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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period ..... : REVIEW 1 (UNIT 1-2-3)**  **Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar** |

**I. OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 1, 2, 3.**

**1. Knowledge:**

- To revise the language and skills they have learnt in Unit **1-2-3.**

- To help Ss consolidate and apply what they have learnt in the Unit 1,2,3. To recycle the language from the previous sections. Ss can evaluate their performance and provide further practice. Do some practice exercises.

- Ss will be able to revise, do exercises . Check how progress they have achieved , what they have learnt in the previous lessons.

**\* Vocabulary:**

- Ss revise words and phrases related to : Local community, City life, Healthy living for teens.

- pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences;

- pronounce the diphthong sounds /au/, /ǝʊ/, and /ea/ correctly in words and sentences;  
- correctly pronounce the sounds /h/ and /r/ in words and sentences; - ask for repetition and respond;

- Revise how to seek help and respond; offer help and respond;   
**\* Grammar :**

- Unit 1 : *Local community*: Question words before to-infinitive; Phrasal verbs (1)

- Unit 2: *City life* **:** Double comparative; Phrasal verbs (2)

- Unit 3 : *Healthy living for teens :*Modal verbs in first conditional sentences.

**\* Writing:**

- write a paragraph about community helper.

- write a paragraph about what you like or dislike about city life.

- write a paragraph about how to manage time effectively.

**2. Competence:**

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Be friendlier and willing to help the local community;

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Hoclieu.vn

**III. PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1. WARM UP & INTRODUCTION (5’)** | | | |
| **\* Objectives: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3.  - Ss revise what they have learnt so far in terms of language and skills.  - Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult ones before starting the review.  *\* Content:*Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  *\* Expected Outcomes:* Having a chance to speak English.  *\* Organisation* **:** Teacher’s instructions…... | | | |
| **Teacher’s & Student’s activities** | | | **Content** |
| **+ Greeting**  **+ Revision on the old lessons/ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  **\*\* Keywords game**  **-** Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.  - Students raise their hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class.  - Ask Ss to open their book and introduce what they are going to study…. | | | **+ Greeting**  **+ T\_Ss**  - Students **(Ss)** listen and learn how to do.  ***\* Suggested answer:***  - healthy living for teens  - local community  - city life  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** | | | |
| **A. LANGUAGE**  **ACTIVITY 1: Pronunciation**  **\* Objectives:**  **- To help Ss review the pronunciation of the vowels/diphthongs/sounds learnt in Units 1 – 3: /æ/, /ɑ:/, and /e/; /aʊ/, /əʊ/, and /eə/; /h/ and /r/ correctly.**  **- To help Ss review new vocabulary learnt in Unit 1-3.**  *\* Content:*Review the pronunciation of the sounds.  **-** Task 1: Choose the word in which the underlined part is pronounced differently.  *\* Expected outcomes:* Pronouncing the sounds correctly. Students can distinguish the vowels/diphthongs/sounds they have learnt.  *\* Organisation :*Teacher’s instructions….. | | | |
| **Teacher’s & Student’s activities** | | | **Content** |
| TASK 1. **Choose the word in which the underlined part is pronounced differently.** | | | |
| + Have Ss do this exercise individually then share their answers with a partner before giving T the answers.  + Ask them to explain their answers by reading aloud the words to identify the word which has a different sound.  - Confirm the correct answers. | | | **- T\_ Ss**  **\* *Answer key:***  **1.** A  **2**. C  **3**. D  **4**. C  **5.** B |
| ACTIVITY 2: **VOCABULARY**  **\* Objectives:**  **+ To help Ss review the words and phrases learnt in the previous units.**  + To help Ss review the form of the words they learnt in previous units.  *\* Content:*Review the pronunciation of the sounds.  - Task 2: Choose the correct answer A, B, C, or D to complete each sentence.  - Task 3: Fill in each blank with the suitable form of the word given.  *\* Expected outcomes:*  **-** Students recall vocabulary related to community helpers, city life and students’ life and schoolwork.  *\* Organisation :*Teacher’s instructions….. | | | |
| TASK 2: **Choose the correct answer A, B, C, or D to complete each sentence.** | | | |
| **Teacher’s & Student’s activities** | | | **Content** |
| + Have Ss do this exercise individually and then share their answers with their partners.  + Check and confirm the correct answers. | | | \* ***Answer key:***  **1.** B  **2.** A  **3.** C  **4.** B  **5**. D |
| TASK 3 : **Fill in each blank with the suitable form of the word given.** | | | |
| + Ask Ss what kind of word can be filled in each blank (i.e. noun, verb, etc.).  - Elicit their answers.  - Have Ss do this exercise individually.  - Call on two Ss to write their answers on the board.  - Confirm the correct answers | | | **- T\_ Ss**  **\* *Answer key:***  **1.** speciality  **2**. electrician  **3.** distract  **4.** construction  **5.** liveable |
| **ACTIVITY 3:** **Grammar**  **\* Objectives:**  + To help Ss review the grammatical points they learnt in the previous units (phrasal verbs, double comparatives, and modal verbs in first conditional sentences).  **+ To help Ss review the grammatical points they learnt in the previous units (question words before to-infinitives, modal verbs in first conditional sentences).**  *\* Content:*  - Task 4: Choose the correct answer A, B, C, or D to complete each sentence.  - Task 5: Write the correct form of each verb in brackets.  *\* Expected outcomes:*  Ss can use what they have just revised to do the exercises well.  *\* Organisation :* | | | |
| **Teacher’s & Student’s activities** | | | **Content** |
| TASK 4 : **Choose the correct answer A, B, C, or D to complete each sentence.** | | | |
| + Have Ss do this exercise on their own first.  - Have Ss compare their answers with a classmate.  - Invite Ss to share their answers. Ask them to explain their answers.  - Confirm the correct answers.  + Review the grammatical points Ss are not very good at based on their answers. | | | + T- Ss ; Ss  \* ***Answer key:***  **1**. B  **2.** C  **3**. D  **4.** A  **5.** B |
| **3. FURTHER PRACTICE (10’)** | | | |
| TASK 5 : **Write the correct form of each verb in brackets.** | | | |
| + Ask Ss to do this exercise individually and compare their answers with a partner.  - Call on some Ss to go to the board to write their sentences.  - Other Ss comment.  + Confirm the correct sentences.  + Revise the structure if needed.  **+ Do more exercises if have time.** | | | + T- Ss ; Ss  **\* *Answer key:***  **1.** wants  **2.** to ask  **3.** continues  **4.** to buy  **5.** don’t use |
| **4. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important grammar points.  + Words / phrases . Vocabulary; The grammar points.  **\* HOME WORK**  - Finish all the exercises  - Do more exercises in workbook. | | | |
| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period ..... : REVIEW 1 (UNIT 1-2-3)**  **Lesson 2 : SKILLS / Reading- Speaking- Listening - Writing** | | |

**I. OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 1, 2, 3.**

**1. Knowledge:**

- To revise the language and skills they have learnt in Unit **1-2-3.**

- Practise reading for specific information about different workshops for teens;

- Practise asking and answering about what kind of workshop they would like to have at their school;

- Practise listening for specific information about student’s life in the city and in the countryside;

- Practise completing a paragraph about things that make them proud of their community.

- To help Ss consolidate and apply what they have learnt in the Unit 1,2,3. To recycle the language from the previous sections. Ss can evaluate their performance and provide further practice. Do some practice exercises.

- Ss will be able to revise, do exercises. Check how progress they have achieved , what they have learnt in the previous lessons.

**\* Vocabulary:**

- Ss revise words and phrases related to : Local community, City life, Healthy living for teens.

- pronounce the vowel sounds /æ/, /a:/, and /e/ ; /au/, /ǝʊ/, and /ea/ ; /h/ and /r/ correctly in words and sentences;

- Revise how to seek help and respond; offer help and respond;   
**\* Grammar :**

- Unit 1 : *Local community*: Question words before to-infinitive; Phrasal verbs (1)

- Unit 2: *City life* **:** Double comparative; Phrasal verbs (2)

- Unit 3 : *Healthy living for teens :*Modal verbs in first conditional sentences.

**\* Writing:**

- write a paragraph about community helper.

- write a paragraph about what you like or dislike about city life.

- write a paragraph about how to manage time effectively.

**2. Competence:**

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Be friendlier and willing to help the local community;

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Hoclieu.vn

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION (5’)** | |
| **\* Objectives: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3.  - Ss revise what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  *\* Content:*Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  *\* Expected outcomes:* Having a chance to speak English.  *\* Organisation :*Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision**  - Teacher divides the class into four teams. One representative from each team comes to the board.  - Teacher asks a question, and the first person to write the correct answer on the board wins a point for their team.  - Note: The students on the board only get one try. If they all miss the question, T takes the answer from the first person in the audience who raises their hand.  - The team with the most points will become the winner.  - Teacher leads in the reading part of the lesson.  \*\* Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting; T\_ Ss**  **Board Race**  ***Suggested answer:***  1. professional (n)  2. workshop (n)  3. template (n)  4. priority (n)  5. feedback (n)  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **PRACTICE EXERCISES ­- SKILLS**  **ACTIVITY 1: Reading**  **\* Objectives:**  **+ To help Ss practise reading for specific information**  *\* Content*: 1: Read parts of the notices about different workshops for teens. Tick the appropriate box(es) to show which workshop has the following features.  *\* Expected outcomes:*  - Students can understand the text to and do the tasks successfully.  *\* Organisation :* Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1**. Read parts of the notices about different workshops for teens. Tick the appropriate box(es) to show which workshop has the following features.** | |
| + Have Ss read the short texts quickly and tick the appropriate boxes.  - Then ask Ss to compare their answers with a partner before giving T the answers.  + Have Ss explain their answers. Confirm the correct answers | **+ T- Ss ; Ss**  **\* *Answer key:***  **1**. A, C **2**. A, B, C  **3**. B **4**. C **5**. A |
|  |  |
| **ACTIVITY 2: Speaking**  **\* Objectives:**  **+ To help Ss practise asking and answering about the kind of workshop they would like to have at their school and report back.**  *\* Content:*  -Task 2: Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. Take notes of your answers and report them to the class.  *\* Expected outcomes:* Students can ask and answer about the kind of workshop they would like to have in their school.  *\* Organisation :*Teacher’s instructions…... | |
| TASK 2: **Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. Take notes of your answers and report them to the class.** | |
| + Ask Ss if there are any workshops they have attended in and outside school.  - Have Ss work in groups to ask and answer about the kind of workshop they would like to have at their school. Remind them to take notes of their answers.  + Ask groups to report their answers to the class.  - Have Ss vote for the best ideas. | **+ T – Ss ; Ss**  ***\* Suggested answer:***  We would like to have a DIY workshop at our school because we want to know how to make new things from used items such as plastic bottles or old clothes. At the workshop, we can practise making  useful things from these items. By doing this, we can learn about the green lifestyle and ways to save our environment. We think we should invite Ms Mai Huong, our form teacher, to lead the workshop because she knows many creative ways to reuse old things. |
| **ACTIVITY 3: Listening**  **\* Objectives:**  **+ To help Ss practise listening for specific information.**  *\* Content:*  - Task 3: Listen to Demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words.  *\* Expected outcomes:* Ss can listen for specific information and fill in the blanks.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 3: **Listen to Demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words.** | |
| + Have Ss read the incomplete sentences.  - Play the recording the first time. Ask Ss to listen and complete the sentences.  - Ask for their answers and write them on the board.  + Play the recording a second time for Ss to check their answers. Check Ss'answers.  - Play the recording the last time if necessary, stopping at places where Ss got the wrong answers. | **- T – Ss**  **\* *Answer key:***  **1.** three years  **2.** famous parks  **3**. most beautiful  **4.** sail round  **5**. museum |
| **ACTIVITY 4:**  **Writing**  **\* Objectives:**  **+ To help Ss write a paragraph about three things that make them proud of their community.**  *\* Content:*  - Task 4: Write a paragraph (about 100 words) about three things that make you proud of your community. You may use the following questions as cues.  *\* Expected outcomes:*  - Ss can complete a paragraph (about 100 words) about three things that make them proud of their community using suggested questions.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4 **: Write a paragraph (about 100 words) about three things that make you proud of your community. You may use the following questions as cues.** | |
| Ask Ss to discuss and answer the questions in pairs.  Then have them write their paragraph individually.  Ask one or two Ss to write their paragraph on the board.  Other Ss and T comment on the paragraph on the board.  + Then T collects some writings to give feedback at home | **- T\_ Ss**  ***\* Suggested answer :***  I feel proud of three things in my community. Firstly, it is spacious. There are not many people living in my community, and the streets and roads are wide. Therefore, I do not feel confined here. Secondly, my community has enough facilities for its people. Near my house there are two small parks with sport facilities for people of all ages. Also, there are good schools, hospitals and supermarkets nearby. Thirdly, the people here are very friendly and helpful. Neighbours greet each other whenever they meet. They are also willing to help each other in difficult situations. In short, I am proud of and love living in my community. |
| **4. WRAP-UP & HOME WORK (2’)**  \* Teacher asks students to talk about what they have learnt in the lesson .  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  \* **HOME WORK**  - Finish the writing. Copy into the notebooks.  - Do more exercises in workbook.  + To prepare for the test .  **===========================** | |

**REVIEW 1 (Unit 1,2,3)\_ TEST -1**

**1. Choose the letter A, B, C, or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions. (0.5 pt)**

**1.** A. tourist B. suburb C. metro D. outdoors

**2.** A. priority B. Competition C. electrician D. entertainment

**2. Choose 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. (0.5 pt)**

**3.** A. b**e**tter B. el**e**gant C. sp**e**ciality D. cong**e**sted

**4**. A. c**ou**ntry B. c**ou**ncil C. c**ou**ntable D. m**ou**ntain

**3. Choose the letter A, B, C, or D to indicate the correct answer to each of the following questions. (2.5 pts)**

**5.** If you train harder in three months, you \_\_\_\_\_\_\_ run a marathon.

A. must B. might not C. can D. should not

**6.** The longer the talk about the matter is, \_\_\_\_\_\_\_\_\_\_\_\_ .

A. the situation seems worse B. the worse seem the situation

C. the worse the situation seems D. the situation seems the worse

**7.** There is a big \_\_\_\_\_\_\_\_\_\_ site near my house, so it's very noisy.

A. construction B. construct C. constructing D. constructed

**8.** The committee has \_\_\_\_\_\_\_\_\_ a survey of parking problems in residential areas.

A. cut down B. come around C. worked out D. carried out

**9.** Altdorf is a \_\_\_\_\_\_\_\_\_ city with a huge number of foreigners, traders, adventurers, etc.

A. quiet B. peaceful C. bustling D. tranquil

**10.** The facilities which are available to everybody in an area like parks, schools, shopping centres, etc. are public \_\_\_\_\_\_\_\_\_\_.

A. services B. amenities C. features D. offices

**11.** We'd better get an \_\_\_\_\_\_\_\_ to check the wiring before we start decorating.

A. engineer B. architect C. electrician D. artist

**12.** The government \_\_\_\_\_\_\_\_\_ their objective of reducing violent crime.

A. succeeded B. managed C. accomplished D. got

**13.** Our teacher agreed to extend the \_\_\_\_\_\_\_ by two weeks.

A. finish B. deadline C. limit D. allotment

**14**. Their house is within easy reach of schools and sports \_\_\_\_\_\_\_\_\_ .

A. facilities B. means C. systems D. tools

**4. Choose the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word in each of the following questions. (0.5 pt)**

**15.** Peter was always **optimistic**, even when things were at their worst.

A. negative B. positive C. pessimistic D. gloomy

**16.** You need a good level of **physical** fitness for this sport.

A. natural B. real C. mental D. bodily

**5. Choose the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word in each of the following questions. (0.5 pt)**

**17.** People once went into local government because they cared about **public** amenities and service.

A. private B. common C. popular D. shared

**18**. Every effort will be made to **minimise** inconvenience to customers while work is in progress.

A. optimize B. decrease C. reduce D. maximise

**6. Choose the letter A, B, C, or D to indicate the option that best completes each of the following exchanges. (0.5 pt)**

**19.** **A.** “ May I give you a hand? ” – **B.** “ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ”

A. Yes, I'd love to. B. Thank you. You are so kind.

C. Yes, give me. D. I'm not sure.

**20.-A.**  “ Could you help me move this table, please?” - **B**. “ \_\_\_\_\_\_\_\_\_\_” .

A. I promise. B. No, not yet.

C. Sure, I'd be glad to help. D. You're welcome!

**7. Read the following passage and choose the letter A, B, C, or D to indicate the correct answer to each of the questions. (1.25 pts**)

London, the capital city of England and the United Kingdom, is situated on the River Thames, which meanders through the city. It is renowned for its numerous bridges. Among the bridges, the oldest one is London Bridge, which was originally built of wood but reconstructed in stone in 1217. However, the most unique bridge is Tower Bridge, which was designed to blend in with the nearby Tower of London.

London is a thriving commercial and cultural centre with many significant financial organisations such as the Bank of England and the London Stock Exchange. They are located in the area called the City. Docklands, the former port in east London, has been redeveloped as a business centre. The West End boasts theatres, cinemas, museums, and stores. Due to the high cost of housing near the city centre, many people working in London prefer to live in the suburbs and commute to work by train or bus. London's transportation system is well-connected, with various modes of transportation available, including the red London buses, black taxi cabs, and the London Underground, commonly known as 'the Tube”.

London is now a cosmopolitan, multicultural city which has attracted people from around the globe. Although some people from other parts of Britain view **it** as very noisy and dirty, many others visit London only for the bright lights - the theatres round Shaftesbury Avenue or the shops of Oxford Street. People also take their children to visit Buckingham Palace, where the royal family lives, and the clock tower, from which Big Ben tolls the hour. Young people, on the other hand, are lured to the pubs and comedy clubs of Covent Garden, live music concerts, and the stalls of Camden market.

**21.** What was designed to blend in with the nearby Tower of London?

A. London Bridge. B. Bank of England.

C. Tower Bridge. D. Big Ben.

**22.** Which area of London is known for its many important financial institutions?

A. Docklands. B. West End. C. The City. D. Covent Garden.

**23**. What is the main reason why many people who work in London commute from the suburbs?

A. Better housing options in the city centre.

B. Better schools for their children in the suburbs.

C. Cheaper cost of living in the city centre.

D. Expensive property prices near the city centre.

**24**. What does the pronoun **"it"** in paragraph 3 refer to?

A. the globe B. the Tube C. London D. the theatre

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

A. London is a thriving commercial and cultural centre.

B. The Bank of England and the London Stock Exchange are in the West End.

C. The West End is home to many theatres, cinemas, museums, and shops.

D. Young people are attracted to the pubs and comedy clubs of Covent Garden.

**8. Read the following passage and choose the letter A, B, C, or D to indicate the correct word that best fits each of the numbered blanks. (1.25 pts)**

**Millbrook numerous**

I live in a small town of Millbrook in the rolling hills of upstate New York. It is a (26)\_\_\_\_\_\_\_\_ community of just over 1,500 residents. Despite its small size, Millbrook has a rich history and vibrant cultural scene (27)\_\_\_\_\_\_\_ galleries, restaurants, and boutiques on its charming Main Street. It is home to a diverse range of residents, from young families to retirees, and boasts a strong sense of community (28)\_\_\_\_\_\_\_\_\_ . Every year, residents come together for events like the Millbrook Farmers Market and the Millbrook Literary Festival, which (29)\_\_\_\_\_\_\_\_ the town's agricultural heritage and literary tradition. In spite of its rural setting. Millbrook is well-connected to nearby cities like Poughkeepsie and New York City, making it an attractive place to live for those seeking (30) \_\_\_\_\_\_\_ peaceful retreat from urban life. Overall, Millbrook is a warm and welcoming community with a strong sense of place and identity.

**26**. A. liveable B. living C. live D. life

**27**. A. for B. without C. with D. of

**28**. A. mood B. attitude C. soul D. spirit

**29**. A. welcome B. celebrate C. mention D. discuss

**30.** A. a B. the C. an D. Ø

**9. Choose the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following questions. (0.5 pt)**

**31**. The bigger the city is, the more noisy it is.

A B C D

**32**. They had to teach her how she constructed a logical argument.

A B C D

**10. Choose the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions. (1.0 pt)**

**33.** I cannot run a marathon if I don't train very hard.

A. I cannot run a marathon although I train very hard.

B. I train very hard, and I can run a marathon now.

C. Unless I train very hard, I cannot run a marathon.

D. I will train very hard unless I can run a marathon.

**34.** Mike used to pass these skills down to his son.

A. Mike used to be taught these skills by his son.

B. Mike used to teach these skills to his son.

C. These skills used to be taught by his son.

D. These skills were passed through generations.

**35**. You should wear your coat, or you may catch a cold.

A. If you don't wear your coat, you may catch a cold.

B. Unless you wear your coat, you may not catch a cold.

C. You may wear a coat if you don't catch a cold.

D. You may catch a cold even though you wear your coat.

**36**. That song reminds me of our first date.

A. I heard that song on the first date.

B. I composed a song on our first date.

C. Our first date brings back the memory of that song.

D. That song makes me remember our first date.

**11. Choose the letter A, B, C, or D to indicate the sentence that is best written from the words/phrases given. (1.0 pt)**

**37**. more/developed/a city/be/more/food/people/throw away.

A. The more developed a city is, the more food people throw away.

B. More developed a city is, more food people will throw away.

C. The more developed a city is, more food people throw away.

D. More developed a city is, the more food people throw away.

**38**. doctor/advise/cut down/his/drinking.

A. The doctor advised him to cut down in his drinking.

B. The doctor has advised him cutting down on his drinking.

C. The doctor has advised him to cut down in his drinking.

D. The doctor advised him to cut down on his drinking.

**39**. staff/discuss/what/do/case/emergency.

A. The staff is discussing what is doing in the case of emergency.

B. The staff were discussing what they did in case of emergency.

C. The staff are discussing what to do in case of emergency.

D. The staff was discussing what to do in the case of emergency.

**40.** you/get/ good job/if/you/good/English/ and /IT

A. You must get a good job if you are good for English and IT.

B. You can get good job if you do good at English and IT.

C. You may get a good job if you are good at English and IT.

D. You should get a good job if you can be good at English and IT.

**==================================**

**TEST 1 \_ Key**

**1 Choose the letter A, B, C, or D to indicate the word that differs from the other three in the position of primary stress in each of the following questions. (0.5 pt)**

**1.** A. tourist B. suburb C. metro D. outdoors

**2.** A. priority B. Competition C. electrician D. entertainment

**2 Choose 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. (0.5 pt)**

**3.** A. b**e**tter B. el**e**gant C. sp**e**ciality D. cong**e**sted

**4**. A. c**ou**ntry B. c**ou**ncil C. c**ou**ntable D. m**ou**ntain

**3 Choose the letter A, B, C, or D to indicate the correct answer to each of the following questions. (2.5 pts)**

**5.** If you train harder in three months, you \_\_\_\_\_\_\_ run a marathon.

A. must B. might not C. can D. should not

**6.** The longer the talk about the matter is, \_\_\_\_\_\_\_\_\_\_\_\_ .

A. the situation seems worse B. the worse seem the situation

C. the worse the situation seems D. the situation seems the worse

**7.** There is a big \_\_\_\_\_\_\_\_\_\_ site near my house, so it's very noisy.

A. construction B. construct C. constructing D. constructed

**8.** The committee has \_\_\_\_\_\_\_\_\_ a survey of parking problems in residential areas.

A. cut down B. come around C. worked out D. carried out

**9.** Altdorf is a \_\_\_\_\_\_\_\_\_ city with a huge number of foreigners, traders, adventurers, etc.

A. quiet B. peaceful C. bustling D. tranquil

**10.** The facilities which are available to everybody in an area like parks, schools, shopping centres, etc. are public \_\_\_\_\_\_\_\_\_\_.

A. services B. amenities C. features D. offices

**11.** We'd better get an \_\_\_\_\_\_\_\_ to check the wiring before we start decorating.

A. engineer B. architect C. electrician D. artist

**12.** The government \_\_\_\_\_\_\_\_\_ their objective of reducing violent crime.

A. succeeded B. managed C. accomplished D. got

**13.** Our teacher agreed to extend the \_\_\_\_\_\_\_ by two weeks.

A. finish B. deadline C. limit D. allotment

**14**. Their house is within easy reach of schools and sports \_\_\_\_\_\_\_\_\_ .

A. facilities B. means C. systems D. tools

**4 Choose the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word in each of the following questions. (0.5 pt)**

**15.** Peter was always **optimistic**, even when things were at their worst.

A. negative B. positive C. pessimistic D. gloomy

**16.** You need a good level of **physical** fitness for this sport.

A. natural B. real C. mental D. bodily

**5 Choose the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word in each of the following questions. (0.5 pt)**

**17.** People once went into local government because they cared about **public** amenities and service.

A. private B. common C. popular D. shared

**18**. Every effort will be made to **minimise** inconvenience to customers while work is in progress.

A. optimize B. decrease C. reduce D. maximise

**6. Choose the letter A, B, C, or D to indicate the option that best completes each of the following exchanges. (0.5 pt)**

**19.** **A.** “ May I give you a hand? ” – **B.** “ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ”

A. Yes, I'd love to. B. Thank you. You are so kind.

C. Yes, give me. D. I'm not sure.

**20.-A.**  “ Could you help me move this table, please?” - **B**. “ \_\_\_\_\_\_\_\_\_\_” .

A. I promise. B. No, not yet.

C. Sure, I'd be glad to help. D. You're welcome!

**7. Read the following passage and choose the letter A, B, C, or D to indicate the correct answer to each of the questions. (1.25 pts**)

London, the capital city of England and the United Kingdom, is situated on the River Thames, which meanders through the city. It is renowned for its numerous bridges. Among the bridges, the oldest one is London Bridge, which was originally built of wood but reconstructed in stone in 1217. However, the most unique bridge is Tower Bridge, which was designed to blend in with the nearby Tower of London.

London is a thriving commercial and cultural centre with many significant financial organisations such as the Bank of England and the London Stock Exchange. They are located in the area called the City. Docklands, the former port in east London, has been redeveloped as a business centre. The West End boasts theatres, cinemas, museums, and stores. Due to the high cost of housing near the city centre, many people working in London prefer to live in the suburbs and commute to work by train or bus. London's transportation system is well-connected, with various modes of transportation available, including the red London buses, black taxi cabs, and the London Underground, commonly known as 'the Tube”.

London is now a cosmopolitan, multicultural city which has attracted people from around the globe. Although some people from other parts of Britain view **it** as very noisy and dirty, many others visit London only for the bright lights - the theatres round Shaftesbury Avenue or the shops of Oxford Street. People also take their children to visit Buckingham Palace, where the royal family lives, and the clock tower, from which Big Ben tolls the hour. Young people, on the other hand, are lured to the pubs and comedy clubs of Covent Garden, live music concerts, and the stalls of Camden market.

**21.** What was designed to blend in with the nearby Tower of London?

A. London Bridge. B. Bank of England.

C. Tower Bridge. D. Big Ben.

**22.** Which area of London is known for its many important financial institutions?

A. Docklands. B. West End. C. The City. D. Covent Garden.

**23**. What is the main reason why many people who work in London commute from the suburbs?

A. Better housing options in the city centre.

B. Better schools for their children in the suburbs.

C. Cheaper cost of living in the city centre.

D. Expensive property prices near the city centre.

**24**. What does the pronoun **"it"** in paragraph 3 refer to?

A. the globe B. the Tube C. London D. the theatre

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

A. London is a thriving commercial and cultural centre.

B. The Bank of England and the London Stock Exchange are in the West End.

C. The West End is home to many theatres, cinemas, museums, and shops.

D. Young people are attracted to the pubs and comedy clubs of Covent Garden.

**8. Read the following passage and choose the letter A, B, C, or D to indicate the correct word that best fits each of the numbered blanks. (1.25 pts)**

**Millbrook numerous**

I live in a small town of Millbrook in the rolling hills of upstate New York. It is a (26)\_\_\_\_\_\_\_\_ community of just over 1,500 residents. Despite its small size, Millbrook has a rich history and vibrant cultural scene (27)\_\_\_\_\_\_\_ galleries, restaurants, and boutiques on its charming Main Street. It is home to a diverse range of residents, from young families to retirees, and boasts a strong sense of community (28)\_\_\_\_\_\_\_\_\_ . Every year, residents come together for events like the Millbrook Farmers Market and the Millbrook Literary Festival, which (29)\_\_\_\_\_\_\_\_ the town's agricultural heritage and literary tradition. In spite of its rural setting. Millbrook is well-connected to nearby cities like Poughkeepsie and New York City, making it an attractive place to live for those seeking (30) \_\_\_\_\_\_\_ peaceful retreat from urban life. Overall, Millbrook is a warm and welcoming community with a strong sense of place and identity.

**26**. A. liveable B. living C. live D. life

**27**. A. for B. without C. with D. of

**28**. A. mood B. attitude C. soul D. spirit

**29**. A. welcome B. celebrate C. mention D. discuss

**30.** A. a B. the C. an D. Ø

**9. Choose the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following questions. (0.5 pt)**

**31**. The bigger the city is, the more noisy it is.

A B C D

**32**. They had to teach her how she constructed a logical argument.

A B C D

**10. Choose the letter A, B, C, or D to indicate the sentence that is closest in meaning to each of the following questions. (1.0 pt)**

**33.** I cannot run a marathon if I don't train very hard.

A. I cannot run a marathon although I train very hard.

B. I train very hard, and I can run a marathon now.

C. Unless I train very hard, I cannot run a marathon.

D. I will train very hard unless I can run a marathon.

**34.** Mike used to pass these skills down to his son.

A. Mike used to be taught these skills by his son.

B. Mike used to teach these skills to his son.

C. These skills used to be taught by his son.

D. These skills were passed through generations.

**35**. You should wear your coat, or you may catch a cold.

A. If you don't wear your coat, you may catch a cold.

B. Unless you wear your coat, you may not catch a cold.

C. You may wear a coat if you don't catch a cold.

D. You may catch a cold even though you wear your coat.

**36**. That song reminds me of our first date.

A. I heard that song on the first date.

B. I composed a song on our first date.

C. Our first date brings back the memory of that song.

D. That song makes me remember our first date.

**11. Choose the letter A, B, C, or D to indicate the sentence that is best written from the words/phrases given. (1.0 pt)**

**37**. more/developed/a city/be/more/food/people/throw away.

A. The more developed a city is, the more food people throw away.

B. More developed a city is, more food people will throw away.

C. The more developed a city is, more food people throw away.

D. More developed a city is, the more food people throw away.

**38**. doctor/advise/cut down/his/drinking.

A. The doctor advised him to cut down in his drinking.

B. The doctor has advised him cutting down on his drinking.

C. The doctor has advised him to cut down in his drinking.

D. The doctor advised him to cut down on his drinking.

**39**. staff/discuss/what/do/case/emergency.

A. The staff is discussing what is doing in the case of emergency.

B. The staff were discussing what they did in case of emergency.

C. The staff are discussing what to do in case of emergency.

D. The staff was discussing what to do in the case of emergency.

**40.** you/get/ good job/if/you/good/English/ and /IT

A. You must get a good job if you are good for English and IT.

B. You can get good job if you do good at English and IT.

C. You may get a good job if you are good at English and IT.

D. You should get a good job if you can be good at English and IT.

**===================================**

|  |  |
| --- | --- |
| ***Date of planning***: 30/ 10 /24  ***Date of teaching*: 1,2** /11/2024  **WEEK:8** | **Period 25: REVIEW 1 (UNIT 1-2-3)** |

**I. OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 1, 2, 3.**

**1. Knowledge:** - To revise the language and skills they have learnt in Unit **1-2-3.**

**-** Revise the words related to Local community ; City life , Healthy living for teens.

- To recycle the language from the previous sections. Ss can evaluate their performance and provide further practice.

- Do some practice exercises . Check how progress they have achieved , what they have learnt in the previous lessons.

**\* Vocabulary:** Ss revise words and phrases related to : Local community, City life, Healthy living for teens

+ To pronounce the vowel sounds /æ/, /a:/, and /e/ ; the diphthong sounds /au/, /ǝʊ/, and /ea/; the sounds /h/ and /r/ correctly in words and sentences;

**\* Grammar :**

- Unit 1 : *Local community*: Question words before to-infinitive; Phrasal verbs (1)

- Unit 2: *City life* **:** Double comparative; Phrasal verbs (2)

- Unit 3 : *Healthy living for teens :*Modal verbs in first conditional sentences.

**\* Writing:**

- Write a paragraph about community helper.

- Write a paragraph about what you like or dislike about city life.

- Write a paragraph about how to manage time effectively.

**2. Competence:** Students will be able to revise the language they have learnt and they have practised so far. They have learnt items of language and skills . Practising doing exercises.

- Develop communication skills and creativity.

- Actively join in class activities.

**3. Qualities :** Having the good attitude to working in groups, individual work, pair work, cooperative learning.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Sach mem.vn ; Or hoclieu.vn

**III. PROCEDURE: REVIEW 1 (UNIT 1,2,3)**

**A. KIẾN THỨC TRỌNG TÂM.**

**\* Vocabulary:** Revise words and phrases related to :

- Local community.

- City life .

- Healthy living for teens.

**\* Grammar :**

- Unit 1 : Question words before to-infinitive; Phrasal verbs (1)

- Unit 2: Double comparative; Phrasal verbs (2)

- Unit 3 : Modal verbs in first conditional sentences.

**\* Writing:**

- Write a paragraph about community helper.

- Write a paragraph about what you like or dislike about city life.

- Write a paragraph about how to manage time effectively.

**B. GRAMMAR:**

**1. Unit 1: I. Question words before to-infinitives**.

(Các từ để hỏi trước to-infinitive)

**1.1. Cách dùng :**- We use a question word such as **who, what, where, when, or how before a to-infinitive** to express an indirect question about what we should do.

*(Chúng ta sử dụng từ để hỏi như who, what, where, when hoặc how trước động từ nguyên thể có "to" để diễn tả một câu hỏi gián tiếp về việc chúng ta nên làm gì.)*

- We often use a verb such as **ask, wonder, (not) decide, (not) tell, or (not) know** before the question word + to-infinitive.

*(Chúng ta thường sử dụng các động từ như ask, wonder, (not) decide, (not) tell, hoặc (not) know trước từ để hỏi + to-V.)*

**Example 1:**

a) We don't know **what to do** to help the community.

*(Chúng tôi không biết phải làm gì để giúp đỡ cộng đồng.)*

b) She asked **how to get** to the nearest shopping mall.

*(Cô ấy hỏi làm thế nào để đến trung tâm mua sắm gần nhất.)*

**1.2. Mỗi cặp câu ví dụ có nghĩa giống nhau.**

***Notes:*** **(Wh) + to-Infinitive = should / can / could + V**

Example:

 a) I don't know what I should do.

🡪 I don't know what to do.

b) Sam can't decide whether she should go or stay home.

🡪 Sam can't decide whether to go or (to) stay home.

c) Please tell me how I can get to the bus station.

🡪 Please tell me how to get to the bus station.

d) Ha told us where we could find it.

🡪 Ha told us where to find it.

**II. Phrasal verbs: ( Động từ tổ hợp / Cụm động từ)**

**1. Phrasal verb là gì?**

Phrasal verb (Cụm động từ) là sự kết hợp giữa một động từ với **1 hoặc hai tiểu từ** **(particles).** Các tiểu từ này có thể là trạng từ **(adverb**) hoặc giới từ **(preposition).** Thông thường, sau khi thêm các tiểu từ này vào sau, nghĩa của cụm động từ sẽ thay đổi .

**Example**: "give up" (từ bỏ) là một phrasal verb, được tạo thành bằng cách kết hợp động từ "give" với giới từ "up".

+ Với mỗi phrasal verb, sự kết hợp giữa động từ, giới từ và phó từ sẽ tạo ra một nghĩa mới và phải được học và sử dụng trong ngữ cảnh thích hợp để truyền đạt ý nghĩa chính xác.

Example:- Look at, look after, look up, look for, look through.......

- Turn on, turn off, turn up, turn down.......

- Get on, get up, get off .....

**+ Một số giới từ thường gặp**: on, about, in,of, at, for, into, from, to, by…

**Example**: look at (nhìn vào), listen to (nghe), depend on (phụ thuộc vào). blow up (nổ tung); come across (tình cờ gặp) look after (chăm sóc) ; count on (dựa vào)…

**+ Một số trạng từ thường gặp:** up, anyway, down, back, out, through, off.

**Example**: walk away (rời đi), run out (hết), speak up (nói to hơn). look up (tra (từ)) ; get along (hòa thuận) drop back (tụt lại) ; get away (chạy trốn, trốn thoát); hand down (truyền lại)…

*+ We often use verbs with*: in, out, on, off, up, down, away, back, by, through, about ,along, over, forward, round, or around…

**2. Cấu trúc của phrasal verb có thể là:**

**1) Verb + preposition (động từ + giới từ)** : Một số giới từ thường gặp: on, about, in,of, at, for, into, from, to, by..

**Example**: look at (nhìn vào), listen to (nghe), depend on (phụ thuộc vào), blow up (nổ tung); come across (tình cờ gặp), look after (chăm sóc) ; count on (dựa vào)

**2) Verb + adverb (động từ + trạng từ):** Một số trạng từ thường gặp: up, anyway, down, back, out, through, off.

**Example**: walk away (rời đi), run out (hết), speak up (nói to hơn). look up (tra (từ)) ; get along (hòa thuận), drop back (tụt lại) ; get away (chạy trốn, trốn thoát), hand down (truyền lại)

**3) Verb + adverb + preposition** (động từ + trạng từ + giới từ). Động từ + giới từ + phó từ:

**Example**: get on with (tiếp tục), look forward to (mong đợi), put up with (chịu đựng).

look down on (coi thường) ; come up with (nghĩ ra)  run out of (hết, cạn kiệt) ; cut down on (ắt giảm, giảm bớt) , break up with (chia tay với)

**III. Cách sử dụng của phrasal verb ( Động từ tổ hợp).**

**1. Phrasal verb** **là nội động từ** **( Intransitive verbs)**, nội động từ không có tân ngữ đi kèm

**Example**: a. She suddenly **showed up** (Cô ấy đột ngột xuất hiện)

b. When I **grow up**, I want to be a teacher

c. Shall we eat out tonight? [intransitive]

d. He told me to shut up. [intransitive]

**2. Phrasal verb là ngoại động từ ( transitive verbs)**  có tân ngữ đi kèm

**Example**: a. I am looking for my glasses.

b. I look after my father.

c. He came into the room and then he turned on the lights.( Transitive verbs).

d. She tore up the letter. [transitive]

**3.1 Một số phrasal verb** là ngoại động từ thì không thể chèn tân ngữ vào giữa, tân ngữ đứng sau giới từ.

**Example**:

a) My brother ran into an old friend yesterday. They are looking into the problem.

b) My car broke down at the side of the highway in the snowstorm

c) Jane **look after** her younger sister while her mother’s at work.

d) You're walking too fast. I **can't keep up** with you.

e) I **came across** an old photo in my drawer. [NOT …***came*** an old photo ***across***]  
**Eg:** + She tore up all the letters he had sent her.  
 + Why don't you try on that dress in the window?

**3. 2 Một số phrasal verb là ngoại động từ** có thể chèn được tân ngữ ở cả 2 vị trí

**Example**: - “She looked the number up in the phone book.”

hoặc “She looked up the number in the phone book.”

- “My mother wakes up me.”

OR “My mother wakes **me** up.”

**\* Nếu tân ngữ là đại từ** (me, it, him, her them,..), tân ngữ luôn được đặt trước trạng từ.  
**Eg:**

- She read the letter and then tore **it** up. (Cô ấy đọc lá thư rồi xé nó.) [NOT ... tore up **it**.]  
- Do you want these newspapers or shall I throw **them** away? NOT... throw away **them**]

**4. Các cụm động từ có ba thành phần (verb + adverb + preposition) thường có nghĩa đặc biệt và không thể tách rời.**

- Look forward to ( Trông mong ): Childrens look forward to Christmas.

- Keep up with ( Theo kịp với ) : You're walking too fast. I can't keep up with you.  
- Get on with . (Hoà thuận với..) : She's never really got on with her sister.

- Put up with ( Chịu đựng) : I don't know how she puts up with him.

..........

**\*\* MỘT SỐ CỤM ĐỘNG TỪ THÔNG DỤNG (See below)**  
+ go out = leave your house to go to a social event. ( Rời khỏi nhà để đi tham dự một sự kiện xã hội)

+ pass down = give or teach something to your children ( Cho hoặc dạy điều gì đó cho con bạn)

+ cut down on = reduce the amount or number of something.

( Giảm lượng hoặc số lượng của một cái gì đó)

+ run out of = have no more of (hết, cạn kiệt = không còn nữa)

+ apply for : xin (việc);apply to : nộp đơn cho ; catch up with : theo kịp …..

**2. Unit 2: A. COMPARISON OF ADJECTIVES AND ADVERBS**

**(So sánh tính từ và trạng từ)**

**I. So sánh hơn *(Comparative form)* (REVIEW)**

**1*.* So sánh nhiều hơn**

- Thêm -er vào sau tính từ/ trạng từ có một âm tiết (*short adjective/ adverb*) và tính từ có hai âm tiết tận cùng bằng **y, et, le, er, ow.**

-  Thêm **more**vào trước tính từ/ trạng từ có hai âm tiết trở lên (*long adjective/ adverb*), ngoại trừ các tính tận cùng bằng **y, et, le, er, ow.**

**short adj/ adv + ER + than**

**MORE + long adjective /adverb + than**

Eg:  + Living in the city is nois**ier than**living in the countryside .

*-* John works **harder than**his brother.

*+* Gold is **more expensive than**silver.

+ Jane speaks French **more fluently than**Mary.

\* Với danh từ: ***more +****noun****+ than***

Eg: I have **more books than**Peter does.

**2.So sánh ít hơn**

**Less + long adjective + than**

Eg: This film is **less interesting than** the one we saw last week.

\* Với danh từ: ***less +****noun****+ than***

Eg: I have **less free time than**I used to.

**II. So sánh nhất *(Superlative form )*(REVIEW)**

**1. So sánh nhiều nhất**

- Thêm **- est** vào sau tính từ/ trạng từ ngắn (short adjective/ adverb) và tính từ có hai âm tiết tận cùng bằng **y, *et, le, er, ow.***

- Thêm **most**vào trước tính từ/ trạng từ dài (long adjective/ adverb).

**the short adj/ adv + EST**

**the MOST + long adjective /adverb**

Eg: Tom is **the tallest**in our class.

Which watch is **the most expensive**in your shop?

**Lưu ý:** **Much, far, a lot**được dùng để nhấn mạnh so sánh hơn.

Ex: She is **much/ far/ a lot** more intelligent than I think.

(Cô *ấy thông minh hơn tôi nghĩ nhiều.)*

- Trong hình thức so nhất ta dùng **by far** trước từ so sánh để nhấn mạnh.

Eg: China is ***by far*** the most populated country in the world

**\* Hình thức so sánh bất quy tắc:**

+ good / well        → better         → the best

- bad */*badly        → worse        → the worst

- many / much     →  more         → the most

- little         → less        → the least

- far         → farther / further → the farthest / the furthest

**III. So sánh kép *(Double comparative)***

**So sánh kép**(Double Comparatives) là một dạng so sánh gồm có hai mệnh đề, sử dụng khi muốn diễn tả về mối tương quan lẫn nhau hay nói về sự tăng/giảm của hiện tượng/sự vật.

Example:

+ The **more**, the **merrier**. *(Càng đông càng vui)*

+ The daughter is **more and more** **beautiful**. *(Cô con gái càng ngày càng xinh đẹp.)*

**1. So sánh “ comparative and comparative” (càng ngày càng)**

Dạng so sánh này dùng để miêu tả sự việc ngày càng phát triển về chất lượng, số lượng…

**Short adj/ adv + ER + and short adj/ adv + ER**

**MORE/ LESS and MORE/ LESS + long adj/adv**

Eg: + The summer is coming. It gets **hotter and hotter.**

*(Mùa hè đang đến. Trời càng ngày càng nóng.)*

+ He is shooting **more and more accurately.**

*(Anh ta ném bóng ngày càng chính xác.)*

+ The environment is **less and less pure.** *(Môi trường ngày càng ít trong lành.)*

**Note: Better and better / more and more etc.**

We repeat comparatives (better and better etc.) to say that something changes continuously:

*( Chúng ta lặp lại các so sánh ( better and better etc.)* *để nói rằng một cái gì đó thay đổi liên tục:)*+ Your English is improving. It's getting **better and better.**  
- The city has grown fast in recent years. It's got **bigger and bigger.**  
- As I listened to his story, I became **more and more convinced** that he was lying.  
- These days **more and more people** are learning English.

**2. So sánh : “The comparative… , the comparative…” (càng... càng)**

Dùng khi hai vật hay hai sự việc thay đổi cùng cấp độ thì dùng hình thức so sánh hơn ở cả hai mệnh đề:

**The + comparative adj/ adv +, the + comparative adj/ adv**

**Example**: **The more** developed the city is, **the more crowded** it becomes.

*(Thành phố càng phát triển thì càng đông đúc.)*

**The nearer** we got to the suburb, **the less busy** the road was.

*(Càng đến gần vùng ngoại ô, con đường càng bớt đông đúc.)*

Eg: **The shorter**the line (is), **the faster**the service (is).

*(Hàng người càng ngắn, phục vụ càng nhanh.)*

**- The more dangerous**it is, **the more I**like it.

*(Việc càng nguy hiểm tôi càng thích.)*

**+ More, less**có thể được dùng với danh từ trong cấu trúc này.

Eg: **The more trees**we cut, **the more floods**we suffer.

*(Càng chặt nhiều cây, chúng ta càng bị nhiều lũ lụt.)*

**The less**you work, **the less money**you earn.

*(Bạn càng làm việc ít, bạn càng kiếm được ít tiền.)*

**Note: \* We also use the... the... to say that one thing depends on another thing:**

*( Chúng ta cũng dung the... the... để nói rằng một thứ phụ thuộc vào một thứ khác:*+ **The warmer** the weather, **the better** I feel. (= if the weather is **warmer**, I feel **better**)  
+ **The sooner** we leave, **the earlier** we will arrive.  
+ **The younger** you are**, the easier** it is to learn.  
+ **The more expensive** the hotel, **the better** the service.  
+ **The more electricity** you use, **the higher** your bill will be.  
+ **The more** I thought about the plan, **the less** I liked it.

**IV. Cấu trúc so sánh ngang bằng *(Equality)* (REVIEW)**

**as + adjective/ adverb + as**

**not AS/ SO + adjective/ adverb + as**

**Eg**: I am **as tall as**my brother.

He cannot run **so/ as fast as**his friends.

- **As much/ many (+ noun) as**được dùng đề nói về số lượng.

**Eg**: I have not read **as many books as**my teacher advises me.

John does not earn **as much money as**his wife does.

\* Cấu trúc **the same (+ noun) as**cũng có thể được dùng.

**Eg**: Laura’s salary is **the same as**mine, *or* Laura gets **the same**salary **as**me.

**B. PHRASAL VERBS (2)**

**I. Phrasal verb**

Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb.

*( Cụm động từ rất phổ biến trong tiếng Anh, đặc biệt là trong những bối cảnh thân mật hơn. Chúng được tạo thành từ một* ***động từ*** *và* ***một tiểu từ*** *hoặc đôi khi là* ***hai tiểu từ****. Trợ từ thường làm thay đổi ý nghĩa của động từ*.

*- I called Jen to see how she was.*(*call* = to telephone)  
 *- They've called off the meeting.* (*call off* = to cancel)

\* In terms of word order, there are two main types of phrasal verb: separable and inseparable*.  ( Xét về trật tự từ, có hai loại cụm động từ chính*: **Separable** (**có thể tách rời) và Non- separable (không thể tách rời.))**

*+ I called Jen to see how she was.*(*call* = to telephone) Tôi gọi cho Jen để xem cô ấy thế nào. (*call*  = gọi điện thoại)

*+ They've called off the meeting.* (*call off* = to cancel) Họ đã hủy cuộc họp. (*call off* = hủy bỏ)

+ Can you *pick up* my friend after football practice? (Bạn có thể đón bạn của tôi sau buổi tập bóng được không)

**1. Separable** ( Có thể tách rời)

+ With separable phrasal verbs, the verb and particle can be apart or together.

*( Với các cụm động từ có thể tách rời, động từ và tiểu từ có thể tách rời hoặc cùng nhau.)*

- They've **called**the meeting **off**.  
**OR** They've **called off**the meeting.

+ However, separable phrasal verbs must be separated when you use a personal pronoun.

( Tuy nhiên, các cụm động từ có thể tách rời phải được tách ra khi bạn sử dụng đại từ nhân xưng.)

+ The meeting? They've **called** **it** **off**.

**Eg:**

- She read the letter and then tore **it** up. (Cô ấy đọc lá thư rồi xé nó.) [NOT ... tore up **it**.]  
- Do you want these newspapers or shall I throw **them** away? NOT... throw away **them**]

***+ Here are some common separable phrasal verbs:*** *( Dưới đây là một số cụm động từ có thể tách rời phổ biến:)*

**Eg:**  I didn't want to **bring** the situation **up** at the meeting.  
 (bring up = start talking about a particular subject)

- Please can you **fill** this form **in**?  
 (fill in = write information in a form or document)

- I'll **pick** you **up** from the station at 8 p.m.  
 (pick up = collect someone in a car or other vehicle to take them somewhere)

- She **turned** the job **down** because she didn't want to move to Glasgow.  
 (turn down = to not accept an offer)

**2. Non-separable (** Không thể tách rời)

Some phrasal verbs cannot be separated. ( Một số cụm động từ không thể tách rời.)

Who **looks after**the baby when you're at work?

Even when there is a personal pronoun, the verb and particle remain together.

Who **looks after** her when you're at work?

\*\* Here are some common non-separable phrasal verbs:

**Eg:** I ***came across*** your email when I was clearing my inbox.  
 (come across = to find something by chance)

+ The caterpillar **turned into** a beautiful butterfly. (turn into = become)

+ It was quite a major operation. It took months to ***get over*** it and feel normal again.  
 (get over = recover from something)

+ We are aware of the problem and we are **looking into**it. (look into = investigate)

*\*\* Some multi-word verbs are inseparable simply because they don't take an object*. (Một số động từ nhiều từ không thể tách rời đơn giản vì chúng không có tân ngữ.)

I ***get up*** at 7 a.m.

**3. With two particles (**Với hai tiểu từ)

Phrasal verbs with two particles are also inseparable. Even if you use a personal pronoun, you put it after the particles. *( Cụm động từ có hai tiểu từ cũng không thể tách rời. Ngay cả khi bạn sử dụng đại từ nhân xưng, bạn vẫn đặt nó sau các trợ từ.)*

Who **came up with** that idea?  
 (come up with = think of an idea or plan)

Let's **get rid of** these old magazines to make more space.  
 (get rid of = remove or become free of something that you don't want)

I didn't really ***get on with*** my stepbrother when I was a teenager.  
 (get on with = like and be friendly towards someone)

Can you hear that noise all the time? I don't know how you **put up with** it.  
 (put up with = tolerate something difficult or annoying)

The concert's on Friday. I'm really ***looking forward to*** it.  
 (look forward to = be happy and excited about something that is going to happen)

**\*\* MỘT SỐ CỤM ĐỘNG TỪ THÔNG DỤNG** (See below)

**3. Unit 3:**

**MODAL VERBS IN FIRST CONDITIONAL SENTENCES**

**(Động từ khuyết thiếu dùng trong câu điều kiện dạng 1)**

**I. Conditional sentence (Type 1) (REVIEW)**

**A. First conditional sentences (Câu điều kiện loại 1)**

**1. Theory:**

Câu điều kiện dùng để nêu lên một giả thiết về một sự việc, mà sự việc đó chỉ có thể xảy ra ở hiện tại hoặc tương lai khi điều kiện được nói đến xảy ra.

+ Câu điều kiện gồm có hai phần (hai mệnh đề):

- Mệnh đề chính (**main clause**) là mệnh đề chỉ kết quả.

- Mệnh đề if (**if-clause**) là mệnh đề phụ chỉ điều kiện.

+ Hai mệnh đề trong câu điều kiện có thể đổi chỗ cho nhau được. Nếu muốn nhấn mạnh điều kiện, ta đặt "If-clause" ở đầu câu và có dấu phẩy (,) ở giữa hai mệnh đề. Nếu muốn nhấn mạnh kết quả, ta đặt "main clause" ở đầu và giữa hai0 mệnh đề không có dấu phẩy.

**+ Các loại câu điều kiện**

*Có ba loại câu điều kiện cơ bản* : Loại 1 (câu điều kiện có thật trong hiện tại hoặc tương lai), loại 2 (câu điều kiện không có thật trong hiện tại), loại 3 (câu điều kiện không có thật trong quá khứ.)

**2.1. Câu điều kiện loại 1:**

+ Diễn tả về tình huống có thể xảy ra ở hiện tại hoặc tương lai.

**If + S + V (hiện tại đơn), S + will/ won’t + V-infi.**

**Example:** If it rains, we will stay at home.

*+ Dùng để đưa ra lời chỉ dẫn, yêu cầu hoặc mệnh lệnh :*

**If + S + V (hiện tại đơn), V/don't V+ ...**

+ If you know the answer, raise your hand.

+ If you need the help, don't hesitate to call me.

*+ Dùng để diễn tả những khả năng, sự bắt buộc hoặc sự cần thiết...*

**If + S + V (hiện tại đơn), S + can/may/should/ought to/have to/must+ V**

- If you try your best, you can achieve success.

- If you want to catch the first train, you must get up early.

*+ Diễn tả sự thật hiển nhiên, một quy luật tự nhiên hoặc một hành động xảy ra thường xuyên.*

**If + S + V (hiện tại đơn), S + V (hiện tại đơn)**

- If you eat too much, you are overweight.

- If you put a bowl of water in the sun, it evaporates.

**2.2. Trong mệnh đề điều kiện,** ta có thể thay liên từ **IF** bằng **UNLESS** (nếu... không, trừ phi).

+ **Unless** tương đương với **‘If ... not’.**

Ex: If you don’t study hard, you’ll fail in the exam.

=> **Unless** you study hard, you’ll fail in the exam.

+ If she doesn’t water these trees, they will die.

=>**Unless** she waters these trees, they will die.

**3. Câu điều kiện loại 2: *(Review)***

***+*** *Diễn tả những giả định trái ngược với thực tế ở hiện tại*

**If + S + V (quá khứ đơn), S + would/could/might + V**

**Be (was/ were)**

a) If I had money now, I would buy a new car.

*+ Dùng để thay thế cho lời khuyên.*

**If + S + were + S + would/could/might + V**

b) If I were you, I would accept their offer.

**II. Modal verbs in first conditional sentences**

***( Động từ khiếm khuyết trong câu điều kiện loại 1)***

**\* Remember!**

In the standard form of first conditional sentences, we use the present simple tense in the if-clause and **will + bare infinitive** in the main clause. Instead of **will**, we can use modal verbs, such as **can, must, may, might, should**, etc. in the main clause to express *ability, permission, necessity, possibility, advice*, etc.

*(Trong dạng chuẩn của câu điều kiện loại 1, chúng ta sử dụng thì hiện tại đơn trong mệnh đề if và will + nguyên thể trong mệnh đề chính. Thay vì will, chúng ta có thể sử dụng các động từ khuyết thiếu như can, must, may, might, should, v.v. trong mệnh đề chính để diễn tả khả năng, sự cho phép, sự cần thiết, khả năng, lời khuyên, v.v.)*

**Example:**

**a)** If you do physical exercise regularly, your health **will improve**. (*standard form*)

*(Nếu bạn tập thể dục thường xuyên, sức khỏe của bạn sẽ được cải thiện. (dạng chuẩn))*

**b)** If she trains harder, she **can run** faster than you. (ability)

*(Nếu cô ấy tập luyện chăm chỉ hơn, cô ấy có thể chạy nhanh hơn bạn. (khả năng))*

**c)** If you finish your paper, you **can hand it in** and leave for home. (permission)

*(Nếu bạn hoàn thành bài viết của mình, bạn có thể nộp nó và rời khỏi nhà. (sự cho* *phép))*

**d)** If you want to have good mental health, you **should balance** your study and life. (advice)

*(Nếu muốn có sức khỏe tinh thần tốt, bạn nên cân bằng giữa việc học và cuộc sống. (khuyên bảo))*

**e)** He **may/might get** a good job if he is good at IT. (possibility)

*(Anh ấy có thể có được một công việc tốt nếu anh ấy giỏi CNTT. (khả năng))*

**f)**You **must get rid of** all the distractions if you want to manage your time effectively.(necessity)

*(Bạn phải loại bỏ mọi phiền nhiễu nếu muốn quản lý thời gian của mình một cách hiệu quả. (sự cần thiết))*

**III. PRACTICE TESTS.**

**REVIEW 1\_ PRACTICE TEST-1**

**I. 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.**

**1:** A. accomplish             B. additional                   C. anxiety                  D. assignment

**2:** A. deadline                  B. minimise                    C. physical                   D. priority

**3:** A. educate                  B. deadline                     C. distraction                  D. study

**4:** A. counsellor               B. physical                      C. optimistic                   D. submit

**5:** A. healthy                   B. happy                          C. homework                 D. honour

**II. 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 the primary stress in each of the following questions.**

**6:** A. mental                   B. delay                         C. advise                   D. awake

**7:** A. additional               B. anxiety                        C. appropriate          D. optimistic

**8:** A. accomplish             B. assignment                  C. distraction               D. minimise

**9:** A. counsellor               B. physical                      C. maintaining          D. organise

**10:** A. manage                 B. result                          C. habit                  D. punish

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

**1:** To improve your \_\_\_\_, it's important to exercise regularly and eat nutritious foods.

A. mental stress  B. assignment  C. physical health  D. anxiety

**2:** If you feel overwhelmed with schoolwork, it might be helpful to see a(n) \_\_\_\_\_\_\_.

A. distraction  B. counsellor  C. mood D. ingredient

**3:** Eating a(n) \_\_\_\_\_\_\_ diet can help you stay healthy and energized.

A. well-balanced  B. stressed out  C. fattening D. urgent

**4:** To achieve your fitness goals, you should exercise \_\_\_\_\_\_\_\_\_.

A. effectively  B. regularly  C. physically D. optimistically

**5:** It's important to take a \_\_\_\_\_\_\_\_ when you feel tired or overworked.

A. priority B. session  C. break  D. stop

**6:** Getting enough sleep can help reduce \_\_\_\_\_\_\_\_.

A. deadline  B. ingredient C. encouragement D. anxiety

**7:** A healthy lifestyle requires you to \_\_\_\_ your body and mind.

A. come across   B. look after  C. put on  D. get through

**8:** Seeking \_\_\_\_ from a professional can help you improve your mental health.

A. advice   B. appearance C. omission   D. ingredient

**9:** Drinking plenty of water can help \_\_\_\_ the risk of heart diseases.

A. gain weight   B. minimize  C. bring about D. overcome

**10:** Teens should \_\_\_\_ on their studies to succeed in school.

A. concentrate   B. encourage  C. require D. manage

**11**. Eating out in this city can be quite \_\_\_\_\_\_, especially at fancy restaurants.

A. affordable  B. pricey C. interesting D. reasonable

**12**. I \_\_\_\_\_\_ a fever last night.

A. came down with  B. cut down on C. got on with D. ran out of

**13.** Let's \_\_\_\_\_\_ at the local café this weekend!

A. get on with   B. hang out C. come down D. cut down on

**14**. The city offers a \_\_\_\_\_\_ lifestyle with everything within reach.

A. crowded B. noisy C. boring D. convenient

**15.** Unfortunately, I \_\_\_\_\_\_ a cold last week.

A. handed down B. came down with C. ran out of D. gave up

**16.** New York City is often referred to as a \_\_\_\_\_\_ due to its tall buildings and busy streets.

A. public amenity B. entertainment center C. concrete jungle  D. construction site

**17.** I need to \_\_\_\_\_\_ sugary snacks for better health.

A. run out of   B. cut down on  C. get on with D. take care of

**18**. The \_\_\_\_\_\_ metro system is efficient for daily commuting.

A. leftover  B. construction   C. underground  D. traffic jam

**19.** Many families prefer to live in the quieter \_\_\_\_\_\_.

 A. suburbs   B. centers C. amenities D. transportation

**20**. The \_\_\_\_\_\_ of having shops nearby makes life easier.

A. inconvenient B. difficulty          C. convenience        D. unreliable

**21**. The city council plans to \_\_\_\_\_\_ infrastructure improvements.

A. hand down      B. carry out          C. get around          D. look after

**22.** The better the weather is, \_\_\_\_\_\_.

        A. the most crowded the beaches get         B. the most the beaches get crowded

        C. the more crowded the beaches get         D. the more the beaches get crowded

**23**. The more invaluable world heritages are to humanity, \_\_\_\_\_\_.

        A. the more protected and preserving they are        B. the more they are protected and preserved

        C. the more they have people protect and preserve D. the more people make them protect and preserve

**24.** \_\_\_\_\_\_ the temperature, \_\_\_\_\_\_ water turns into steam.

        A. Higher / faster the                 B. The higher / the faster

        C. The more higher / the faster         D. The higher / the fast

**25**. The older you are, \_\_\_\_\_\_.

        A. the more you may become worried         B. the more worried you may become

        C. the more worry you may become         D. you may become more worried

**26.** The better the weather is, \_\_\_\_\_\_.

        A. the beaches get the more crowded         B. the beaches get the most crowded

        C. the most crowded the beaches get         D. the more crowded the beaches get

**27**. The \_\_\_\_\_\_ you encounter failure, the more confident you are.

        A. more frequently        B. as frequently        C. most frequent        D. more frequent

**28**. He spent a year in India and loves spicy food. \_\_\_\_\_\_ the food is, \_\_\_\_\_\_ he likes it.

        A. The hotter/the more and more          B. The hotter/the more

        C. The more and more hot/the more          D. The hottest/the most

**29.** \_\_\_\_\_\_ he drank, \_\_\_\_\_\_ he became.

        A. More/more violent                  B. The most/the most violent

        C. The more/the more violent          D. The less/less violent

**30**. \_\_\_\_\_\_ 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

**IV. 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.**

**1.** New York city was **founded** by the Dutch in 1624.

        A. demolished  B. destroyed  C. established  D. pointed

**2.** More and more city **dwellers** suffer from coughing or breathing problems.

        A. residents   B. roads  C. pollution  D. traffics

**3.** At weekends the city centre is always **packed** with people.

        A. empty  B. crowded   C. peaceful   D. convenient

**4.** Public transportation in the city is generally **reliable**, with frequent buses and trains.

        A. unsteady  B. broken  C. delayed  D. trustworthy

**5.** The city skyline, with its tall buildings and shimmering lights, is undeniably **attractive**.

        A. appealing  B. boring  C. ugly  D. unattractive

**V. 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.**

**1.** There is far too much pollution nowadays in **urban** areas.

        A. local  B. rural   C. nation  D. neighbour

**2**. Unfortunately, some neighborhoods in the city can be **dangerous** due to high crime rates.

        A. dull  B. special   C. safe   D. unsafe

**3.** Living in the city has a number of **drawbacks**.

        A. negatives  B. advantages  C. disadvantages D. problems

**4.** The new road is very**wide**, which helps to reduce congestion and improve the flow of vehicles.

        A. narrow   B. broad C. large   D. vast

**5.** Living in the city can be **pricey**; rent, dining out, and entertainment all come at a premium.

        A. cheap   B. expensive C. costly D. dear

**VI. Complete the sentences by changing the form of the words in capitals.**

**1.** Eating a balanced diet is a great \_\_\_\_\_\_\_\_\_\_for maintaining good health. (ACCOMPLISH)

**2.** Taking \_\_\_\_\_\_\_\_\_\_  vitamins can help supplement your daily nutrition. (ADDITION)

**3.** Worrying about my health can cause a lot of \_\_\_\_\_\_\_\_\_\_ , so I try to stay calm. (ANXIOUS)

**4.** Drinking plenty of water is an \_\_\_\_\_\_\_\_\_\_ way to stay hydrated. (APPROPRIATELY)

**5.** The doctor assigned me a special exercise routine to improve my \_\_\_\_\_\_\_\_\_\_ health. (PHYSICALLY)

**6.** A \_\_\_\_\_\_\_\_\_\_ like social media can prevent me from getting enough exercise. (DISTRACT)

**C. READING**

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

     A good way for teens to manage school stress is by using mindfulness techniques. Mindfulness is focusing on the present moment without judgment. Teens can practice mindfulness by doing deep breathing exercises, meditation, and focusing **(1) \_\_\_\_\_\_\_\_\_** the present moment. These activities can help reduce **(2) \_\_\_\_\_\_\_\_\_** and improve mental well-being.

Deep breathing exercises are simple and can be done anywhere. If teens take slow, deep breaths and focus on their breath, they **(3) \_\_\_\_\_\_\_\_\_** calm their nervous system and reduce stress. Meditation is **(4) \_\_\_\_\_\_\_\_\_**  mindfulness technique where teens sit quietly and focus their attention on an object, such as their breath or a word. This can help them feel **(5) \_\_\_\_\_\_\_\_\_** and observe their thoughts and emotions without getting overwhelmed.

Additionally, encouraging teens to **(6) \_\_\_\_\_\_\_\_\_** short breaks throughout the day to practice mindfulness can be very helpful. These breaks can include going outside for fresh air or taking a mindful walk. By taking a  moment to focus on the present, teens can reduce stress and improve their overall well-balanced status.

(Adapted form: *https://clearforkacademy.com*)

**1.** A. in    B. on    C. at D. of

**2.**  A. anxiety  B. assignment C. addition   D. distraction

**3.** A. could   B. can   C. should D. would

**4.** A. other B. the other C. another   D. others

**5.** A. peace B. peacefully C. peacefulness D. peaceful

**6.** A. take    B. get C. have                  D. do

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

Do you live in a big city? It is said that living in big cities is expensive because of the high living cost. There are also pollution and traffic problems that make living in big cities unpleasant. However, many people enjoy living in big cities because they offer convenience and **countless** options for entertainment.

        Many big cities already have good public transportation systems, which makes it easy for the citizens to go anywhere around the city. This also reduces and helps overcome the problem of traffic jams that often occur at peak times. With the convenience of public transportation, the citizens do not have to drive everywhere and can save money as they do not have to pay for parking charges.

        Staying healthy is everybody's concern and in big cities you can find the best possible medical care for any diseases, especially the severe ones. Moreover, compared to rural areas, access to medical treatment is easier because there are always clinics or medical centers that open 24 hours in many parts of the city so

you can get medical help anytime, as soon as you need it. Reaching hospitals is also easier as public transport is usually available 24 hours a day.

**1.** What is the passage mainly about?

        A. Advantages of living in big cities        B. Disadvantages of living in big cities

        C. Drawbacks of living rural areas         D. Benefits of living rural areas

**2.** Which of the \_\_\_\_\_ following is closest in meaning to the word "**countless**" in paragraph 1?

        A. definite         B. numberless          C. measurable          D. limited

**3.** What makes living in big cities costly?

        A. public transport          B. healthcare         C. high cost of living         D. high parking charges

**4.** According to the passage, what is people's concern?

        A. traffic congestions       B. air pollution        C. medical centers         D. good health

**5.** It can be inferred from the passage that in big cities

A. no one cares about the high cost of living.         B. it's impossible to get medical care for severe diseases.

C. traffic jams are often seen during rush hours.      D. city dwellers do not have to pay for parking.

**III. Read the passage and write True or False. (Đọc đoạn văn và viết True (Đúng) hoặc False (Sai).)**

Being a teenager is like navigating a three-ring circus. On one hand, you’re juggling the demands of school, with exams, homework, and projects testing your academic skills. On the other hand, you’re likely involved in extracurricular activities, from sports and clubs to music lessons and volunteering. Add to that the ever-present desire for social interaction with friends and family, and it’s no wonder teenagers often feel stretched thin.

This constant balancing act can be challenging. Finding enough time to meet all your commitments can be a struggle, leading to feelings of stress and anxiety. Prioritizing tasks and creating a schedule can help, but unexpected events and changes in plans can throw everything out of whack.

However, navigating this juggling act also offers valuable lessons. It teaches teenagers valuable skills like time management, organization, and prioritization. They learn to be responsible, handle pressure, and adapt to changing situations. Additionally, the diverse experiences gained through academics, activities, and social interactions contribute to personal development and self-discovery.

**1.** \_\_\_\_\_\_ The main idea of the passage is that teenagers should focus only on their academic life.

**2.** \_\_\_\_\_\_ Teenagers are often involved in various activities beyond just schoolwork.

**3.** \_\_\_\_\_\_ Prioritizing tasks and creating a schedule can be detrimental to managing time effectively.

**4.** \_\_\_\_\_\_ Unexpected events can disrupt a teenager’s carefully planned schedule.

**5.** \_\_\_\_\_\_ Participating in different activities offers no benefits to teenagers.

**D. WRITING**

**I. Write complete sentences using the words given.**

**1.** Regular exercise/ be/ essential/ good health.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**2.** I/ enjoy/ eat/ fresh fruits/ and/ vegetables/ every day.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**3.** People/ often/ overlook/ importance/ mental health/ in/ healthy living.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**4.** There/ be/ a lot of/ ways/ stay active/ without/ gym membership.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**5.** Many/ people/ prefer/ cook/ home/ because/ it/ be/ healthier.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**6.** Yoga/ and/ meditation/ offer/ people/ ways/ relax/ and/ reduce/ stress.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**7.** The introduction/ new/ health program/ create/ more opportunities/ people/ stay fit.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**8.** One/ biggest challenges/ maintaining/ healthy lifestyle/ be/ finding/ time/ exercise.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**9.** Many/ people/ choose/ walk/ or/ cycle/ to work/ improve/ their/ fitness levels.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**10.** The local government/ plan/ build/ more parks/ and/ recreational areas/ encourage/ outdoor activities.

**→** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**II. Choose the option that best transforms the original one.**

**1.** Teenagers often find talking to their parents hard.

A. Teenagers find hard to talk with their parents.

B. Teenagers often hardly find talking to their parents.

C. Teenagers often find it difficult to talk to their parents.

D. Teenagers often find it hard talking to their parents.

**2.** If I had more time, I would join the school sports team.

A. I wouldn’t join the school sports team unless I had more time.

B. Unless I have more time, I would join the school sports team.

C. I would join the school sports team, unless I have more time.

D. If I have more time, I will join the school sports team.

**3.** Sue spends hours choosing the perfect outfit for school.

A. Sue doesn’t care about how she looks at school.

B. Sue often changes her outfit after arriving at school.

C. It takes Sue very little time to find an outfit for school.

D. Sue takes a long time to choose the perfect outfit for school.

**4.** “I’ve just finished my homework”, Tina said.

A. Tina said she just finished her homework.

B. Tina said she had just finished her homework.

C. Tina said that she finished her homework.

D. Tina said that I have just finished her homework.

**5.** The new student who is from Japan loves manga comics.

A. The new student loves manga comics from Japan.

B. The new student loves manga comics, whom is from Japan.

C. The new student who loves manga comics is from Japan.

D. The new student, that loves manga comics, is from Japan.

**6.** She didn’t get enough sleep because she stayed up late studying.

A. She didn’t get enough sleep, so she stayed up late studying.

B. Since she stayed up late studying, she didn’t get enough sleep.

C. She didn’t get enough sleep, yet she stayed up late studying.

D. She didn’t get enough sleep; therefore, she stayed up late studying.

**III. Write a paragraph (about 100 words) about the benefits of healthy living.**

**You can use the ideas below:**

+ Improved physical health (*regular exercise, balanced diet)*

+ Enhanced mental well-being (*stress reduction, better sleep)*

+ Increased energy levels (*consistent physical activity, proper nutrition)*

+ Better immune function (*healthy eating habits, regular check-ups)*

+ Longer lifespan (*preventive healthcare, healthy habits)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**REVIEW 1\_ PRACTICE TEST\_1- KEY**

**I. 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.**

**1:** A. accomplish             B. additional                   C. anxiety                  D. assignment

**2:** A. deadline                  B. minimise                    C. physical                   D. priority

**3:** A. educate                  B. deadline                     C. distraction                  D. study

**4:** A. counsellor               B. physical                      C. optimistic                   D. submit

**5:** A. healthy                   B. happy                          C. homework                 D. honour

**II. 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 the primary stress in each of the following questions.**

**6:** A. mental                   B. delay                         C. advise                   D. awake

**7:** A. additional               B. anxiety                        C. appropriate          D. optimistic

**8:** A. accomplish             B. assignment                  C. distraction               D. minimise

**9:** A. counsellor               B. physical                      C. maintaining          D. organise

**10:** A. manage                 B. result                          C. habit                  D. punish

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

**1:** To improve your \_\_\_\_, it's important to exercise regularly and eat nutritious foods.

A. mental stress  B. assignment  C. physical health  D. anxiety

**2:** If you feel overwhelmed with schoolwork, it might be helpful to see a(n) \_\_\_\_\_\_\_.

A. distraction  B. counsellor  C. mood D. ingredient

**3:** Eating a(n) \_\_\_\_\_\_\_ diet can help you stay healthy and energized.

A. well-balanced  B. stressed out  C. fattening D. urgent

**4:** To achieve your fitness goals, you should exercise \_\_\_\_\_\_\_\_\_.

A. effectively  B. regularly  C. physically D. optimistically

**5:** It's important to take a \_\_\_\_\_\_\_\_ when you feel tired or overworked.

A. priority B. session  C. break  D. stop

**6:** Getting enough sleep can help reduce \_\_\_\_\_\_\_\_.

A. deadline  B. ingredient C. encouragement D. anxiety

**7:** A healthy lifestyle requires you to \_\_\_\_ your body and mind.

A. come across   B. look after  C. put on  D. get through

**8:** Seeking \_\_\_\_ from a professional can help you improve your mental health.

A. advice   B. appearance C. omission   D. ingredient

**9:** Drinking plenty of water can help \_\_\_\_ the risk of heart diseases.

A. gain weight   B. minimize  C. bring about D. overcome

**10:** Teens should \_\_\_\_ on their studies to succeed in school.

A. concentrate   B. encourage  C. require D. manage

**11**. Eating out in this city can be quite \_\_\_\_\_\_, especially at fancy restaurants.

A. affordable  **B.** pricey C. interesting D. reasonable

**12**. I \_\_\_\_\_\_ a fever last night.

**A.** came down with  B. cut down on C. got on with D. ran out of

**13.** Let's \_\_\_\_\_\_ at the local café this weekend!

A. get on with   **B.** hang out C. come down D. cut down on

**14**. The city offers a \_\_\_\_\_\_ lifestyle with everything within reach.

A. crowded B. noisy C. boring **D.** convenient

**15.** Unfortunately, I \_\_\_\_\_\_ a cold last week.

A. handed down **B. came** down with C. ran out of D. gave up

**16.** New York City is often referred to as a \_\_\_\_\_\_ due to its tall buildings and busy streets.

A. public amenity B. entertainment center **C. concrete** jungle  D. construction site

**17.** I need to \_\_\_\_\_\_ sugary snacks for better health.

A. run out of   **B. cut down** on  C. get on with D. take care of

**18**. The \_\_\_\_\_\_ metro system is efficient for daily commuting.

A. leftover  B. construction   **C. underground**  D. traffic jam

**19.** Many families prefer to live in the quieter \_\_\_\_\_\_.

**A. suburbs**   B. centers C. amenities D. transportation

**20**. The \_\_\_\_\_\_ of having shops nearby makes life easier.

A. inconvenient B. difficulty          **C. convenience**D. unreliable

**21**. The city council plans to \_\_\_\_\_\_ infrastructure improvements.

A. hand down      **B. carry** out          C. get around          D. look after

**22.** The better the weather is, \_\_\_\_\_\_.

        A. the most crowded the beaches get         B. the most the beaches get crowded

        C**. the more crowded** the beaches get         D. the more the beaches get crowded

**23**. The more invaluable world heritages are to humanity, \_\_\_\_\_\_.

        A. the more protected and preserving they are        **B. the** more they are protected and preserved

        C. the more they have people protect and preserve D. the more people make them protect and preserve

**24.** \_\_\_\_\_\_ the temperature, \_\_\_\_\_\_ water turns into steam.

        A. Higher / faster the                 **B. The higher** / the faster

        C. The more higher / the faster         D. The higher / the fast

**25**. The older you are, \_\_\_\_\_\_.

        A. the more you may become worried         **B. the more** worried you may become

        C. the more worry you may become         D. you may become more worried

**26.** The better the weather is, \_\_\_\_\_\_.

        A. the beaches get the more crowded         B. the beaches get the most crowded

        C. the most crowded the beaches get         **D. the more** crowded the beaches get

**27**. The \_\_\_\_\_\_ you encounter failure, the more confident you are.

**A. more frequently**        B. as frequently        C. most frequent        D. more frequent

**28**. He spent a year in India and loves spicy food. \_\_\_\_\_\_ the food is, \_\_\_\_\_\_ he likes it.

        A. The hotter/the more and more          **B. The hotter**/the more

        C. The more and more hot/the more          D. The hottest/the most

**29.** \_\_\_\_\_\_ he drank, \_\_\_\_\_\_ he became.

        A. More/more violent                  B. The most/the most violent

        C**. The more/**the more violent          D. The less/less violent

**30**. \_\_\_\_\_\_ 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

**IV. 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.**

**1.** New York city was **founded** by the Dutch in 1624.

        A. demolished  B. destroyed  **C.** established  D. pointed

**2.** More and more city **dwellers** suffer from coughing or breathing problems.

**A. residents**   B. roads  C. pollution  D. traffics

**3.** At weekends the city centre is always **packed** with people.

        A. empty  **B.** crowded   C. peaceful   D. convenient

**4.** Public transportation in the city is generally **reliable**, with frequent buses and trains.

        A. unsteady  B. broken  C. delayed  **D.** trustworthy

**5.** The city skyline, with its tall buildings and shimmering lights, is undeniably **attractive**.

**A.** appealing  B. boring  C. ugly  D. unattractive

**V. 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.**

**1.** There is far too much pollution nowadays in **urban** areas.

        A. local  **B.** rural   C. nation  D. neighbour

**2**. Unfortunately, some neighborhoods in the city can be **dangerous** due to high crime rates.

        A. dull  B. special   **C.** safe   D. unsafe

**3.** Living in the city has a number of **drawbacks**.

        A. negatives  **B.** advantages  C. disadvantages D. problems

**4.** The new road is very**wide**, which helps to reduce congestion and improve the flow of vehicles.

**A.** narrow   B. broad C. large   D. vast

**5.** Living in the city can be **pricey**; rent, dining out, and entertainment all come at a premium.

**A.** cheap   B. expensive C. costly D. dear

**VI. Complete the sentences by changing the form of the words in capitals.**

**1.** Eating a balanced diet is a great **accomplishment**for maintaining good health.

**2.** Taking **additional** vitamins can help supplement your daily nutrition. (ADDITION)

**3.** Worrying about my health can cause a lot of **anxiety**, so I try to stay calm. (ANXIOUS)

**4.** Drinking plenty of water is an **appropriate** way to stay hydrated. (APPROPRIATELY)

**5.** The doctor assigned me a special exercise routine to improve my **physical** health. (PHYSICALLY)

**6.** A **distraction** like social media can prevent me from getting enough exercise. (DISTRACT)

**C. READING**

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

     A good way for teens to manage school stress is by using mindfulness techniques. Mindfulness is focusing on the present moment without judgment. Teens can practice mindfulness by doing deep breathing exercises, meditation, and focusing **(1) \_\_\_\_\_\_\_\_\_** the present moment. These activities can help reduce **(2) \_\_\_\_\_\_\_\_\_** and improve mental well-being.

Deep breathing exercises are simple and can be done anywhere. If teens take slow, deep breaths and focus on their breath, they **(3) \_\_\_\_\_\_\_\_\_** calm their nervous system and reduce stress. Meditation is **(4) \_\_\_\_\_\_\_\_\_**  mindfulness technique where teens sit quietly and focus their attention on an object, such as their breath or a word. This can help them feel **(5) \_\_\_\_\_\_\_\_\_** and observe their thoughts and emotions without getting overwhelmed.

Additionally, encouraging teens to **(6) \_\_\_\_\_\_\_\_\_** short breaks throughout the day to practice mindfulness can be very helpful. These breaks can include going outside for fresh air or taking a mindful walk. By taking a  moment to focus on the present, teens can reduce stress and improve their overall well-balanced status.

(Adapted form: *https://clearforkacademy.com*)

**1:** A. in    B. on    C. at D. of

**2:** A. anxiety  B. assignment C. addition   D. distraction

**3:** A. could   B. can   C. should D. would

**4:** A. other B. the other C. another   D. others

**5:** A. peace B. peacefully C. peacefulness D. peaceful

**6:** A. take    B. get C. have                  D. do

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

Do you live in a big city? It is said that living in big cities is expensive because of the high living cost. There are also pollution and traffic problems that make living in big cities unpleasant. However, many people enjoy living in big cities because they offer convenience and **countless** options for entertainment.

        Many big cities already have good public transportation systems, which makes it easy for the citizens to go anywhere around the city. This also reduces and helps overcome the problem of traffic jams that often occur at peak times. With the convenience of public transportation, the citizens do not have to drive everywhere and can save money as they do not have to pay for parking charges.

        Staying healthy is everybody's concern and in big cities you can find the best possible medical care for any diseases, especially the severe ones. Moreover, compared to rural areas, access to medical treatment is easier because there are always clinics or medical centers that open 24 hours in many parts of the city so

you can get medical help anytime, as soon as you need it. Reaching hospitals is also easier as public transport is usually available 24 hours a day.

**1.** What is the passage mainly about?

**A.** Advantages of living in big cities        B. Disadvantages of living in big cities

        C. Drawbacks of living rural areas         D. Benefits of living rural areas

**2.** Which of the \_\_\_\_\_ following is closest in meaning to the word "**countless**" in paragraph 1?

        A. definite         **B.** numberless          C. measurable          D. limited

**3.** What makes living in big cities costly?

        A. public transport          B. healthcare         **C.** high cost of living         D. high parking charges

**4.** According to the passage, what is people's concern?

        A. traffic congestions       B. air pollution        C. medical centers         **D.** good health

**5.** It can be inferred from the passage that in big cities

A. no one cares about the high cost of living.         B. it's impossible to get medical care for severe diseases.

**C.** traffic jams are often seen during rush hours.      D. city dwellers do not have to pay for parking.

**III. Read the passage and write True or False. (Đọc đoạn văn và viết True (Đúng) hoặc False (Sai).)**

Being a teenager is like navigating a three-ring circus. On one hand, you’re juggling the demands of school, with exams, homework, and projects testing your academic skills. On the other hand, you’re likely involved in extracurricular activities, from sports and clubs to music lessons and volunteering. Add to that the ever-present desire for social interaction with friends and family, and it’s no wonder teenagers often feel stretched thin.

This constant balancing act can be challenging. Finding enough time to meet all your commitments can be a struggle, leading to feelings of stress and anxiety. Prioritizing tasks and creating a schedule can help, but unexpected events and changes in plans can throw everything out of whack.

However, navigating this juggling act also offers valuable lessons. It teaches teenagers valuable skills like time management, organization, and prioritization. They learn to be responsible, handle pressure, and adapt to changing situations. Additionally, the diverse experiences gained through academics, activities, and social interactions contribute to personal development and self-discovery.

**1.** \_F\_\_ The main idea of the passage is that teenagers should focus only on their academic life.

**2.** \_T\_\_ Teenagers are often involved in various activities beyond just schoolwork.

**3.** \_F\_\_ Prioritizing tasks and creating a schedule can be detrimental to managing time effectively.

**4.** \_T\_\_ Unexpected events can disrupt a teenager’s carefully planned schedule.

**5.** \_F\_\_ Participating in different activities offers no benefits to teenagers.

**D. WRITING**

**I. Write complete sentences using the words given.**

**1.** Regular exercise/ be/ essential/ good health.

**→** *Regular exercise is essential for good health.*

**2.** I/ enjoy/ eat/ fresh fruits/ and/ vegetables/ every day.

**→** *I enjoy eating fresh fruits and vegetables every day.*

**3.** People/ often/ overlook/ importance/ mental health/ in/ healthy living.

**→**  *People often overlook the importance of mental health in healthy living.*

**4.** There/ be/ a lot of/ ways/ stay active/ without/ gym membership.

**→** *There are a lot of ways to stay active without a gym membership.*

**5.** Many/ people/ prefer/ cook/ home/ because/ it/ be/ healthier.

**→** *Many people prefer to cook at home because it is healthier.*

**6.** Yoga/ and/ meditation/ offer/ people/ ways/ relax/ and/ reduce/ stress.

**→** *Yoga and meditation offer people ways to relax and reduce stress.*

**7.** The introduction/ new/ health program/ create/ more opportunities/ people/ stay fit.

**→** *The introduction of a new health program creates more opportunities for people to stay fit.*

**8.** One/ biggest challenges/ maintaining/ healthy lifestyle/ be/ finding/ time/ exercise.

**→** *One of the biggest challenges in maintaining a healthy lifestyle is finding time to exercise.*

**9.** Many/ people/ choose/ walk/ or/ cycle/ to work/ improve/ their/ fitness levels.

**→** *Many people choose to walk or cycle to work to improve their fitness levels.*

**10.** The local government/ plan/ build/ more parks/ and/ recreational areas/ encourage/ outdoor activities.

**→** *The local government plans to build more parks and recreational areas to encourage outdoor activities.*

**II. Choose the option that best transforms the original one.**

**1.** Teenagers often find talking to their parents hard.

A. Teenagers find hard to talk with their parents.

B. Teenagers often hardly find talking to their parents.

**C.** Teenagers often find it difficult to talk to their parents.

D. Teenagers often find it hard talking to their parents.

**2.** If I had more time, I would join the school sports team.

**A.** I wouldn’t join the school sports team unless I had more time.

B. Unless I have more time, I would join the school sports team.

C. I would join the school sports team, unless I have more time.

D. If I have more time, I will join the school sports team.

**3.** Sue spends hours choosing the perfect outfit for school.

A. Sue doesn’t care about how she looks at school.

B. Sue often changes her outfit after arriving at school.

C. It takes Sue very little time to find an outfit for school.

**D.** Sue takes a long time to choose the perfect outfit for school.

**4.** “I’ve just finished my homework”, Tina said.

A. Tina said she just finished her homework.

**B.** Tina said she had just finished her homework.

C. Tina said that she finished her homework.

D. Tina said that I have just finished her homework.

**5.** The new student who is from Japan loves manga comics.

A. The new student loves manga comics from Japan.

B. The new student loves manga comics, whom is from Japan.

**C.** The new student who loves manga comics is from Japan.

D. The new student, that loves manga comics, is from Japan.

**6.** She didn’t get enough sleep because she stayed up late studying.

A. She didn’t get enough sleep, so she stayed up late studying.

**B.** Since she stayed up late studying, she didn’t get enough sleep.

C. She didn’t get enough sleep, yet she stayed up late studying.

D. She didn’t get enough sleep; therefore, she stayed up late studying.

**III. Write a paragraph (about 100 words) about the benefits of healthy living.**

**You can use the ideas below:**

+ Improved physical health (*regular exercise, balanced diet)*

+ Enhanced mental well-being (*stress reduction, better sleep)*

+ Increased energy levels (*consistent physical activity, proper nutrition)*

+ Better immune function (*healthy eating habits, regular check-ups)*

+ Longer lifespan (*preventive healthcare, healthy habits)*

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**Suggested writing:**

*Healthy living offers numerous benefits that can significantly improve one's quality of life. Regular exercise and a balanced diet contribute to improved physical health, helping to maintain a healthy weight and reduce the risk of chronic diseases. Enhanced mental well-being is another advantage, as healthy living practices can reduce stress and improve sleep quality. Consistent physical activity and proper nutrition lead to increased energy levels, allowing for more productivity and enjoyment in daily activities. Additionally, healthy eating habits and regular medical check-ups boost immune function, helping the body to fend off illnesses. Overall, adopting healthy habits can lead to a longer and more fulfilling life.*

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