open organization; anyone is free to attend meetings, propose new standards, and recommend changes to existing standards. No one is required to adopt standards endorsed by the IETF, but the IETF’s consensus-based decision-making process helps to (29) \_\_\_\_\_\_ that its recommendations are generally adopted by the internet community.

The Internet Corporation for Assigned Names and Numbers (ICANN) is sometimes described as being (30) \_\_\_\_\_\_ for internet governance. As its name implies, ICANN is in charge of distributing domain names (like vox.com) and IP addresses. But ICANN doesn’t control who can connect to the internet or what kind of information can be sent over it.

*(Adapted from* [*https://www.vox.com/*](https://www.vox.com/)*)*

**Question 26: A.** entities **B.** terms **C.** amounts **D.** states

**Question 27: A.** another **B.** every **C.** each **D.** all

**Question 28: A.** that **B.** who **C.** when **D.** what

**Question 29: A.** function **B.** stress **C.** exchange **D.** ensure

**Question 30: A.** curious **B.** responsible **C.** cheerful **D.** interested

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.***

Dolphins are one of the most intelligent species on the planet, which makes them a very interesting animal to scientists. In their natural habitats, dolphins use various **vocalization** techniques. They whistle and squeak to recognize members of their pod, identify and protect their young, and call out warnings of danger. They also make clicking sounds used for echolocation to find food and obstacles in dark and murky waters.

Amazingly, the whistling sound that the bottlenose dolphin makes has been found to have a similar pattern to human language. They always make conversational sounds when they greet each other. If you listen to dolphins' squeaks and squeals, it will sound like they are having a conversation.

Dolphins usually use both sound and body language to communicate with each other. It is through gesture and body language, however, that most of their communication with humans comes. Dolphins can be trained to perform complicated tricks. This suggests they have a high level of intelligence and communication capacity. If they work for a long time with a trainer, they are able to recognize and understand human commands.

A lot of dolphin communication has been studied using dolphins in captive environments. These studies have been criticized because some marine biologists believe that dolphins living in aquariums or research centers cannot be considered "normal." Even so, **most** believe that studying dolphin communication in captivity is useful for beginning to understand the complexity of dolphin communication. After all, dolphins are one of the most intelligent animals. Their ability to communicate is impressive and worthy of study.

**Question 31: What would be the most suitable title for the passage?**

**A**. Communications in dolphins

**B**. Intelligent mammals in captivity

**C**. Dolphins' social tendencies with humans

**D**. Complex patterns in dolphin life

**Question 32:** In line 2, the word **vocalization** is closest in meaning to\_\_\_\_\_\_\_\_\_\_\_\_.

**A**. making gestures **B**. creating words **C**. producing sounds **D**. closing eyes

**Question 33: According to paragraph 4, what do some marine biologists think about captive dolphins?**

**A**. Their relationships are too personal with marine biologists.

**B**. They can't be considered accurate subjects for biological studies.

**C**. They can communicate exactly the same as humans do.

**D**. They easily demonstrate how dolphins act in the wild.

**Question 34: All of the following are true about dolphin communication EXCEPT**\_\_\_\_\_\_\_\_\_\_\_\_

**A**. dolphins' squeals and squeaks sound conversational to the human ear

**B**. dolphins' clicking sounds are sometimes used to greet humans

**C**. communication using sounds and gestures occurs between dolphins

**D**. body language and gestures are used for communication with humans

**Question 35: In line 17, the word “most” refers to \_\_\_\_\_\_\_\_\_\_\_\_**

**A**. the majority of marine biologists **B**. a few bottlenose dolphins

**C**. a lot of bottlenose dolphins **D**. the minority of marine biologists

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.***

There are many theories of aging, but virtually all fall into the category of being hypotheses with a minimum of supporting evidence. One viewpoint is that aging occurs as the body's organ systems become less efficient. Thus failures in the immune system, hormonal system, and nervous system could all produce characteristics that we associate with aging. Following a different vein, many current researchers are looking for evidence at the cellular and sub cellular level.

It has been shown that cells such as human fibroblasts (generalized tissue cells) grown in culture divide only a limited number of times and then die. (Only cancer cells seem immortal in this respect). Fibroblast cells from **an embryo** divide more times than those taken from an adult. Thus some researchers believe that aging occurs at the cellular level and is part of the cell's genetic makeup. Any event that disturbs the cell's genetic machinery such as mutation, damaging chemicals in the cell's environment, or loss of genetic material, could cause cells to lose their ability to divide and thus bring on aging. Other theories of aging look at different processes. Chronological aging refers to the passage of time since birth and is usually measured in years. While chronological age can be useful in estimating the average status of a large group of people, it is a poor indicator of an individual person's status because there is a tremendous amount of variation from one individual to the next in regard to the rate at which biological age changes occur. For example, on the average, aging results in people losing much of their ability to perform **strenuous** activities, yet some elderly individuals are excellent marathon runners.

Another type of aging is cosmetic aging, which consists of changes in outward appearance with advancing age. **This** includes changes in the body and changes in other aspects of a person's appearance, such as the style of hair and clothing, the type of eyeglasses, and the use of a hearing aid. Like chronological aging, it is frequently used to estimate the degree to which other types of aging have occurred. However, it is an inaccurate indicator for either purpose because of variation among individuals and because a person's appearance is affected by many factors that are not part of aging, including illness, poor nutrition, and exposure to sunlight

**Question 36: What is the best title for this passage?**

**A**. Different Processes of Aging

**B**. Outstanding Characteristics Associated with Aging

**C**. Theories of Aging: Well Proven Hypotheses

**D**. Theories of Aging: Poorly Supported Hypotheses

**Question 37: The author points out that cancer cells**\_\_\_\_\_\_\_\_\_\_\_\_\_

**A**. seem to live forever

**B**. divide and then die

**C** . divide more in embryos than in adults

**D**. lose their ability to divide

**Question 38: The phrase “an embryo” in paragraph 2 is closest in meaning to\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**A.** a descendant **B.** an infant **C**. a parent **D**. an internal organ

**Question 39: The word “strenuous” in paragraph 3 is closest in meaning to\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**A**. basic **B.** troublesome **C**. mental **D**. intense

**Question 40: According to the passage, chronological aging is not a good indicator of an individual’s status regarding aging because**\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**A**. elderly people are often athletic

**B**. there is individual variation in the rate of biological aging

**C**. strenuous activities are not good measures of age

**D**. it is difficult to get accurate records of birth dates

**Question 41: In the last paragraph, the word “this” refers to\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A**. cosmetic aging **B**. type of aging **C**. outward appearance **D**. advancing age

**Question 42.** The author implies all of the following about cosmetic aging EXCEPT\_\_\_\_\_\_\_\_\_\_\_\_\_

**A**. It does not occur at the same rate for all people

**B**. It is a poor indicator of chronological age

**C**. Illness, poor nutrition, and exposure to sunlight cause aging to occur

**D**. It is described by changes in outward appearance.

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43:** Mrs. Mai and her friends from Vietnam plan to attend the festival now

**A B C D**

**Question 44:** Some manufacturers are not only raising their prices but also decreasing the production of its

**A B C D**

products.

**Question 45:** The whole matter is farther complicated by the fact that Amanda and Jo refuse to speak to

**A B C**

each other.

**D**

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions***

**Question 46:** She has known how to play the piano for 5 years.

**A.** She didn’t play the piano 5 years ago.

**B.** She started to play the piano 5 years ago.

**C.** She played the piano 5 years ago.

**D.** The last time she played the piano was 5 years ago.

**Question 47:** Conan said to me, “If I were you, I would read different types of books in different ways.”

**A.** Conan ordered me to read different types of books in different ways.

**B.** I said to Conan to read different types of books in different ways to me.

**C.** I read different types of books in different ways to Conan as he told me.

**D.** Conan advised me to read different types of books in different ways.

**Question 48:** Every student is required to write an essay on the topic.

**A.** Every student might write an essay on the topic.   
 **B.** Every student must write an essay on the topic.   
 **C.** They require every student can write an essay on the topic.   
 **D.** Every student should write an essay on the topic.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question 49:** His parents are away on holiday. He really needs their help now.

**A.** As long as his parents are at home, they will be able to help him.

**B.** He wishes his parents were at home and could help him now.

**C.** If his parents are at home, they can help him now.

**D**. If only his parents had been at home and could have helped him.

**Question 50:** Helen wrote a novel. He made a cowboy film, too

**A.** Helen wrote not only a novel but also made a cowboy film.

**B.** Helen both wrote a novel as well as made a cowboy film.

**C.** Helen either wrote a novel or made a cowboy film.

**D.** Not only did Helen write a novel but she also made a cowboy film.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1-A** | **2-D** | **3-A** | **4-A** | **5-C** | **6-B** | **7-B** | **8-C** | **9-D** | **10-B** |
| **11-A** | **12-A** | **13-D** | **14-A** | **15-B** | **16-A** | **17-B** | **18-D** | **19-A** | **20-A** |
| **21-A** | **22-A** | **23-B** | **24-A** | **25-D** | **26-A** | **27-C** | **28-A** | **29-D** | **30-B** |
| **31-A** | **32-B** | **33-B** | **34-B** | **35-A** | **36-D** | **37-A** | **38-B** | **39-D** | **40-B** |
| **41-A** | **42-C** | **43-C** | **44-D** | **45-B** | **46-B** | **47-D** | **48-B** | **49-B** | **50-D** |

**Periods: 87-88-89**

**MOCK TEST 20**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

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

**Question 1 . A.** shortlist **B.** temporary **C.** afford **D.** accordingly

**Question 2. A.** waited **B.** decided **C.** cooked **D.** contaminated

***Mark the letter A, B, C, or D on your answer sheet to indicate the word that differs from the***

**Question 3. A.** confide **B.** gather **C.** divide **D.** maintain

**Question 4. A.** compulsory **B.** certificate **C.** category **D.** accompany

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5.** He went to Ha noi yesterday , \_\_\_?  
 **A.** doesn’t he **B.** did he **C.** does he **D.** didn’t he

**Question 6.** The road to our village . . . . . . . . next year.

**A.** is widened **B.** will widened **C.** can widened **D.** will be widened

**Question 7.** He suffers .......... headaches.

**A.** from **B.** with **C.** in **D.** by

**Question 8.** The more he slept,…………….irritable he became.

**A.** the most **B.** the vey more **C.** much more **D.** the more

**Question 9.** My aunt gave me a hat on my 16th birthday.

**A.** nice yellow new cotton **B.** new nice cotton yellow

**C.** new nice yellow cotton **D.** nice new yellow cotton

**Question 10:** I saw Lisa at the museum when I \_\_\_\_\_\_\_\_ to restaurant.

**A.** was going **B.** went **C.** have gone **D.** was going

**Question 11.** \_\_\_\_\_\_\_ he had enough money, he refused to buy a new car.

**A.** In spite **B.** Although **C.** Despite **D.** In spite of

**Question 12:** , . his employees will have worked for two hours.

**A.** By the time the boss arrives **B.** when the boss arrives

**C.** afte**r** the boss arrives **D.** only when the boss arrives

**Question 13:** every major judo title, Mark retired from international competition.

**A.** When he won **B.** Having won **C.** On winning **D.** Winning

**Question 14:** In spite of her abilities, Laura has been overlooked for promotion.

**A.** repeat **B.** repeatedly **C.** repetitive **D.** repetition

**Question 15:** Some high school students often\_\_\_\_\_helping the disadvantaged or handicapped children.

**A.** look after **B.** clean up **C.** make out **D.** participate in

**Question 16:** A few kind words at the right time all the difference.

**A.** make **B.** give **C.** do **D.** take

**Question 17**. She made a big\_\_\_\_\_\_\_\_\_\_\_\_about not having a window seat on the plane.

**A**. fuss **B**. complaint **C**. interest **D**. excitement

**Question 18** I’ve never really enjoyed going to the ballet or the opera; they’re not really my\_\_\_\_\_\_\_.

**A.** piece of cake **B.** sweets and candy **C.** biscuit **D.** cup of tea

**Question 19:** Tony and Toby have a lot in with each other.

**A.** common **B.** competition **C.** regard **D.** similar

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the un­derlined word(s) in each of the following questions.***

**Question 20**: Around 150 B.C. the Greek astronomer Hipparchus developed a system to **classify** stars according to brightness.

**A.** record **B.** shine **C.** categorize **D.** diversify

**Question 21:** Before the **advent** of the railways, communications were slow and difficult.

**A.** import **B.** disappearance **C.** introduction **D.** arrival

***Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22:** Unless the two signatures are **identical**, the bank won’t honour the check.

**A.** genuine **B.** different **C.** fake **D.** similar

**Question 23:** She’s a bit **down in the dumps** because she’s got to take her exam again.

**A.** sad **B.** embarrassed **C.** confident **D.** happy

***Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the fol­lowing exchanges.***

**Question 24:** - A: “Would you like me to send this package for you?” - B: “\_\_\_\_\_\_”

**A.** That would be nice. Any problems?  **B.** Yes, please, if you don’t mind.

**C.** I’m sorry, but here you are.  **D.** No, thanks. I’m really busy.

**Question 25:** Nancy and James are talking about their school days.

* Nancy: "I think school days are the best time of our lives." – James: . We had sweet memories together then."

**A.** Absolutely **B.** That's nonsense **C.** I'm afraid so **D.** I doubt it

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.***

Christ the Redeemer is an Art Deco statue of Jesus Christ in Rio de Janeiro, Brazil, created by Polish-French sculptor Paul Landowski and built by the Brazilian engineer Heitor da Silva Costa, in collaboration with the French engineer Albert Caquot. The face was created by the Romanian (26) \_\_\_\_\_\_ Gheorghe Leonida. The statue is 30 metres tall, not including its 8-metre pedestal, and its arms stretch 28 metres wide. By (27) \_\_\_\_\_\_ , it is approximately two-thirds the height of the Statue of Liberty’s height from base to torch.

The statue weighs 635 metric tons (625 long, 700 short tons), and is (28) \_\_\_\_\_\_ at the peak of the 700-metre Corcovado mountain in the Tijuca Forest National Park overlooking the city of Rio. A symbol of Christianity across the world, the statue has also become a cultural icon of both Rio de Janeiro and Brazil, and is listed as (29) \_\_\_\_\_\_ of the New Seven Wonders of the World. The statue, (30) \_\_\_\_\_\_ was constructed between 1922 and 1931, is made of reinforced concrete and soapstone.

*(Adapted from* [*https://world.new7wonders.com/*](https://world.new7wonders.com/)*)*

**Question 26: A.** artist **B.** guitarist **C.** stylist **D.** scientist

**Question 27: A.** package **B.** comparison **C.** pleasure **D.** occasion

**Question 28: A.** connected **B.** scratched **C.** located **D.** pointed

**Question 29: A.** other **B.** each **C.** another **D.** one

**Question 30: A.** why **B.** which **C.** who **D.** that

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.***

The relationship between Britain and the US has always been a close one. Like all close relationships it has had difficult times. The US was first a British colony, but between 1775 and 1783 the US fought a war to become independent. The US fought the British again in the War of 1812.

In general, however, the two countries have felt closer to each other than to any other country, and their foreign policies have shown this. During World War I and World War II, Britain and the US supported each other. When the US looks for foreign support, Britain is usually the first country to **come forward** and it is sometimes called “the 51st state of the union”.

But the special relationship that developed after 1945 is not explained only by shared political interests. An important reason for the friendship is that the people of the two countries are very similar. **They** share the same language and enjoy each other's literature, films and television. Many Americans have British ancestors, or relatives still living in Britain. The US government and political system is based on Britain's, and there are many Anglo-American businesses operating on both sides of the Atlantic. In Britain some people are worried about the extent of US influence, and there is some jealousy of its current power. The special relationship was strong in the early 1980s when Margaret Thatcher was Prime Minister in Britain and Ronald Reagan was President of the US.

*(Adapted from Background to British and American Cultures)*

**Question 31:** What is the passage mainly about?

**A.** The strong friendship between the UK and the US.

**B.** The close relationship between Britain and the US.

**C.** A special relationship the UK developed during the World Wars.

**D.** A special influence the US had on the UK during the World Wars.

**Question 32:** The phrase "**come forward**” in paragraph 2 mostly means \_\_\_\_\_\_\_.

**A.** be willing to help  **B.** be able to help  **C.** be reluctant to help  **D.** be eager to help

**Question 33:**The word “**They**” in paragraph 3 prefers to \_\_\_\_\_\_\_\_\_\_.

**A.** countries  **B.** people  **C.** political interests  **D.** British ancestors

**Question 34:** Which of the following is NOT mentioned as a reason for the special relationship between Britain and the US?

**A.** The people of the two countries are very similar.

**B.** Many Americans have British ancestors.

**C.** British Prime Minister and the US President are close friends.

**D.** Many Anglo-American businesses are operating in the two countries.

**Question 35:** Britain and the US are close to each other NOT because of their \_\_\_\_\_\_\_\_\_\_\_.

**A.** foreign policies  **B.** power  **C.** political interests  **D.** language

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 43 to 50.***

There are two basic types of glaciers, those that flow outward in all directions with little regard for any underlying **terrain** and those that are confined by terrain to a particular path.

The first category of glaciers includes those massive blankets that cover whole continents, appropriately called ice sheets. There must be over 50,000 square kilometers of land covered with ice for the glacier to qualify as an ice sheet, when portions of an ice sheet spread out over the ocean, they form ice shelves.

About 20,000 years ago the Cordilleran Ice sheet covered nearly all the mountains in southern Alaska, western Canada, and the western United States. It was about 3 kilometers deep at its thickest point in northern Alberta. Now there are only two sheets left on Earth, those covering Greenland and Antarctica.

Any domelike body of ice that also flows out in all directions but covers less than 50,000 square kilometers is called an ice cap. Although ice caps are rare nowadays, there are a number in northeastern Canada, on Baffin Island, and on the Queen Elizabeth Islands.

The second category of glaciers includes those of a variety of shapes and sizes generally called mountain or alpine glaciers. Mountain glaciers are typically identified by the landform that controls their flow. One form of mountain glacier that resembles an ice cap in that it flows outward in several directions is called an ice field. The difference between an ice field and an ice cap is **subtle**. Essentially, the flow of an ice field is somewhat controlled by surrounding terrain and thus does not have the domelike shape of a cap. There are several ice fields in the Wrangell. St. Elias, and Chugach mountains of Alaska and northern British Columbia.

Less spectacular than large ice fields are the most common types of mountain glaciers: the cirque and valley glaciers. Cirque glaciers are found in depressions in the surface of the land and have a characteristic circular shape. The ice of valley glaciers, bound by terrain, flows down valleys, curves around **their** corners, and falls over cliffs.

**Question 36: what does the passage mainly discuss?**

**A**. Where major glaciers are located

**B**. How glaciers shape the land

**C**. The different kinds of glaciers

**D**. How glaciers are formed

**Question 37: The word “terrain” in paragraph 1 could best be replaced by\_\_\_\_\_\_\_\_\_\_\_\_.**

**A**. the seabed **B**. area of land **C**. countryside **D.** prairie

**Question 38: It can be inferred from paragraph 2 that ice sheets are so named because**\_\_\_\_\_\_\_\_\_\_\_\_

**A**. they are thicker in some areas than the others

**B.** they are identified by the landform that controls their flow

**C**. they cover large areas of land

**D**. they are confined to cirque glaciers

**Question 39: According to the passage, where was the Cordilleran Ice Sheet thickest?**

**A**. Alaska **B.** Antarctica **C**. Greenland **D**. Alberta

**Question 40: The word “subtle” in paragraph 5 could best be replaced by\_\_\_\_\_\_\_\_\_\_\_\_.**

**A**. slight **B**. substantial **C**. regional **D**. obvious

**Question 41: The word “their” in last paragraph refers to\_\_\_\_\_\_\_\_\_\_\_\_.**

**A**. ice fields **B**. cirque glaciers **C.** valley glaciers **D**. valleys

**Question 42: All of the following are alpine glaciers EXCEPT\_\_\_\_\_\_\_\_\_\_\_\_.**

**A**. cirque glaciers **B.** ice caps **C**. ice fields **D**. Valley glaciers

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**: My brother usually asked me for help when he has difficulty with his homework.

**A B C D**

**Question 44**: They are having her house painted by a construction company.

**A B C D**

**Question 45:** I’m becoming increasingly forgetable. Last week I locked myself out of the house twice.

**A B C D**

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**: We have been cooking for the party for four hours.

**A.** We didn’t start cooking for the party until four.

**B.** We started cooking for the party four hours ago.

**C.** We have four cooks for the party

**D.** Cooking for the party will be done in four hours

**Question 47:** "Don't forget to submit your assignments by Thursday," said the teacher to the students.

**A**. The teacher reminded the students to submit their assignments by Thursday.

**B**. The teacher allowed the students to submit their assignments by Thursday.

**C**. The teacher ordered the students to submit their assignments by Thursday.

**D**. The teacher encouraged the students to submit their assignments by Thursday.

**Question 48:** I’m sure that they had practiced hard for the games as they won a lot of medals.

**A.** They couldn’t have practiced hard for the games as they won a lot of medals

**B.** They must have practiced hard for the games as they won a lot of medals

**C.** They shouldn’t have practiced hard for the games as they won a lot of medals

**D.** They might have practiced hard for the games as they won a lot of medals.

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions***

**Question 49:** Jenifer rejected the job offer. She now regrets it.

**A.** Jenifer regrets not having rejected the job offer.

**B.** If only Jenifer didn’t reject the job offer.

**C.** Jenifer wishes she hadn’t rejected the job offer.

**D.** Jenifer regrets to reject the job offer.

**Question 50:** We couldn't solve the problem until our teacher arrived.

**A.** Not until we solved the problem could our teacher arrive.

**B.** When our teacher arrived, we solved the problem.

**C.** Until our teacher arrived, we were able to solve the problem.

**D.** Not until our teacher arrived could we solve the problem.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1-B** | **2-C** | **3-B** | **4-C** | **5-B** | **6-D** | **7-A** | **8-D** | **9-D** | **10-A** |
| **11-B** | **12-A** | **13-B** | **14-B** | **15-D** | **16-A** | **17-A** | **18-D** | **19-A** | **20-C** |
| **21-D** | **22-B** | **23-D** | **24-B** | **25-A** | **26-A** | **27-B** | **28-C** | **29-D** | **30-B** |
| **31-B** | **32-A** | **33-B** | **34-C** | **35-B** | **36-C** | **37-B** | **38-C** | **39-D** | **40-A** |
| **41-D** | **42-B** | **43-A** | **44-B** | **45-B** | **46-B** | **47-A** | **48-B** | **49-C** | **50-D** |

**Periods: 90-91-92**

**MOCK TEST 21**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***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**. wanted **B**. stopped **C**. decided **D**. hated

**Question 2**. **A**. threat **B**. seat **C**. meat **D**. beat

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

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

**Question 4**. **A**. interact **B**. entertain **C**. compassion **D**. understand

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

**Question 5**. I don’t suppose there is anyone there, \_\_\_\_\_\_\_\_?

**A**. do I **B**. isn’t there **C**. is there **D**. don’t I

**Question 6**. The telephone \_\_\_\_\_\_\_\_\_ by Alexander Graham Bell.

**A**. is invented **B**. is inventing **C**. invented **D**. was invented

**Question 7**. It is of great importance to create a good impression \_\_\_\_\_\_\_\_ your interviewer.

**A**. on **B**. about **C**.for **D**. at

**Question 8**. The faster we walk,………….. we will get there.

**A**. the soonest **B**. the soon **C**. the more soon **D**. the sooner

**Question 9**. - Waiter: “Can I help you, sir?” - Mr. Smith: “I’m looking for a\_\_\_\_\_\_\_\_\_\_\_\_ table”

**A**. wooden round fashionable **B**. round wooden fashionable

**C**. wooden fashionable round **D**. fashionable round wooden

**Question 10**. Last night, we \_\_\_\_\_\_ television when the power \_\_\_\_\_\_.

**A**. was watching/ failed **B**. watched/ was failing

**C**. were watching/ failed **D**. watched/ failed

**Question 11**. She had butterflies in her stomach \_\_\_\_\_\_\_\_ having prepared carefully for the interview.

**A**. although **B**. due to **C**. despite **D**. because

**Question 12**. \_\_\_\_\_\_\_, I will give him the report.

**A**. When he will return **B**. When he returns

**C**. Until he will return **D**. No sooner he returns

**Question 13**. \_\_\_\_\_\_\_ to ride a bicycle, he walked to work every morning.

**A**. Because he unable **B**. Being unable **C**. Be unable **D**. Because he were unable **Question 14**. My aunt used to be a woman of great \_\_\_\_\_\_\_\_, but now she gets old and looks pale.

**A**. beauty **B**. beautiful **C**. beautifully **D**. beautify

**Question 15**. David is a rich man because he \_\_\_\_\_\_\_\_ a lot of money last year.

**A**. went through **B**. checked in **C**. fell behind **D**. came into

**Question 16**. I have a \_\_\_\_\_\_\_\_ on a classmate who is very near and dear to me.

**A**. crush **B**. desire **C**. flame **D**. passion

**Question 17**. The sight of his pale face brought \_\_\_\_\_\_\_\_ to me how ill he really was.

**A**. place **B**. house **C**. life **D**. home

**Question 18**. My grandmother \_\_\_\_\_\_\_\_ her whole life to looking after her children.

**A**. paid **B**. used **C**. spent **D**. devoted

**Question 19**. Our new classmate, John is a bit of a rough \_\_\_\_\_\_\_\_ but I think I’m going to like him once I get used to him.

**A**. stone **B**. rock **C**. diamond **D**. pearl

***Mark the letter A, B, C or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.***

**Question 20**. We have achieved considerable results in the economic field, such as high economic growth, stability and significant poverty **alleviation** over the past few years.

**A**. achievement **B**. development **C**. prevention **D**. reduction

**Question 21**. They have been forced to live in **marginal** environments, such as deserts and arctic wastelands.

**A**. suburban **B**. forgotten **C**. abandoned **D**. Disadvantaged

***Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**. We should **husband** our resources to make sure we can make it through these hard times.

**A**. spend **B**. manage **C**. use up **D**. marry

**Question 23**. Don’t get angry with such a thing. It’s only **a storm in a teacup**.

**A**. serious problem **B**. trivial thing **C**. commercial tension **D**. ﬁnancial issue

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

**Question 24**. *Claudia is being interviewed by the manager of the company she's applied for*.

- Manager: “\_\_\_\_\_\_\_\_”

- Claudia: "I work hard and I enjoy working with other people."

**A**. Can you do jobs on your own? **B**. Would you describe yourself as ambitious?

**C**. What are some of your main strengths? **D**. Why have you applied for this position?

**Question 25**. *Lan and Ba are discussing a question of their teacher*.

- Lan: “I think it is a good idea to have three or four generations living under one roof.”

- Ba: “\_\_\_\_\_\_\_\_”

**A**. I can't agree with you any more. There will be lots of understanding.

**B**. No, I don't think so. They can help each other a lot.

**C**. That's a good idea. Many old-aged parents like to live in a nursing home.

**D**. You can say that again.

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

**ROBOTS**

Ever since it was first possible to make a real robot, people have been hoping for the invention of a machine (26) \_\_\_\_\_\_\_ would do all the necessary jobs around the house. If boring and repetitive factory work could be (27) \_\_\_\_\_\_\_ by robots, why not boring and repetitive household chores too?

For a long time the only people who really gave the problem their attention were amateur inventors. And they came up against a major difficulty. That is, housework is actually very complex. It has never been one job, it has always been many. A factory robot (28) \_\_\_\_\_\_\_ one task endlessly until it is reprogrammed to do something else. It doesn’t run the whole factory. A housework robot, on the other hand, has to do (29) \_\_\_\_\_\_\_ different types of cleaning and carrying jobs and also has to cope with all the different shapes and positions of rooms, furniture, ornaments, cats and dogs. (30) \_\_\_\_\_\_\_, there have been some developments recently. Sensors are available to help the robot locate objects and avoid obstacles. We have the technology to produce the hardware. All that is missing the software- the programs that will operate the machine.

**Question 26. A.** that **B.** what **C.** when **D.** where

**Question 27. A.** succeeded **B.** managed **C.** made **D.** given

**Question 28.** **A.** carries over **B.** carries out **C.** carries off **D.** carries away

**Question 29. A.** little **B.** some **C.** much **D.** few

**Question 30.** **A.** However **B.** Therefore **C.** Besides **D.** Moreover

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

Some doctors think that you should drink a glass of water each morning. You should drink this water first thing, before doing anything else. The temperature of the water should be similar to body temperature; neither too hot nor too cold.

Why should you drink this water? Water helps your body in many ways. It helps clean out your kidneys. **It** prepares your stomach for digestion. Water can also help your intestines work better. After drinking water, the intestines can more easily take out nutrients from our food. Water also helps us go to the bathroom more easily.

Scientists suggest that people take in 1,600 milliliters of water each day. But don’t drink all of that water in one sitting. If you do, your kidneys will have to work much harder to **eliminate** it. It’s better to drink some in the morning and some in the afternoon. Some people think it’s better to drink between meals and not during meals. They think water dilutes the juices produced in our stomachs. This can interfere with normal digestion.

Are you drinking enough water every day? Check the color of your urine. If it is light yellow, you are probably drinking enough. If your urine is very dark yellow, you probably need to drink more water. A little more water each day could make you much healthier.

*(Adapted from Reading Challenge 1 by Casey Malarcher and Andrea Janzen)*

**Question 31**. What is the main idea of the passage?

**A**. The importance of water **B**. The advice of the doctors

**C**. How to drink water correctly? **D**. The best amount of water to drink

**Question 32**. According to the passage, water is good for the following organs of the body, EXCEPT \_\_\_\_\_\_\_\_.

**A**. kidneys **B**. stomach **C**. intestines **D**. livers

**Question 33**. The pronoun “**it**” in paragraph 2 refers to \_\_\_\_\_\_\_\_.

**A**. your body **B**. your kidney **C**. water **D**. your stomach

**Question 34**. The word “**eliminate**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_\_.

**A**. preserve **B**. remove **C**. absorb **D**. process

**Question 35**. Which of the following is NOT true?

**A**. The first thing you should do every morning is to drink water.

**B**. You shouldn’t drink too much water at the same time.

**C**. Drinking water while having meals may interfere with normal digestion.

**D**. You need to drink more water if your urine is light yellow.

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

Plastic bags are used by everybody. From a vegetable vendor to a designer store, everyone seems to use them. Even though they are one of the modern conveniences that we seem to be unable to do without, they are responsible for causing pollution, killing wildlife, and using up the precious resources of the Earth. But, most of us are blissfully unaware of the **repercussions** that are occurring and will take place in the future because of the plastic bags.

Every once in a while, the government passes out an order banning store owners from providing plastic bags to customers for carrying their purchases, with little lasting effect. Plastic bags are very popular with both retailers as well as consumers because they are cheap, strong, lightweight, functional, as well as a hygienic means of carrying food as well as other goods. About a hundred billion plastic bags are used every year in the U.S. alone. And then, when one considers the huge economies and populations of India, China, Europe, and other parts of the world, the numbers can be staggering. The problem is further exacerbated by the developed countries shipping off their plastic waste to developing countries like India.

Once they are used, most bags go into landfills. Each year, more and more bags are ending up littering the environment. Once they become litter, plastic bags find their way into our waterways, parks, beaches, and streets. And, if they are burned, they infuse the air with toxic fumes. About 100,000 animals, such as dolphins, turtles, whales, penguins are killed every year due to these bags. Many animals ingest plastic bags, mistaking them for food, and therefore, die. And worse, the ingested plastic bag remains **intact** even after the death and decomposition of the animal. Thus, it lies around in the landscape where another victim may ingest it. One of the worst environmental effects is that they are non-biodegradable. The decomposition takes about 400 years. No one will live so long to witness the decomposition of plastic! Thus, save the environment for the future generations as well as animals.

Petroleum products are diminishing and getting more expensive by the day, since we have used this non-renewable resource increasingly. And to make plastic, about 60-100 million barrels of oil are needed every year around the world. Surely, this precious resource should not be wasted on producing plastic bags, should it? Petroleum is vital for our modern way of life. It is necessary for our energy requirements - for our factories, transportation, heating, lighting, and so on. Without viable alternative sources of energy yet on the horizon, if the supply of petroleum were to be turned off, it would lead to practically the entire world grinding to a halt.

So, what can be done? A tote bag can make a good substitute for carrying groceries and the shopping. You can keep the bag with the cashier, and then put your purchases into **it** instead of the usual plastic bag. Recycling the bags you already have is another good idea. These can come into use for various purposes, like holding your garbage, instead of purchasing new ones. While governments may be working out ways to lessen the impact of plastic bags on the environment; however, each of us should shoulder some of the responsibility for this problem, which ultimately harms us. Plastics are not only non-biodegradable, but are one of the major pollutants of the sea. For a clean and green environment, try to use alternatives to plastic whenever and wherever possible. Cut down your use of plastic, and do your bit to save our planet.

*(Source: https://helpsavenature.com/)*

**Question 36.** Which of the following could be the best tittle of the passage?

**A**. Plastic pollution – Problems and solutions.

**B**. Harmful effects of plastic bags on the environment.

**C**. Plastic pollution – What should we do?

**D**. Plastic bags - New threat for the environment.

**Question 37.** What is the synonym of the word “**repercussions**” in the first paragraph?

**A**. situation **B**. interference **C**. contamination **D**. consequence

**Question 38.** According to the second paragraph, what is NOT true about the reality of plastic bags?

**A**. The more population a country has, the more complicated the plastic pollution is.

**B**. Plastic bags are often used because of their convenience.

**C**. Importing plastic waste from developed countries makes the problem more sophisticated.

**D**. The governments do not prohibit the use of plastic bags at the stores.

**Question 39.** The following are the negative effects of plastic bags on the environment, EXCEPT \_\_\_\_\_\_\_\_.

**A**. They make water, soil and air polluted.

**B**. Marine animals may die because of eating plastic bags.

**C**. It takes plastic bags a very long time to be biodegraded.

**D**. People do not live long enough to check whether plastic bags are decomposed or not.

**Question 40.** The word “**intact**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_\_.

**A**. undamaged **B**. broken **C**. harmful **D**. dangerous

**Question 41.** What does the word “**it**” in the last paragraph refer to?

**A**. the cashier **B**. the bag **C**. the shopping **D**. a good substitute

**Question 42.** What does the author suggest in the last paragraph?

**A**. Plastic bags should be limited as much as possible to save the Earth from their harmful impacts.

**B**. Each individual should reuse their plastic bags to save money for other purchases.

**C**. The governments should cooperate with every citizen in cleaning the plastic bags in the polluted oceans.

**D**. It is easier to keep the environment clean at first than to save it after it is polluted.

***Mark the letter A, B, C or D to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**. Next week, when there will be an English club held here, I will give you more information about it.

**A**. will be **B**. held **C**. will give **D**. about

**Question 44**. The Gray Wolf, a species reintroduced into their native habitat in Yellowstone National Park, has begun to breed naturally there.

**A**. reintroduced **B**. their native habitat **C**. has begun **D**. naturally

**Question 45**. The new trade agreement should felicitate more rapid economic growth.

**A**. The **B**. should felicitate **C**. more **D**. economic growth

***Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**. We haven’t written to each other for two months.

**A**. It is two months that we wrote to each other.

**B**. It is two months since we wrote together.

**C**. There are two months for us to write to each other.

**D**. It is two months since we last wrote to each other.

**Question 47**. "I’ll take the children to the park," said the husband to his wife.

**A**. The husband asked the wife to take the children to the park.

**B**. The husband offered to take the children to the park.

**C**. The husband insisted on taking the children to the park.

**D**. The husband requested to take the children to the park.

**Question 48**. I don’t think Max broke your vase because he wasn’t here then.

**A**. Max wouldn’t have broken your vase because he wasn’t here then.

**B**. Max was likely to break your vase because he wasn’t here then.

**C**. Max can’t have broken your vase because he wasn’t here then.

**D**. Max wasn’t able to break your vase because he wasn’t here then.

***Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**. Marie didn’t turn up at John’s birthday party. I feel so sorry for that.

**A**. If only Marie turn up at John’s birthday party.

**B**. I wish Marie had turned up at John’s birthday party.

**C**. I wished Marie wouldn’t turn up at John’s birthday party.

**D**. It’s a shame Marie had turned up at John’s birthday party.

**Question 50**. You can feel more at ease by taking part in group dating. It’s the only way.

**A**. By taking part in group dating can you only feel more at ease.

**B**. Only by taking part in group dating can you feel more at ease.

**C**. The only way you are by taking part in group dating can feel more at ease.

**D**. The way you can feel more at ease is taking part in only group dating.

**THE END**

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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. B | 6. D | 11. C | 16. A | 21. D | 26. D | 31.A | 36. A | 41. B | 46. D |
| 2. A | 7. A | 12. B | 17. D | 22. C | 27.B | 32. D | 37. D | 42. A | 47. B |
| 3. A | 8. D | 13. B | 18. D | 23. A | 28. B | 33. C | 38. D | 43. A | 48. C |
| 4. C | 9. D | 14. A | 19. C | 24. C | 29. B | 34. B | 39. D | 44. B | 49. B |
| 5. C | 10. C | 15. D | 20. D | 25. D | 30. A | 35. D | 40. A | 45. B | 50. B |

**Periods: 93-94-95**

**MOCK TEST 22**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***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**. borrowed **B**. conserved **C**. approached **D**. complained

**Question 2**. **A**. hike **B**. wind **C**. child **D**. tide

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

**Question 3**. **A**. garbage **B**. muscle **C**. disease **D**. bottle

**Question 4**. **A**. completion **B**. understand **C**. material **D**. behavior

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

**Question 5**. Her parents are really strict. They rarely let her stay out late, \_\_\_\_\_\_\_?

**A**. do they **B**. don’t they **C**. does she **D**. doesn’t she

**Question 6**. Every day, Peters mother drives him to school. However, today, he \_\_\_\_\_\_\_ to school by his father.

**A**. was taken **B**. is being taken **C**. is taking **D**. took

**Question 7**. Students are \_\_\_\_\_\_\_ less pressure as a result of changes in testing procedures.

**A**. under **B**. above **C**. upon **D**. out of

**Question 8**. The more you practice speaking in public, \_\_\_\_\_\_\_.

**A**. the more you become confident **B**. the more you become confidently

**C**. the greater confidence you become **D**. the more confident you become

**Question 9**. The report form is available on the two \_\_\_\_\_\_\_ discs in my drawer.

**A**. small green round **B**. round small green **C**. green small round **D**. small round green

**Question 10**. She came into the room while they \_\_\_\_\_\_ television.

**A**. watched **B**. have watched **C**. are watching **D**. were watching

**Question 11**. Fast food is very popular. \_\_\_\_\_\_\_, a diet of hamburgers, pizzas and fried chicken is not very healthy.

**A**. Consequently **B**. Moreover **C**. Unfortunately **D**. In contrast

**Question 12**. By the year 2021, 6% of all US jobs \_\_\_\_\_\_\_ by robots, report says.

**A**. will eliminate **B**. will have been eliminated

**C**. will be eliminating **D**. will have eliminated

**Question 13**. \_\_\_\_\_\_\_ the Nobel Prize, he retired from politics.

**A**. Received **B**. Having received **C**. Being received **D**. Receive

**Question 14**. In the past, the \_\_\_\_\_\_\_ and engagement ceremonies took place one or two years before the wedding.

**A**. propose **B**. proposing **C**. proposal **D**. proposed

**Question 15**. My father is very talented and kind-hearted. I always \_\_\_\_\_\_\_ him.

**A**. look for **B**. look like **C**. look after **D**. look up to

**Question 16**. I don't like networking events - spending hours trying to \_\_\_\_\_\_\_ small talk with strangers just isn't my cup of tea,

**A**. make **B**. take **C**. have **D**. do

**Question 17**. He may be shy now, but he will soon come out of his \_\_\_\_\_\_\_ when he meets the right girl.

**A**. shoe **B**. hole **C**. shed **D**. shell

**Question 18**. The hospital had \_\_\_\_\_\_\_ given her up for dead, but she eventually recovered.

**A**. virtually **B**. merely **C**. totally **D**. intensively

**Question 19**. I had all the information at my \_\_\_\_\_\_\_ before attending the meeting.

**A**. fingertips **B**. thumbs **C**. hands **D**. fingers

***Mark the letter A, B, C or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.***

**Question 20**. A.I. algorithms can also help to **detect** faces and other features in photo sent to social networking sites and automatically organize them.

**A**. categorize **B**. connect **C**. recognize **D**. remind

**Question 21**. Scientists warn of the **impending** extinction of many species of plants and animals.

**A**. irrefutable **B**. imminent **C**. formidable **D**. absolute

***Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**. There are several different kinds of faults in reading which are usually more **exaggerated** with foreign learners.

**A**. overestimated **B**. understated **C**. overemphasized **D**. undertaken

**Question 23**. His performance **stood head and shoulders above** the rest.

**A**. was better than **B**. was worse than **C**. became higher than **D**. became cheaper than

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

**Question 24**. *Tung and Tu are talking about time management skill*.

- Tung: "What do you think about time management skill?"

- Tu : “\_\_\_\_\_\_\_”

**A**. It's time to go. **B**. I quite agree with you.

**C**. It is an important life skill. **D**. I can't help thinking about it.

**Question 25**. *Two friends are talking about the coming Christmas holiday*.

-Tony :“Are you going to your family reunion this Christmas holiday?”

- Mark: “\_\_\_\_\_\_\_”

**A**. As a matter of fact, I don't mind it at all.

**B**. I do. I've been excited about it now.

**C**. However, My parents and I are going to take a trip abroad

**D**. You bet. All my uncles and aunts will take their children along, too.

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

The idea of going overseas to study can be daunting, with visions of baffling languages or nights spent in isolation while you are gradually forgotten by your friends and family. (26) \_\_\_\_\_\_\_, the benefits of studying abroad - such as broadening your mind, improving your career prospects and making friends from all over the world - can make digging out your passport really rewarding.

“Studying abroad is an eye-opening experience,” says Anna Boyd, event manager at The Student World. “Being immersed in (27) \_\_\_\_\_\_\_ culture, understanding differences and spotting similarities, living on a beach or in the mountains, (28) \_\_\_\_\_\_\_ will have an impact on every student.”

Overseas study comes in many shapes and sizes. It might be a single semester abroad via an Erasmus programme, for example. Or you might elect to follow a full three-or four-year degree programme. Whatever your ambition, the key is starting early. Some countries require specific combinations of A-levels from UK students, Germany looks for four A-levels including maths or science and one modern foreign language, for instance, while others, such as the US, value extracurricular activities. Starting our research well (29) \_\_\_\_\_\_\_ of time can help you make the right choices. "Getting involved in sports, arts and music is also worth considering, as well as gaining experience through volunteering and work placements," says Boyd. In fact, applying to study abroad could even work to your advantage, for example, you might encounter lower (30) \_\_\_\_\_\_\_ requirements.

*(Adapted from https://wwwindependent.caukistudent/study-abroad)*

**Question 26**. **A**. But **B**. However **C**. Therefore **D**. Thereby

**Question 27**. **A**. another **B**. other **C**. others **D**. the other

**Question 28**. **A**. where **B**. why **C**. which **D**. that

**Question 29**. **A**. right **B**. straight **C**. head **D**. ahead

**Question 30**. **A**. entry **B**. entrance **C**. enter **D**. entered

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

Bali, the fabled "Island of the Gods", has been enchanting visitors for centuries with its rich cultural traditions and spectacular panoramas. From lofty, mist enshrouded volcanoes and cool mountain lakes down through terraced rice fields to a golden strand lapped by azure waters, every square inch of Bali offers a fresh and unforgettable image.

No less enchanting are its people, some 2.7 million souls whose artistry and piety are recognized throughout the world Balinese Hinduism, a complex fusion of Indian cosmology. Tantric Buddhism and homegrown mythology, is the primary faith of Bali's inhabitants, and so deeply woven into the fabric of **their** daily lives that the line between the spiritual and the material is blurry at best.

Those of you keen on delving into the island's fascinating culture will have plenty of opportunities, as colorful ceremonies and traditional performances occur with regularity of sunrise. Most hotels offer nightly dance shows of one form or another, tailored to tourist audiences but none the less **exquisite**. The hill town of Ubud, the island's premier arts center, also has a full schedule of performance, and the nearby stone-cutter's village of Batubulan is famed for its Barong lion dances. The shoppers among you will find Bali a treasure house of handicrafts and fine works of art. The Balinese are incredibly gifted artists and craftsmen, and their material creations are imbued with the same sense of wonderment with which they regard their universe. Stone and wood carvings, traditional and modern paintings and intricately designed jewelry in gold and silver are readily in shops and galleries throughout the island.

As for recreation, there is no shortage of option. Nature walks, horseback riding, diving, surfing, even bungy jumping, and white water rafting await the adventurous here.

*(Source: https://books.google.com.vn/books)*

**Question 31**. The topic of the given passage is \_\_\_\_\_\_\_.

**A**. Balinese life **B**. Scenery in Bali **C**. Tourism in Bali **D**. Bali for recreation

**Question 32**. The second paragraph of the passage mainly discusses \_\_\_\_\_\_\_.

**A**. Population of Bali **B**. artistry and piety of Bali

**C**. Balinese religion **D**. daily lives of Balinese

**Question 33**. The word "**their**" in the second paragraph refers to \_\_\_\_\_\_\_.

**A**. 2.7 million souls **B**. Bali's inhabitants

**C**. daily lives **D**. the spiritual and the material

**Question 34**. Which of the following might be a synonym of the word "**exquisite**" in the third paragraph?

**A**. skillful **B**. clever **C**. spiritual **D**. material

**Question 35**. You can find all these recreational activities in Bali EXCEPT \_\_\_\_\_\_\_.

A. horseback riding **B**. nature walks **C**. water rafting **D**. parachute jumping

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

Many people see large urban cities as a wonder of human imagination and creativity. They represent how far the human population has come in terms of community development. Many positive things come from urbanization, but there are also negatives. This article will discuss and present data on the implications of urbanization on the physical health of humans living in these large urban areas.

As it would be expected, developing countries tend to see more negative physical health effects than modern countries in regard to urbanization. One example of a developing country experiencing **these problems** is China. China is a country that in the past 30–40 years went from being an agrarian based society to a significant industrialized country. This industrialization has in effect caused the need for more centralized cities, centralized meaning having lots of jobs and living spaces within a close proximity. This is what is known as urbanization. In most recent decades, since China’s change to being more of an industrial based economy, the country has experienced record high numbers of people migrating within its borders. In effect, the number of cities with over 500,000 people has more than doubled. These migrations are typically of people from rural areas of China moving to the new urban areas. Due to this large influx in the urban population, there are many possibilities for health challenges among these people.

One very common and fairly obvious negative aspect of highly **congested** urban areas is air pollution. Air pollution is defined as any harmful substance being suspended in the air. This could include particulate matter, most commonly attributed to industrial plants and refineries waste, or chemicals like CO2 or Methane (which are also products of plants and refineries as well as cars and other modes of transportation). Due to a vast number of people in these urbanized cities, the air pollution is known to be very extreme. These conditions can lead to many different health problems such as: Asthma, cardiovascular problems or disease, and different types of cancer (most commonly lung cancer). When exposed to these conditions for a prolonged period of time, one can experience even more **detrimental** health effects like: the acceleration of aging, loss of lung capacity and health, being more susceptible to respiratory diseases, and a shortened life span.

Another way that urbanization affects the populations’ health is people’s change in diet. For instance, urban cities tend to have lots of accessible, quick, and easy to get food. This food is also more than likely not as high quality as well as contains a large amount of sodium and sugar. Because this food is so accessible, people tend to eat it more. This increase in consumption of low quality food can then lead to diabetes, hypertension, heart disease, obesity, or many other health conditions.

*(Adapted from https://medium.com)*

**Question 36.** Which of the following could be served as the best title for the passage?

**A**. Urbanization – Pros and cons

**B**. Urbanization – How people’s health is impacted?

**C**. Urban cities – The new opportunity for community development

**D**. Developing countries – The fastest urbanization

**Question 37.** What does the phrase “**these problems**” in paragraph 2 refer to?

**A**. industrialized countries **B**. lots of jobs and living spaces

**C**. immigrants **D**. negative physical health effects

**Question 38.** The word “**congested**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_.

**A**. overcrowded **B**. sparse **C**. contaminated **D**. fresh

**Question 39.** The word “**detrimental**” in paragraph 3 mostly means \_\_\_\_\_\_\_.

**A**. beneficial **B**. positive **C**. harmful **D**. dangerous

**Question 40.** The following are the air pollution sources mentioned in paragraph 3, EXCEPT \_\_\_\_\_\_\_.

**A**. industrial factories **B**. refineries waste **C**. chemicals **D**. sewage

**Question 41.** Why are urban populations easy to get diseases from food, according to the last paragraph?

**A**. Because of the low quality and the high proportion of sodium and sugar in this food.

**B**. Because the way people get this food is rather accessible, quick and easy.

**C**. Because this food is so delicious that people have a tendency to eat more than normal.

**D**. Because of the change in people’s diet.

**Question 42.** What can be inferred from the passage?

**A**. Living in urban areas for a long time will make the life expectancy of inhabitants shorten.

**B**. One of the negative health effects comes from the overpopulation in industrialized countries.

**C**. People in developed countries suffer less harmful health effects from urbanization than those in developing nations.

**D**. The bad health effects from urbanization are not greater than the benefits it brings to people in urban cities.

***Mark the letter A, B, C or D to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**. Jane spent a lot of money yesterday. She had bought a dress which cost $100.

**A**. spent **B**. yesterday **C**. had bought **D**. cost

**Question 44**. If anyone drops by while I am away, please take a message from him

**A**. drops **B**. while **C**. take **D**. him

**Question 45**. We have conducted exhausting research into the effects of smartphones on students’ behaviour and their academic performance.

**A**. exhausting research **B**. into **C**. behaviour **D**. academic performance

***Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**. I haven't gone to the cinema for ten years.

**A**. It was ten years ago I went to the cinema. **B**. The last time I went to the cinema was ten years.

**C**. I last went to the cinema ten years ago. **D**. It's ten years I haven't gone to the cinema.

**Question 47**. “You’re always making terrible mistakes.” said the teacher.

**A**. The teacher asked his students why they always made terrible mistakes.

**B**. The teacher realized that his students always made terrible mistakes.

**C**. The teacher complained about his student making terrible mistakes.

**D**. The teacher made his students not always make terrible mistakes.

**Question 48**. It isn’t necessary for us to discuss this matter in great detail.

**A**. We should discuss this matter in great detail. **B**. We might discuss this matter in great detail

**C**. We needn’t discuss this matter in great detail. **D**. We mustn’t discuss this matter in great detail.

***Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**. Marie didn’t turn up at John’s birthday party. I feel so sorry for that.

**A**. If only Marie turn up at John’s birthday party.

**B**. I wish Marie had turned up at John’s birthday party.

**C**. I wished Marie wouldn’t turn up at John’s birthday party.

**D**. It’s a shame Marie had turned up at John’s birthday party.

**Question 50**. Alice registered for the course. She then received the scholarship.

**A**. Hardly had Alice registered for the course when she received the scholarship.

**B**. Only after Alice registered for the course, she received the scholarship.

**C**. Having received the scholarship, Alice registered for the course.

**D**. Registering for the course helped Alice receive the scholarship.

**THE END**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. C | 6. B | 11. C | 16. A | 21. B | 26. B | 31. C | 36. B | 41. A | 46. C |
| 2. B | 7. A | 12. B | 17. D | 22. B | 27. A | 32. B | 37. D | 42. C | 47. C |
| 3. C | 8. D | 13. B | 18. A | 23. B | 28. C | 33. B | 38. A | 43. C | 48. C |
| 4. B | 9. D | 14. C | 19. A | 24. C | 29. B | 34. A | 39. C | 44. D | 49. B |
| 5. A | 10. D | 15. D | 20. C | 25. D | 30. B | 35. D | 40. D | 45. A | 50. A |

**Periods: 96-97-98**

**MOCK TEST 23**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Revise vocabulary related to English 12 and master the knowledge to do the test in GCSE better

**II. Teaching aids**

Handouts

**III. Teaching method: communicative approach**

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. WARM-UP**  - Chatting  + Have you learnt by heart the new words?  **II. PRESENTATION**  - Deliver the handouts  - Ask Sts to do the test in the handout and give Sts time each exercise  - Call on some students to give out the answers.  - Feedback and give correct answers: | - Answer  + Yes/No…  - Take the handout  - Do the tasks  - Give out the answers: |

***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**. attained **B**. resolved **C**. disused **D**. decreased

**Question 2**. **A**. dream **B**. mean **C**. peace **D**. steady

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

**Question 3**. **A**. career **B**. prospect **C**. effort **D**. labour

**Question 4**. **A**. obedient **B**. decision **C**. mischievous **D**. biologist

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

**Question 5**. It is impossible for him to be financially independent at such an early age, \_\_\_\_\_\_\_?

**A**. isn't it **B**. is it **C**. doesn't he **D**. does he

**Question 6**. We can’t go along here because the road \_\_\_\_\_\_\_.

**A**. is repairing **B**. is repaired **C**. is being repaired **D**. repairs

**Question 7**. He harbors a deep resentment \_\_\_\_\_\_\_ his parents for his miserable childhood.

**A**. on **B**. from **C**. for **D**. against

**Question 8**. The more manufacturers advise, \_\_\_\_\_\_\_ they sell.

**A**. the most products **B**. the products more **C**. the more products **D**. most products

**Question 9**. Her husband bought her a\_\_\_\_\_\_ scarf when he went on holiday in Singapore last week.

**A**. beautiful silk yellow **B**. beautiful yellow silk **C**. yellow silk beautiful **D**. yellow beautiful silk

**Question 10**. He had a bad fall while he \_\_\_\_\_\_ his roof.

**A**. was repairing **B**. repaired **C**. repairs **D**. will repair

**Question 11**. The new supermarket is so much cheaper than the one in John Street. \_\_\_\_\_\_\_, they do free home deliveries.

**A**. Moreover **B**. Consequently **C**. Nevertheless **D**. Instead

**Question 12**. By the time the software \_\_\_\_\_\_\_ on sale next month, the company \_\_\_\_\_\_ $2 million on developing it.

**A**. went – had spent **B**. will go – has spent

**C**. has gone – will spend **D**. goes – will have spent

**Question 13**. \_\_\_\_\_\_\_ the age of 21, he was able to gamble in Las Vegas.

**A**. When reached **B**. Reached **C**. As reaching **D**. Upon reaching

**Question 14**. Both inventors and engineers look for ways to improve things in areas like health, food, safety, transportation, aerospace, electronics, \_\_\_\_\_\_\_, and the environment.

**A**. communication **B**. communicative **C**. communicator **D**. communicating

**Question 15**. I try to be friendly but it is hard to \_\_\_\_\_\_\_ some of my colleagues.

**A**. get on with **B**. watch out for **C**. come up with **D**. stand in for

**Question 16**. Most people are interested in \_\_\_\_\_\_\_ about famous celebrities, which is why tabloid magazines still exist.

**A**. juicy chatter **B**. juicy gossip **C**. gossip freely **D**. juicy talk

**Question 17**. Union leaders feel it is time Cabinet Ministers put their \_\_\_\_\_\_\_ on the table regarding their long-term plans.

**A**. cards **B**. hands **C**. feet **D**. papers

**Question 18**. There’s no need for you to try to \_\_\_\_\_\_\_ an argument with him. You need to calm down or your relationship will get worse.

**A**. win **B**. beat **C**. defeat **D**. gain

**Question 19**. Does television adequately reflect the ethnic and cultural \_\_\_\_\_\_\_ of the country.

**A**. custom **B**. diversity **C**. alternation **D**. minority

***Mark the letter A, B, C or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.***

**Question 20**. It is firmly believed that books are a primary means for **disseminating** knowledge and information.

**A**. inventing **B**. distributing **C**. classifying **D**. adapting

**Question 21**. The amount spent on defense is in **sharp** contrast to that spent on housing and health.

**A**. blare **B**. flask **C**. stark **D**. spark

***Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.***

**Question 22**. Today, **illegal** hunting still threatens many species, especially large mammals such as tigers, rhinoceros, bears and even primates.

**A**. allowed by law **B**. forbidden by law **C**. introducing a law **D**. imposing a law

**Question 23**. Tom was too **wet behind the ears** to be in charge of such a difficult task.

**A**. full of experience **B**. lack of responsibility

**C**. without money **D**. full of sincerity

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

**Question 24**. *Two friends Diana and Anne are talking about their upcoming exams*.

- Diana: “Our midterm exams will start next Tuesday, are you ready?”

- Anne: “\_\_\_\_\_\_\_”.

A. I’m half ready. B. God save you.

C. Thank you so much D. Don’t mention it!

**Question 25**. *Two neighbors are talking to each other about their work*.

- Sanji: "I'm taking a break from my gardening. There seems to be no end to the amount of work I have to do."

- Nico: “\_\_\_\_\_\_\_”

**A**. I do, too. **B**. Not at all

**C**. I'm glad I'm not in your shoes. **D**. There's no doubt about that.

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

In an educational context, the term ‘learner independence’ has gained increasing importance in recent years. It is of particular (26) \_\_\_\_\_\_\_ to language learning and commonly refers to the way students confidently control and organise their own language learning process. While some people seem to have an almost instinctive flaw for languages, (27) \_\_\_\_\_\_\_ have to rely on strategies to maximise their skills and learn a foreign language more effectively.

The main thing to remember is that becoming a truly independent learner ultimately depends above all on taking responsibility for your own learning and being prepared to take every opportunity available to you to learn. You also increase your chances of (28) \_\_\_\_\_\_\_ by learning according to your own needs and interests, using all available resources. Research shows that learners (29) \_\_\_\_\_\_\_ adopt this approach will undoubtedly manage to broaden their language abilities considerably and, (30) \_\_\_\_\_\_\_, are mote likely to achieve their objectives in the longer term.

*(Adapted from “Complete Advanced” by Laura Mathews and Barbara Thomas)*

**Question 26**. **A**. resemblance **B**. acceptance **C**. relevance **D**. acquaintance

**Question 27**. **A**. each **B**. every **C**. others **D**. Few

**Question 28**. **A**. interest **B**. failure **C**. suspicision **D**. success

**Question 29**. **A**. who **B**. why **C**. which **D**. where

**Question 30**. **A**. though **B**. as a result **C**. because **D**. in contrast

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

The generation gap that was so in evidence during the 60s has resurfaced, but it is not the disruptive force that it was during the Vietnam era, a 2009 study suggests. The Pew Research Center study found that 79% of Americans see major differences between younger and older adults in the way they look at the world. In 1969, a Gallup Poll found that a smaller percentage, 74%, perceived major differences.

Today, however, although more Americans see generational differences, most do not see them as **divisive**. That is partly because of the areas of difference. The top areas of disagreement between young and old, according to the Pew Research Study, are the use of technology and taste in music. Grandparents are likely to have observed these differences in their grandchildren who are tweens, teens, and young adults.

If large differences between the generations exist, why don't they spawn conflict? The answer is twofold.

First, the two largest areas of difference—technology and music—are less emotionally charged than political issues. The older generation is likely to be proud of the younger generation's prowess in technology rather than to view it as a problem. As for the musical differences, each generation wants its own style of music, and the older generation generally can relate to that desire.

Second, in the other areas of difference, the younger generation tends to regard the older generation as superior to **their** own generation—clearly a difference from the 1960s with its rallying cry of "Don't trust anyone over thirty." According to the Pew study, all generations regard older Americans as superior in moral values, work ethic and respect for others.

*(Adapted from www.verywellfamily.com)*

**Question 31**. Which of the following could be the main idea of the passage?

**A**. Generation gap doesn’t cause a big problem in American families.

**B**. Different points of view are the main problem between generations in America.

**C**. The generation gap in the past was different from that in modern time.

**D**. The areas of differences in generation gap have changed over the years.

**Question 32**. The word “**divisive**” in the second paragraph is closest in meaning to \_\_\_\_\_\_\_.

**A**. agreeing **B**. positive **C**. serious **D**. discordant

**Question 33**. What are the two reasons why large differences between generations don’t cause disagreement?

**A**. The generosity of the elder generation and the attitude of the younger generation.

**B**. The different styles of music and the knowledge of the elder generation.

**C**. The major aspects of differences between generations and the respect to the elder generation.

**D**. The pride of the elder generation and the obedience of the younger one

**Question 34**. The word “**their**” in the last paragraph refers to \_\_\_\_\_\_\_.

**A**. the older generation’s **B**. the younger generation’s

**C**. supervisor’s **D**. over-thirty people’s

**Question 35**. According to the passage, which is NOT true?

**A**. The majority of Americans agree generations’ viewpoint to be the major differences.

**B**. Technology is one of the two biggest areas creating the gap between the old and the young.

**C**. Grandparents feel uncomfortable with their grandchildren because of their better technology skills.

**D**. The elderly in America are admired in moral values, work ethic and respect for others.

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

The reason women appear to be at greater risk of developing Alzheimer’s disease than men might be due to a number of genetic, anatomical and even social influences, researchers have suggested.

Recent figures show about 65% of those with living with dementia in the UK are women, with a similar statistic seen in the US for Alzheimer’s disease, while dementia is the leading cause of death for women in England. Alzheimer’s disease is only one of the types of dementia, but the most common form. While one explanation is that dementia risk increases with age, and women have longer life expectancies than men, new research suggests there might be more to the matter, including that protein **tangles** found within neurons and linked to Alzheimer’s disease might spread differently in women’s brains than men’s.

The study, presented at the Alzheimer’s Association International Conference in Los Angeles by researchers from Vanderbilt University and which has not yet been peer-reviewed, used scans from a method called positron emission tomography. That allowed them to look at the way clumps of a protein called tau were spread in the brains of 123 men and 178 women without cognitive problems, as well as 101 men and 60 women with mild cognitive problems – although not yet diagnosed with Alzheimer’s disease. Cognitively normal older people often have small amounts of tau in certain areas of **their** brain.

From the data the team could build maps showing which areas of the brain show similar signals relating to tau in the scans, suggesting they are somehow connected. “Based on that we kind of try to reconstruct the pattern of spread,” Dr Sepideh Shokouhi, who is presenting the research, told the Guardian. “It is kind of like reconstructing a crime scene.” The team says the results suggest these maps look different in women and men, suggesting tau might be able to spread more rapidly across the female brain.

Other research presented at the conference – and also not yet peer reviewed – added weight to the idea that there might be differences between men and women that affect dementia risk. Research by scientists at the University of Miami has **revealed** a handful of genes and genetic variants appear to be linked to Alzheimer’s disease in just one biological sex or the other. While the actual importance of these factors has yet to be unpicked, and the study only looked at white participants, the team says it underscores that there could be a genetic reason for differences in the risk of dementia in men and women, and the way it develops.

*(Adapted from https://www.theguardian.com)*

**Question 36**. Which of the following could be the best title of the passage?

**A**. The differences between male and female brain and the condition for Alzheimer’s.

**B**. Research shines light on why women are more likely to develop Alzheimer’s.

**C**. The method for treating Alzheimer’s in women

**D**. Alzheimer’s – the leading cause of death for women.

**Question 37**. The following are the reasons for Alzheimer’s disease, EXCEPT \_\_\_\_\_\_\_.

**A**. gene **B**. anatomy **C**. age **D**. job

**Question 38**. The word “**tangles**” in paragraph 2 is closest in meaning to \_\_\_\_\_\_\_.

**A**. muddles **B**. orders **C**. arrangements **D**. positions

**Question 39**. What does the word “**their**” in paragraph 3 refer to?

**A**. 123 men’s and 178 women’s without cognitive problems

**B**. 101 men’s and 60 women’s with mild cognitive problems

**C**. cognitively normal older people’s

**D**. people’s with Alzheimer’s disease

**Question 40**. According to the passage, which of the following is TRUE?

**A**. The data from the maps may help researchers find out the treatment for dementia.

**B**. The men’s life expectancies are longer than women’s, so they are less suffered from Alzheimer’s.

**C**. All the research at the conference has been peer-reviewed before presented.

**D**. Female brains are likely more convenient for tau to develop than male ones.

**Question 41**. The word “**revealed**” in the last paragraph could be best replaced by \_\_\_\_\_\_\_.

**A**. discovered **B**. created **C**. experimented **D**. treated

**Question 42**. It can be inferred from the last paragraph that \_\_\_\_\_\_\_.

**A**. researchers are sure that the differences between genders will affect Alzheimer’s risk.

**B**. the influence of a handful of genes and genetic variants on Alzheimer’s has not been scientifically illuminated.

**C**. the research has studied all groups of participants for the risk of dementia.

**D**. the results of all research on Alzheimer’s are different from each other.

***Mark the letter A, B, C or D to indicate the underlined part that needs correction in each of the following questions.***

**Question 43**. The composer Verdi has written the opera Aida to celebrate the opening of the Suez Canal, but the opera was not performed until 1871.

**A**. has written **B**. to celebrate **C**. opening of **D**. was not performed

**Question 44**. If one has a special medical condition such as diabetes, epilepsy, or allergy, it is advisable that they carry some kind of identification in order to avoid being given improper medication in an emergency.

A. has B. they C. carry D. being

**Question 45**. The field of Artificial Intelligence research was found at a workshop held on the campus of Dartmouth College during the summer of 1956.

**A**. field **B**. was found **C**. held on **D**. the

***Mark the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 46**. We started working here three years ago.

**A**. We worked here for three years. **B**. We have no longer worked here for three years.

**C**. We have worked here for three years. **D**. We will work here in three years.

**Question 47**. “My father doesn’t work in the factory any more” Bella told us.

**A**. Bella said that her father no longer worked in the factory.

**B**. Bella wished that her father didn’t work in the factory any more.

**C**. Bella hoped that her father was used to working in the factory

**D**. Bella denied that her father used to work in the factory.

**Question 48**. I’m sure that they had practiced hard for the games as they won a lot of medals.

**A**. They couldn’t have practiced hard for the games as they won a lot of medals

**B**. They must have practiced hard for the games as they won a lot of medals

**C**. They shouldn’t have practiced hard for the games as they won a lot of medals

**D**. They might have practiced hard for the games as they won a lot of medals.

***Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences in the following questions.***

**Question 49**. Lan didn't apply for the job in the library and regets it now.

**A**. Lan wishes she had applied for the job in the library.

**B**. Lan wishes she have applied for the job in the library.

**C**. Lan wishes she has applied for the job in the library.

**D**. Lan wishes she applies for the job in the library.

**Question 50**. Helen wrote a novel. He made a cowboy film, too

**A**. Helen wrote not only a novel but also made a cowboy film.

**B**. Helen both wrote a novel as well as made a cowboy film.

**C**. Helen either wrote a novel or made a cowboy film.

**D**. Not only did Helen write a novel but she also made a cowboy film.

**THE END**

**ĐÁP ÁN**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. D | 6. C | 11. A | 16. B | 21. C | 26. C | 31. A | 36. D | 41. A | 46. C |
| 2. D | 7. D | 12. D | 17. A | 22. A | 27. C | 32. D | 37. A | 42. B | 47. A |
| 3. A | 8. C | 13. D | 18. A | 23. A | 28. D | 33. C | 38. A | 43. A | 48. B |
| 4. C | 9. B | 14. A | 19. B | 24. A | 29. A | 34. B | 39. D | 44. B | 49. A |
| 5. A | 10. A | 15. A | 20. B | 25. C | 30. B | 35. C | 40. A | 45. B | 50. D |