

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
1.	autograph	(n)	/ˈɔ:təgrɑ:f/	chữ ký
2.	belief	(n)	/bɪˈli:f/	niềm tin
3.	booth	(n)	/bu:ð/	gian hàng
4.	chain	(n)	/tʃeɪn/	chuỗi
5.	characteristic	(n)	/ˌkærəktəˈrɪstɪk/	đặc điểm, đặc tính
6.	confusion	(n)	/kənˈfju:ʒən/	sự khó hiểu, hỗn độn, rối rắm
7.	costume	(n)	/ˈkɒstju:m/	trang phục
8.	cuisine	(n)	/kwiˈzi:n/	ẩm thực
9.	custom	(n)	/ˈkʌstəm/	phong tục
10.	dish	(n)	/dɪʃ/	món ăn
11.	element	(n)	/ˈelɪmənt/	yếu tố
12.	feature	(n)	/ˈfi:tʃə/	đặc điểm
13.	identity	(n)	/aɪˈdentəti/	bản sắc, đặc điểm nhận dạng
14.	lifestyle	(n)	/ˈlaɪfˌstɑɪl/	lối sống
15.	popularity	(n)	/ˌpɒpjəˈlærəti/	sự phổ biến, thông dụng
16.	respect	(n)	/rɪˈspekt/	sự tôn trọng
17.	root	(n)	/ru:t/	nguồn gốc
18.	sale	(n)	/seɪl/	việc bán hàng
19.	souvenir	(n)	/ˌsu:vəˈniə/	quà lưu niệm
20.	taste	(n)	/teɪst/	khẩu vị
21.	tipping	(n)	/ˈtɪpɪŋ/	tiền boa
22.	announce	(v)	/əˈnaʊns/	thông báo
23.	appreciate	(v)	/əˈpri:ʃieɪt/	thường thức, trân trọng
24.	ban	(v)	/bæn/	cấm
25.	blend	(v)	/blend/	hòa trộn
26.	celebrate	(v)	/ˈselɪbreɪt/	tổ chức, mừng
27.	consider	(v)	/kənˈsɪdə/	coi như
28.	ignore	(v)	/ɪɡˈnɔ:/	phớt lờ
29.	overcome	(v)	/ˌəʊvəˈkʌm/	vượt qua
30.	refer	(v)	/rəˈfə:/	ám chỉ, nói đến
31.	reflect	(v)	/rɪˈflekt/	phản ánh
32.	serve	(v)	/sɜ:v/	phục vụ
33.	strengthen	(v)	/ˈstreŋθən/	tăng cường
34.	world-famous	(adj)	/wɜ:ld-/ˈfeɪməs/	nổi tiếng thế giới
35.	extracurricular	(adj)	/ˌekstrəˈkʊrɪkjələ/	ngoại khóa
36.	staple	(adj)	/ˈsteɪpəl/	cơ bản, chủ yếu
37.	raw	(adj)	/rɔ:/	sống
38.	cooked	(adj)	/kʊkt/	nấu chín
39.	solo	(adj)	/ˈsəʊləʊ/	một mình
40.	professional	(adj)	/prəˈfeʃənəl/	chuyên nghiệp
41.	rude	(adj)	/ru:d/	/ru:d/
42.	tasty	(adj)	/ˈteɪsti/	ngon

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
43.	cultural diversity	(adj-n)	/'kʌltʃə'rɪl/ /daɪ'vɜ:səti/	sự đa dạng văn hóa
44.	culture shock	(adj-n)	/'kʌltʃə/ /ʃɒk/	cú sốc văn hóa
45.	cultural richness	(adj-n)	/'kʌltʃə'rɪl/ /'rɪtʃnəs/	sự phong phú về văn hóa
46.	culture specialist	(adj-n)	/'kʌltʃə/ /'speʃəlist/	chuyên gia văn hóa
47.	open booth	(adj-n)	/'əʊpən/ /bu:ð/	gian hàng mở
48.	bamboo dancing	(np)	/bæm'bu:/ /'dɑ:nsɪŋ/	múa sạp
49.	tug of war	(np)	/tʌg/ /ɒv/ /wɔ:/	kéo co
50.	food stall	(np)	/fu:d/ /stɔ:l/	gian hàng thực phẩm
51.	cause for alarm	(np)	/kɔ:z/ /fɔ:r/ /ə'lə:m/	nguyên nhân báo động
52.	of (great) importance	(phrase)	/ɒv/ (/greɪt/) /ɪm'pɔ:təns/	có tầm quan trọng rất lớn
53.	sense of identity	(np)	/sens/ /ɒv/ /aɪ'dentəti/	ý thức về bản sắc
54.	language barrier	(np)	/'læŋgwɪdʒ/ /'bæriə/	rào cản ngôn ngữ
55.	personal growth	(adj-n)	/'pɜ:sənəl/ /grəʊθ/	sự phát triển bản thân
56.	grilled pork meatballs with noodles	(np)	/grɪld/ /pɔ:k/ /'mi:tbo:lz/ /'nu:dəlz/	bún chả
57.	spring rolls	(np)	/sprɪŋ/ /rɒlzl/	nem cuốn
58.	spicy rice cakes	(np)	/'spaisi/ /raɪs/ /keɪks/	bánh gạo cay
59.	fish and chips	(np)	/fɪʃ/ /ænd/ /tʃɪps/	cá và khoai tây chiên
60.	open up	(v-prep)	/'əʊpən/ /ʌp/	mở ra
61.	keep up with	(v-prep)	/ki:p/ /ʌp/ /wɪð/	theo kịp với, bắt kịp
62.	keep an open mind	(phrase)	/ki:p/ /ən/ /'əʊpən/ /maɪnd/	nghĩ thoáng
63.	take something seriously	(phrase)	/teɪk/ /'sʌm.θɪŋ/ /'sɪəriəsli/	coi cái gì nghiêm túc
64.	work on	(v-prep)	/wɜ:k/ /ɒn/	làm việc về cái gì
65.	get used to	(phrase)	get/ /ju:zd/ /tu:/	làm quen với
66.	on the rise	(phrase)	/ɒn/ /ðə/ /raɪz/	tăng lên
67.	in advance	(phrase)	/ɪn/ /əd'vɑ:ns/	trước

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
68.	cultural	(adj)	/'kʌltʃə'rɪl/	thuộc văn hóa
69.	multicultural	(adj)	/ˌmʌltɪ'kʌltʃə'rɪl/	đa văn hóa
70.	cross-cultural	(adj)	/krɒs/-/'kʌltʃə'rɪl/	liên văn hóa
71.	festivity	(n)	/fes'tɪvəti/	hoạt động lễ hội
72.	festive	(adj)	/'festɪv/	(thuộc về) lễ hội
73.	trend	(n)	/trend/	xu hướng
74.	trendy	(adj)	/'trendi/	xu hướng, mới
75.	globalisation	(n)	/ˌglɒsbə'laɪ'zeɪʃən/	toàn cầu hóa
76.	globalise	(v)	/'glɒsbə'laɪz/	toàn cầu hóa
77.	captivate	(v)	/'kæptɪveɪt/	thu hút, cuốn hút
78.	captivating	(adj)	/'kæptɪvetɪŋ/	thu hút
79.	insult	(v)	/ɪn'sʌlt/	xúc phạm
80.	insulting	(adj)	/ɪn'sʌltɪŋ/	xúc phạm
81.	speciality	(n)	/ˌspeʃi'æləti/	đặc sản
82.	specialist	(n)	/'speʃəlist/	chuyên gia

83.	origin	(n)	/'ɒrɪdʒɪn/	nguồn gốc
84.	originate	(v)	/ə'ɪrɪdʒɪneɪt/	bắt nguồn

II. PRONUNCIATION

Nguyên âm đôi /ɔɪ/, /aɪ/ và /aʊ/

1. CÁCH PHÁT ÂM ÂM /ɔɪ/

Phát âm bằng cách đọc âm /ɔ:/ rồi chuyển dần sang âm /ɪ/.

Cách phát âm âm /ɔ:/

- Bước 1: Hạ thấp quai hàm xuống, tạo khẩu hình môi tròn và phần môi hơi đẩy về phía trước.
- Bước 2: Hơi nâng lưỡi lên một chút và kéo lưỡi về phía sau.
- Bước 3: Đẩy âm ra ngoài và phát âm âm /ɔ:/ một cách dứt khoát.

Cách phát âm âm /ɪ/

- Bước 1: Đặt răng trên và dưới cách xa nhau một khoảng nhỏ. Đưa lưỡi lên trên một chút và ra phía trước, nhưng không chạm vào răng trên. Để lưỡi trong tư thế tự nhiên và thư giãn.
- Bước 2: Miệng mở rộng ra hai bên.
- Bước 3: Hãy để không khí thoát ra tự nhiên từ khe hở giữa răng và lưỡi.

Một số từ có chứa âm /ɔɪ/

Từ	Phiên âm
en <u>joy</u>	/ɪn'dʒɔɪ/
destr <u>oy</u>	/dɪ'strɔɪ/
jo <u>in</u>	/dʒɔɪn/

2. CÁCH PHÁT ÂM ÂM /aɪ/

Phát âm bằng cách đọc âm /a:/ rồi chuyển dần sang âm /ɪ/.

Cách phát âm âm /a:/

- Bước 1: Miệng mở rộng, tự nhiên.
- Bước 2: Lưỡi được hạ thấp xuống, không cần phải tiếp xúc với bất kỳ điểm nào trong miệng.
- Bước 3: Phát âm âm /a:/ thật gọn trong thời gian ngắn hơn 1 giây, đặc điểm nổi bật của âm /a:/ là môi không được làm tròn.

Cách phát âm âm /ɪ/

- Bước 1: Đặt răng trên và dưới cách xa nhau một khoảng nhỏ. Đưa lưỡi lên trên một chút và ra phía trước, nhưng không chạm vào răng trên. Để lưỡi trong tư thế tự nhiên và thư giãn.
- Bước 2: Miệng mở rộng ra hai bên.
- Bước 3: Hãy để không khí thoát ra tự nhiên từ khe hở giữa răng và lưỡi.

Một số từ có chứa âm /aɪ/

Từ	Phiên âm
ɪ <u>den</u> tity	/aɪ'den.tə.ti/
adm <u>ire</u>	/əd'maɪər/
l <u>ife</u> style	/'laɪf.staɪl/

3. CÁCH PHÁT ÂM /aʊ/

Phát âm bằng cách đọc âm /a:/ rồi chuyển dần sang âm /ʊ/. Môi tròn dần. Lưỡi hơi lùi dần về phía sau.

Cách phát âm âm /a:/

- Bước 1: Miệng mở rộng, tự nhiên.
- Bước 2: Lưỡi được hạ thấp xuống, không cần phải tiếp xúc với bất kỳ điểm nào trong miệng.
- Bước 3: Phát âm âm /a:/ kéo dài trong khoảng 1 giây.

Cách phát âm âm /ʊ/

- Bước 1: Đặt lưỡi ở vị trí tự nhiên, môi hơi tròn và đẩy ra phía trước.
- Bước 2: Phần cuống lưỡi được nâng lên trong khi phần đầu lưỡi hạ xuống.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ʊ/ thật gọn.

Một số từ có chứa âm /aʊ/

Từ	Phiên âm
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ann <u>o</u> unce	/ə' n <u>əʊ</u> ns/
pr <u>ou</u> d	/pr <u>əʊ</u> d/
ab <u>o</u> ut	/ə' b <u>əʊ</u> t/

III. GRAMMAR

Mạo từ

1. MẠO TỪ KHÔNG XÁC ĐỊNH (A/ AN)

Cách dùng

- Chỉ dùng với danh từ đếm được số ít
- Đứng trước danh từ được đề cập đến lần đầu tiên hoặc người nghe, người đọc không biết ta đang ám chỉ cái gì

Ví dụ: This is a spring roll. (*Đây là một cái gỏi cuốn.*)

- Sử dụng 'a' trước một phụ âm và 'an' trước một nguyên âm

Ví dụ: a company, a book; an article, an office

- Sau động từ *to be* và *to have*

Ví dụ: He is an Australian. (*Anh ấy là người Úc.*)

2. MẠO TỪ XÁC ĐỊNH (THE)

Cách dùng

- Dùng được với cả danh từ số ít đếm được và không đếm được, danh từ số nhiều
 - Đứng trước danh từ số ít hoặc số nhiều được nhắc đến lần thứ hai
- Ví dụ: I want to buy a souvenir. The souvenir is very beautiful. (*Tôi muốn mua quà lưu niệm. Quà lưu niệm rất đẹp.*)

- Người nói và người nghe đều biết về đối tượng mà người nói đề cập đến.

Ví dụ: The Scottish kilt is his. (*Chiếc váy truyền thống Scotland này là của anh ấy.*)

- Đứng trước một danh từ mang tính độc nhất

Ví dụ: The Japanese cuisine is famous. (*Nền ẩm thực Nhật Bản nổi tiếng.*)

- Đứng trước tính từ so sánh hơn nhất

Ví dụ: This is the most popular dish in Viet Nam. (*Đây là món ăn phổ biến nhất ở Việt Nam.*)

- Đứng trước sông, kênh, biển, đại dương, quần đảo, sa mạc và dãy núi.

Ví dụ: The Sein, the Red River, the Atlantic, the Alps (*sông Seine, sông Hồng, Đại Tây Dương, dãy núi Anpơ*)

- Đứng trước tên của một số quốc gia

Ví dụ: The Philippines, the Netherlands, the UK, the USA (*Đất nước Philippin, Hà Lan, Anh, Mỹ*)

- Đứng trước một nhạc cụ

Ví dụ: the piano, the violin, etc (*đàn piano, đàn violin*)

Lưu ý: Chúng ta không dùng mạo từ với danh từ số nhiều, đếm được và không đếm được khi nó được dùng một cách chung chung và không cụ thể.

Ví dụ: Sushi is famous around the world. (*Sushi nổi tiếng khắp thế giới.*)

C. THỰC HÀNH

I. PRONUNCIATION

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

- | | | | |
|---------------------------|----------------------------|-------------------------|-----------------------|
| 1. A. solo | B. c <u>o</u> nsider | C. aut <u>o</u> graph | D. cust <u>o</u> m |
| 2. A. popular <u>i</u> ty | B. ch <u>a</u> racteristic | C. capt <u>a</u> tivate | D. s <u>a</u> le |
| 3. A. c <u>u</u> lture | B. ins <u>u</u> lt | C. cost <u>u</u> me | D. t <u>u</u> g |
| 4. A. confus <u>i</u> on | B. tast <u>y</u> | C. st <u>a</u> ll | D. s <u>e</u> nse |
| 5. A. reflect | B. cultur <u>a</u> l | C. capt <u>i</u> vating | D. tip <u>p</u> ing |
| 6. A. origin | B. ignore | C. languag <u>e</u> | D. grill <u>e</u> d |
| 7. A. chip <u>s</u> | B. cak <u>e</u> s | C. globalis <u>e</u> | D. spr <u>i</u> ng |
| 8. A. trend | B. serv <u>e</u> | C. bl <u>e</u> nd | D. cel <u>e</u> brate |

9. A. festivity B. barrier C. importance D. identity
10. A. cause B. cooked C. respect D. advance

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

1. A. reflect B. strengthen C. costume D. staple
2. A. lifestyle B. cuisine C. solo D. tasty
3. A. cultural B. specialist C. importance D. barrier
4. A. advance B. festive C. trendy D. custom
5. A. autograph B. origin C. element D. souvenir
6. A. captivate B. insulting C. personal D. celebrate
7. A. ignore B. richness C. language D. noodles
8. A. meatball B. spicy C. alarm D. culture
9. A. open B. announce C. tipping D. feature
10. A. belief B. respect C. refer D. famous

II. VOCABULARY

Task 1. Write the words/ phrases below the pictures.

spring rolls

tug of war

spicy rice cakes

bamboo dancing

fish and chips

grilled pork meatballs with noodles

1. 	2. 	3. 
4. 	5. 	6. 

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

1. _____ or *tteokbokki* are a must-try traditional street food in outh Korea.
2. _____ is a popular dish in Ha Noi. You can see many people grill meat in front of the store.
3. _____ is the traditional food of the UK.
4. The annual _____ competition is a highlight of our community event. Each round we need 2 teams to hold both sides of the rope.
5. _____ performances showcase the beauty of our traditional customs.
6. During the spring festival, we learned to make delicious _____ with our friends. We bought shrimp and pork from the market.

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

1. trend	a. the basic cause, source, or origin of something
2. cuisine	b. a new development in clothing, make-up, etc.
3. festivity	c. a style of cooking
4. globalisation	d. the practice of giving small amount of money to someone for a service
5. root	e. a signature, especially that of a celebrity for a fan
6. souvenir	f. the celebration of something in a joyful way
7. tipping	g. a specific kind of food prepared in a meal

8. autograph	h. an action or way of behaving that is usual and traditional among the people in a particular group or place
9. custom	i. goods and services, or social and cultural influences, gradually become similar in all parts of the world
10. dish	j. a thing that is kept as a reminder of a holiday or an event

Task 4. Complete each sentence with a suitable word from Task 3 (change the form of the words if necessary).

1. This restaurant is known for this delicious seafood _____.
2. Good service deserves a fair _____ amount. I tipped the waitress 10 dollars.
3. _____ has made trying foreign food in your country much easier.
4. The town is filled with _____ during the holiday season. The atmosphere is so great.
5. The actor gave me his _____ after the show. I was very happy.
6. The wedding ceremony included a traditional cultural _____. The bride had to wear a red dress.
7. The fashion _____ this year is bold and bright colours.
8. I bought a beautiful _____ from my trip to Paris. I bought some for my friends, too.
9. Understanding your family history can help you discover your _____.
10. I love Japanese _____. Some of my favourite dishes are sushi, ramen and udon.

Task 5. Choose the correct word to complete each sentence.

1. The restaurant is part of a popular pizza **chain / booth**. I love the Hawaiian pizza there.
2. Cultural differences can sometimes lead to **characteristic / confusion**. In Viet Nam, people drive on the right while in the UK, people drive on the left.
3. Traditional dances are a captivating **feature / costume** of this culture.
4. This local dish really suits my **taste / element**. I love everything about it.
5. Mung bean cake or *banh dau xanh* is a **speciality / respect** in Hai Duong province.
6. Sushi gained **belief / popularity** all over the world due to its unique flavour.
7. Cultural heritage plays a crucial role in forming the **sale / identity** of a country.
8. Learning about the **origin / lifestyle of** customs is fascinating.
9. She is a famous culture **richness / specialist** who studies tribal traditions.
10. A **personal growth / language barrier** can be challenging when communicating in a foreign country.
11. Reduced awareness of traditional customs is a **cause / result** for alarm for many cultures.
12. He got culture **diversity / shock** when he first moved to the UK. Now he has adapted well.
12. This custom is **of / on** great importance for people in this community.

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

1. Discrimination based on race is strictly **originated / banned** in this community.
2. This dish **announces / blends** the flavours from the two different cuisines.
3. People can **overcome / consider** cultural barriers through communication.
4. It's important to **ignore / appreciate** the diversity of global cultures.
5. Culture shock **reflects / refers** to the feeling of anxiety when people are exposed to a new culture.
6. The waitress **serves / strengthens** us with the most famous local dish.
7. Many festivals are held to **celebrate / captivate** the cultural heritage of the community.
8. Let's go to the Vietnamese booth **on the rise / in advance**. I want to try some spring rolls.

Task 7. Complete each sentence with a suitable verb from the box. (change the form of the verb if necessary).

take	work	get x 2	keep x 2
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1. When living in a new place, it's essential to _____ used to local customs.
2. People in this area _____ this custom very seriously. You should be careful.

3. Travelling can _____ up new perspectives on cultural diversity.
4. Remember to _____ an open mind when experiencing different cultures.
5. We should all _____ on how to promote cultural diversity on campus.
6. It is hard to _____ up with all the new fashion trends. I do not want to spend too much money on clothes.

Task 8. Match each word on the left with the word that has OPPOSITE meaning on the right.

1. staple	a. awful
2. solo	b. polite
3. raw	c. unimportant
4. professional	d. cooked
5. extracurricular	e. group
6. world-famous	f. compulsory
7. tasty	g. amateur
8. insulting	h. unpopular

Task 9. Complete each sentence with a suitable word from Task 8.

1. Japanese people love having a _____ dining experience. They sometimes go out to eat alone.
2. Making fun of someone's cultural practices is _____ and disrespectful.
3. Italian pizza is _____ for its deliciousness. Many people from all over the world love it.
4. Rice is _____ food in many Asian cultures. It exists in cuisines of many countries.
5. We have an _____ activity after class. We have to do a project on world cuisine.
6. Sushi often features _____ fish as a key ingredient. The fish is fresh and yummy.
7. The chefs are very _____. They have been in this job for many years.
8. The spring rolls you made were very _____. I can't wait to learn how to make them.

Task 10. Complete each sentence using the correct form of the word in brackets.

1. Cultural exchange can _____ certain practices and traditions. (GLOBALISATION)
2. Becoming an expert in a specific field makes you a _____. (SPECIAL)
3. Cities often become more culturally diverse due to their _____ populations. (CULTURE)
4. The decorations during Diwali festival create a truly _____ atmosphere. (FESTIVITY)
5. The cultural performances at the festival were truly _____. (CAPTIVATE)
6. Traditional clothing can sometimes become a _____ in modern fashion. (TRENDY)
7. It is very _____ of him to make fun of her religion. (INSULT)
8. The dance's _____ can be traced back to ancient traditions. (ORIGINATE)

III. GRAMMAR

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

1. The practice of eating **Ø / the** insects can be **Ø / a** significant cultural shock for many Westerners visiting Southeast Asia.
2. **A / The** most fascinating cultural celebration in the world is Rio de Janeiro's Carnival.
3. **The / A** traditional cultural art form in **Ø / the** Ireland is step dancing.
4. **Ø / The** origami is **a / an** traditional practice in Japanese culture.
5. Some visitors to **the / Ø** Middle East got confused because of **a / the** conservative dress code, especially for women.
6. **The / A** common cultural shock for Westerners in Asian countries is **Ø / the** custom of removing shoes before entering homes.
7. **Ø / A** common cultural practice in India is the greeting gesture known as "Namaste."
8. **The / A** most iconic cultural landmark is **Ø / the** Great Wall of China.

Task 2. Complete the following sentences with suitable articles (a, an, the) or no article (Ø).

1. Lunar New Year is _____ festive celebration with _____ colourful parades and _____ traditional lion dances.
2. _____ important festival in India is Diwali, known as _____ Festival of Lights, celebrated with fireworks and sweets.
3. _____ La Tomatina festival in Spain is _____ fun event where participants engage in _____ massive tomato fight.
4. _____ traditional Maori dance, known as Haka, is _____ captivating cultural expression in New Zealand.
5. _____ important tradition in _____ United States is Thanksgiving.
6. Tipping is _____ customary practice in many cultures to show _____ appreciation for services.
7. _____ amount of the tip often depends on _____ quality of service received.
8. In Australia, New Zealand, and _____ UK, driving on _____ left is _____ standard practice.
9. It's important to pay attention to _____ road signs when driving on _____ left side.
10. *Hanami* or flower viewing is _____ Japanese traditional custom of enjoying _____ beauty of flowers.

Task 3. Fill in each blank with a suitable article (a, an, the) or no article (Ø).

Tipping in (1) _____ United States is (2) _____ deeply rooted cultural practice that plays (3) _____ significant role in service industries. When dining at (4) _____ restaurant, it's customary to leave a tip for (5) _____ waitstaff, typically ranging from 15% to 20% of the total bill. This gratuity is seen as a token of appreciation for (6) _____ service provided. In addition to restaurants, people often tip (7) _____ taxi drivers, hotel staff, and other service professionals. It's considered a social norm, and customers are expected to factor in (8) _____ tip when budgeting for meals or services. While (9) _____ tipping is voluntary, it is strongly encouraged and, in some cases, expected. Failure to tip appropriately may be perceived as impolite or disrespectful to the service industry workers. Understanding (10) _____ tipping culture in the U.S. is essential for both residents and visitors to balance social expectations and express gratitude for the services they receive.

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

We live in (1) _____ globalised world and we can imagine a travelling businessman having bacon and eggs for breakfast in New York City, a plate of pasta and finishing the day out (2) _____ a traditional Middle Eastern dinner in Dubai.

The world is open to us and that includes the world's (3) _____ diversity of flavours and cuisines.

There has always been (4) _____ exchange of food culture and knowledge when two different cultures meet. From the black pepper trade of the ancient Romans to (5) _____ introduction of potatoes from the New World into Irish cuisine, new flavours and cooking techniques (6) _____ into cuisines as a way to add a bit of interest.

It can often be hard to (7) _____ the line between what is truly "traditional" and what parts of a food culture have been influenced by outside forces.

Today though, in our incredibly globalised world, it's not just pieces of the cuisine that travel, in the form of ingredients or single recipes, but the entire cuisine (8) _____ a whole.

Immigrants bring their traditional food cultures with them, travellers seek out the flavours they encountered halfway around the globe when they return back home, and even those people (9) _____ might never leave the borders of their own country seek out a bit of adventure while (10) _____ the "international cuisine" section of their local restaurant guide.

Adapted from: <https://globalgastros.com/food-culture/globalization>

- | | | | |
|--------------------|----------------------|----------------|------------------|
| 1. A. the | B. an | C. a | D. Ø |
| 2. A. on | B. of | C. in | D. with |
| 3. A. vast | B. happy | C. mild | D. lengthy |
| 4. A. the | B. an | C. Ø | D. a |
| 5. A. an | B. Ø | C. a | D. the |
| 6. A. incorporated | B. were incorporated | C. incorporate | D. incorporating |
| 7. A. draw | B. look | C. devote | D. kill |
| 8. A. like | B. or | C. as | D. yet |
| 9. A. when | B. who | C. which | D. where |
| 10. A. browse | B. browsed | C. browsing | D. to browse |

Task 2. Read the following passage and mark the letter A, B, C or D to indicate the correct option that best fits each of the numbered blanks.

Over the last few years, Japanese anime culture has gained popularity throughout the globe. However, nothing can truly compare to the anime culture within Japan itself. Here, there are shops, cafes, and clothing that (1) _____ most famous comic books and animations.

Anime has become rooted in Japan's youth culture, increasing your chances of coming across it (2) _____. Visitors can join in on the craze by visiting galleries, buying memorabilia, and taking part in unique experiences that celebrate this national art form.

(3) _____, anime is Japanese animation. Japanese animation dates back to the early 20th century with the rise of the very first animators. Anime usually works alongside Manga (Japanese comic books), bringing the stories to life with (4) _____.

Possibly the most well-known anime program is Pokemon (5) _____. Each anime artist has a distinct style and the stories (6) _____. Many animation films have gone on to receive highly accredited awards including an Academy Award for the movie Spirited Away.

Although you may be aware of the most popular anime characters and stories, it is difficult (7) _____ without visiting Japan. The name 'otaku' is used (8) _____ a super fan of anime and manga. The best place to experience anime culture is Tokyo, where you'll find many unique things to do, such as manga cafes.

Adapted from: <https://www.touristjapan.com/japanese-anime-culture/>

- | | | |
|----|--|--------------------------------------|
| 1. | A. we inspire by the country's | B. are all inspired by the country's |
| | C. inspired by the country's | D. inspire the country |
| 2. | A. when your visit | B. during your visit |
| | C. of your visit | D. from your visit |
| 3. | A. Simple explain | B. To simply explained |
| | C. To simply explain | D. Simple explained |
| 4. | A. animating televising series | B. animated televising series |
| | C. animating television series | D. animated television series |
| 5. | A. gained international fame | B. has gained international fame |
| | C. which has gained international fame | D. to have gained international fame |
| 6. | A. Japanese history is originated in | B. originate in Japanese story |
| | C. Japanese history origin in | D. are originated in Japanese story |
| 7. | A. to uncover the anime culture | B. the anime culture to uncover |
| | C. to have the anime culture uncover | D. to have the anime culture covered |
| 8. | A. to referring to | B. be referred to |
| | C. to refer to | D. being referred to |

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

As a practice, tipping has its origins in Europe of the Middle Ages (a period which lasted from about 500 to 1,500 A.D.) when the wealthy would give people in lower classes extra money for their services, according to Kerry Segrave's "Tipping: An American Social History of Gratuities."

In the 1800s, Americans who had seen tipping on travels abroad "thought this would be a wonderful thing to kind of mimic our brothers and sisters in Europe" and brought the practice to the U.S.,

says Stephen Zagor, a professor at Columbia Business School specialising in the restaurant industry. Though many Americans rebelled against it, the practice spread.

At the end of the Civil War, America's labour force "was flooded" with formerly enslaved people and immigrants. Employers took advantage of this class of "low-educated, low-income" workers and hired them for jobs that paid very little, encouraging people to tip as a supplement to wages. This shifted the responsibility of paying workers to customers and cut employers' costs.

Various businesses within the service industry adopted the practice. But the company that made tipping popular was the Pullman Company, which built and operated railroad cars.

In the 1860s, the company purposely hired "formerly enslaved people to achieve the high-quality customer service the Pullman cars were known for," according to the Library of Congress. Workers shined shoes, made beds, woke up passengers and so on. They worked long hours and relied heavily on tips for pay.

Adapted from: <https://www.cnn.com/2023/11/30/how-tipping-came-to-the-us.html>

- _____ 1. Tipping originated in Europe during the Middle Ages.
- _____ 2. Americans brought the practice of tipping to the U.S. in the 1800s.
- _____ 3. The practice of tipping was widely accepted by Americans from the beginning.
- _____ 4. After the civil War, employers encouraged tipping as an extra to low wages.
- _____ 5. The Pullman Company played a significant role in popularising tipping.
- _____ 6. The Pullman Company hired formerly enslaved people to provide high-quality customer service.
- _____ 7. Workers at the Pullman Company were well-compensated by their employers.
- _____ 8. The practice of tipping was initially resisted by various service industry businesses.

Task 4. Read the following passage and choose the correct answer to each of the following questions.

About 35% of the world population drives on the left, and the countries that do are mostly old British colonies. This strange custom is different from the rest of the world, but there is a perfectly good reason.

In the past, almost everybody travelled on the left side of the road because that was the most **sensible** option for violent societies, since most people are right-handed, swordsmen preferred to keep to the left in order to have their right arm nearer to an opponent and their sword cover further from **him**. Moreover, it reduced the chance of sword cover (worn on the left) hitting other people.

After the Second World War, left-driving Sweden, the odd one out in mainland Europe, felt increasing pressure to change sides in order to **conform** with the rest of the continent. The problem was that all their neighbours already drove on the right side and since there are a lot of small roads without border guards leading into Norway and Finland, one had to remember in which country one was.

In 1955, the Swedish government held an election on the introduction of right-hand driving. Although no less than 82.9% voted "no" to **this**, the Swedish parliament passed a law on the conversion to right-hand driving in 1963. Finally, the change took place on Sunday, 3 September 1967, at 5 o'clock in the morning. The day was referred to as Dagen H or, in English, H day. The 'H' stands for 'Högertrafik', the Swedish word for 'right-hand traffic'. All traffic with private motor-driven vehicles was prohibited four hours before and one hour after the conversion, in order to be able to rearrange all traffic signs. Even the army was called in to help. Also a very low speed limit was applied, which was raised in a number of steps. The whole process took about a month to prepare.

Adapted from: <https://www.worldstandards.eu/cars/driving-on-the-left/>

1. What would be the best title for the passage?
 - A. Driving on the Left: A Better Practice?
 - B. A Shift from Driving on the Left to the Right
 - C. The Origins of Left-Side Driving and Sweden's Switch to Right-hand Driving
 - D. Reasons for Driving on the Left
2. Why did people traditionally travel on the left side of the road in the past?
 - A. cultural preference
 - B. avoiding traffic

- C. safety in violent societies D. government regulation
3. The word “**sensible**” in paragraph 2 is CLOSEST in meaning to _____.
 A. foolish B. reasonable C. advance D. confusing
4. What event made Sweden consider changing its driving side after World War II?
 A. invasion B. economic crisis
 C. political pressure D. environmental concerns
5. The word “**him**” in paragraph 2 refers to _____.
 A. swordsman B. opponent C. colony D. Swedish
6. The word “**conform**” in paragraph 3 is CLOSEST in meaning to _____.
 A. prevent B. create C. remove D. follow
7. What percentage of people voted against the introduction of right-hand driving in Sweden?
 A. 19.1% B. 47.8% C. 82.9% D. 90.2%
8. The word “**this**” in paragraph 4 refers to _____.
 A. right-hand driving B. left-hand driving
 C. Second World War D. parliament
9. Why was traffic with private motor-driven vehicles prohibited before and after the conversion?
 A. to save fuel B. to rearrange traffic signs
 C. to reduce pollution D. to promote walking
10. Which of the following is NOT true according to the passage?
 A. The army was needed in the Dagen H.
 B. Most countries allowing left-hand driving are old British colonies.
 C. There are many small roads without border guards between Sweden, Norway and Finland.
 D. It did not take long to prepare for Dagen H.

V. WRITING

Task 1. Write meaningful sentences based on the given clues (change the form of the verb if necessary).

1. origin / that / custom / be / mystery / local people.

2. Tipping / Japan / can / consider / rude / many situations.

3. popularity / international festivals / Viet Nam / be / cause / alarm.

4. Halloween / have / roots / Celtic festival / Ireland.

5. Visitors / the US / find / hard / get / used / tipping / culture.

Task 2. Rearrange the following sentences to make a meaningful paragraph/ letter.

1. a. Secondly, Kpop idols serve as role models for many young fans, shaping their lifestyle and fashion style.
- b. To conclude, the overall effect of Kpop on Vietnamese youth is undeniably clear, and it promotes cross-cultural connections and a shared sense of enthusiasm.
- c. Additionally, the catchy beats and beautiful performances create a sense of joy and unity among Vietnamese teenagers.
- d. Kpop, short for Korean pop music, has had a significant impact on Vietnamese teenagers.
- e. Firstly, it has become a cultural phenomenon, influencing fashion, language, and entertainment preferences.

Your answer: _____

2. a. People also add fresh herbs and lime to make it even better when eating it.
- b. The broth is very tasty because it is cooked with spices and herbs.

Your answer: _____

[illegible]

_____ 1. According to Western etiquette, slurping is considered impolite.

_____ 2. The Day of the Dead is celebrated in July in Mexico.

_____ 3. People decorate altars with flowers and candles during the Day of the Dead.

_____ 4. Touching head when greeting is an acceptable gesture in Thailand.

_____ 5. Placing hands together in a prayer-like gesture is a customary way to show respect in Thailand.

1. Why is it recommended to learn local greetings when traveling?
 - A. to avoid getting lost
 - B. to make friends and show respect
 - C. to save money
 - D. to get better service
2. What types of greetings might be encountered when traveling?
 - A. only handshakes
 - B. only verbal greetings
 - C. only bows
 - D. handshakes, hugs, kisses, bows, or fist bumps
3. How did the COVID-19 pandemic change the way people greet each other?
 - A. People stopped greeting each other.
 - B. People only use verbal greetings now.
 - C. People are less likely to shake hands and prefer nods or gestures.

D. Handshakes became more popular.

4. How are greetings typically viewed in Britain?
A. a bit awkward
B. warm and affectionate
C. extremely casual
D. always loud
5. What is the preference of younger British people regarding greetings?
A. They prefer not to greet anyone.
B. They like more hugs and kisses.
C. They use formal greetings only.
D. They only shake hands.
6. In North America, what does physical contact during greetings usually express?
A. disrespect
B. formality
C. impatience
D. affection and happiness
7. How do most Asian countries approach greetings?
A. with loud greetings
B. with casual high-fives
C. more formally
D. more informally
8. Where are hugs considered inappropriate when greeting people?
A. Thailand
B. Hungary
C. Russia
D. Japan

VII. SPEAKING

Task 1. Answer the following questions.

1. What is your favourite foreign food?

2. Have you ever got culture shock?

Task 2. Describe a custom in Viet Nam that you want to tell your foreign friend in 2 minutes.

[illegible]

C. BÀI KIỂM TRA

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

- Question 1:** A. souvenir B. tipping C. insulting D. ignore
Question 2: A. custom B. consider C. specialist D. reflect

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

- Question 3:** A. strengthen B. respect C. staple D. culture
Question 4: A. captivate B. celebrate C. confusion D. element

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

Question 5: _____ most lively and energetic cultural performances take place in _____ heart of New York City.

- A. A / the B. The / a C. The / Ø D. The / the

Question 6: _____ interesting cultural shock for travellers in Spain is _____ tradition of siestas in the afternoon.

- A. An / the B. An / a C. An / Ø D. The / Ø

Question 7: It is _____ unique cultural experience to attend _____ Rio de Janeiro Carnival in Brazil.

- A. the / the B. a / the C. an / the D. an / Ø

Question 8: He did not _____ the lesson about cultural diversity seriously.

- A. make B. go C. set D. take

Question 9: She is a cultural _____. She is specialised in ethnic minority culture.

- A. specialist B. richness C. identity D. shock

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

EXPERIENCE VIET NAM: A JOURNEY OF CULTURE AND FLAVOR!

1. Activities:

- Watch the Water Puppet Show, a traditional Vietnamese art form.
- Try (10) _____ our *Ao Dai* (traditional dress) corner for a unique photo experience.
- Master the art of Vietnamese calligraphy in engaging hands-on sessions.

2. Landmark Showcase:

- Admire the beauty of Ha Long Bay with our (11) _____ model display.
- Discover the charm of (12) _____ Hoi An Ancient Town through captivating visual presentations.

3. Contact:

For more information, reach us at discovervietnam@gmail.com or visit our booth at Booth 216.

Question 10: A. in B. on C. of D. at

Question 11: A. detailed B. detailing C. detailion D. detail

Question 12: A. an B. a C. the D. Ø

DISCOVER THE UK: WHERE TRADITION MEETS INNOVATION!

1. Activities:

- Enjoy snippets of Shakespearean brilliance with our mini-theater performances.
- Learn the art of British tea-drinking etiquette in our interactive workshop.
- Dive (13) _____ British history and traditions with a live session on royal heritage.

2. Landmark Showcase:

- Marvel at a miniature model of (14) _____ historic Tower of London.
- Explore the mystery of Stonehenge through captivating (15) _____ displays.
- Take a virtual tour of Buckingham Palace, the iconic symbol of British royalty.

3. Contact:

For inquiries, contact us at 51476329 or visit our booth at Booth 85. Join us for an unforgettable journey into the heart of the United Kingdom!

Question 13: A. into B. of C. down D. from

Question 14: A. a B. an C. the D. Ø

Question 15: A. information B. informationally C. informational D. inform

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

Question 16:

- a. Firstly, it's considered impolite to point your feet at someone, especially an older person, as the feet are considered the lowest part of the body.
- b. In conclusion, these cultural taboos reflect the importance placed on harmony, respect, and maintaining social order in Vietnamese society.
- c. Additionally, raising your voice or showing anger in public is seen as breaking social harmony.
- d. In Viet Nam, respecting elders is a cultural norm that holds great significance.
- e. Lastly, discussing personal matters or asking someone's age, salary, or marital status upon first meeting is often seen as intrusive.

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

Question 17:

- a. I hope you have a fantastic time exploring Vietnamese cuisine!
- b. Secondly, using both hands to receive or give something is a sign of respect.
- c. First and foremost, it's common to wait for the host to start the meal before you begin eating.
- d. Best regards,
- e. Dear Michael, I hope you're doing well! I am writing to share some dining etiquette tips for your upcoming visit to Viet Nam.
- f. Lastly, don't be surprised if people insist you take more servings - it's a way of expressing hospitality.

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

Read the following passage and mark the letter A, B, c, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

One of the most obvious effects of globalisation on local cultures is the spread of popular culture. (18) _____ global media and the internet, cultural products such as music, films, and television shows (19) _____ in even the most remote corners of the world. This has led to the erosion of traditional cultural practices and music. For example, many traditional music styles and instruments are being replaced by Western pop music and electric instruments, and traditional dress is being replaced by Western-style clothing. This can lead to a loss of cultural identity and (20) _____.

Another effect of globalisation on local cultures is the erosion of traditional languages. As people (21) _____ global media and travel more, they are (22) _____ the language of the dominant global culture, often at the expense of their own traditional languages. This can lead to a loss of linguistic diversity. In some cases, it can also lead to the extinction of languages (23) _____.

Adapted from: <https://reflections.live/articles/986/impact-of-globalization-on-local-culture-an-article-by-ayesha-sana-8142-ldimi231.html>

Question 18: A. On the rise with B. On the rise of C. With the rise on D. With the rise of

Question 19: A. now are accessible easy B. are now accessibly easily
C. are now easily accessible D. now are easy accessibly

Question 20: A. a sense of disconnection from one's own heritage
B. a disconnection of sense from one's own heritage
C. a heritage of disconnection from one's own sense
D. a sense of own from one's disconnection heritage

Question 21: A. become more exposing to B. become more exposed to
C. become more exposing on D. become more exposed on

Question 22: A. more likely adopting B. likelier adapting
C. more likely to adopt D. likelier to adopt

Question 23: A. that not being passed down to future generations
B. not passing down to future generations
C. that do not pass down to future generations
D. that are not passed down to future generations

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

Dining together with family is an important tradition in many cultures, and for good reason. However, shifting social realities might be painting a newer picture for the future of restaurants. (24) _____ an increasing number of individuals choose to live alone, this means that the restaurant business will need to continue to evolve and adapt to allow customers to savour their dining experience, (25) _____ translates to more single-serving meals, better food delivery options, or more specialised restaurants and cafes. One thing is certain: the future of diners in Japan (26) _____ by the rise of single households.

One of the most (27) _____ changes in the dining industry has been the rise of single-serving meals. This has led to a rise (28) _____ “lonely meals” or meals that are eaten alone at home or in public spaces like parks and cafes.

Adapted from: <https://www.linkedin.com/pulse/new-generation-diners-how-solo-dining-revolutionizing-aisha-stapi%C4%87>

- | | | | |
|----------------------------------|---------------|-------------------|---------------|
| Question 24: A. As | B. Despite | C. Although | D. So |
| Question 25: A. when | B. which | C. that | D. where |
| Question 26: A. is shaped | B. shapes | C. will be shaped | D. will shape |
| Question 27: A. big | B. noticeable | C. global | D. raw |
| Question 28: A. of | B. on | C. to | D. in |

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 29 to 34.

When the British transport minister presented a watch to a Chinese official, her act was described by BBC as a “cultural **gaffe**”. So why is a “watch” not a good gift in Chinese eyes? And what are the right and wrong choices for gifts to Chinese business associates and friends? The answer lies in the Chinese language.

Giving someone a clock or a watch as a present is traditionally a taboo in Chinese culture due to “giving a clock” and “attending a person’s funeral” having the same pronunciation, regardless of the different written characters. Therefore, avoiding presenting a gift which has “the same pronunciation of any unlucky meaning” is important in building relationships with Chinese people.

Gifts are presented with two hands in China. The receiving person may decline the gift at first (or even up to three times). It is part of the custom for Chinese to do so as **they** consider themselves not worthy of the gift. However, do not withdraw the gift as your persistent trying will persuade the Chinese into accepting your gift. If presenting organisational gifts, it is done during a toast or at the end of a meal, just prior to departure. In modern time China, sometimes a business meeting is planned on short notice and can be quite short. In this case, organisational gifts are exchanged after the first speaker of meeting parties or just before the end of the meeting.

Adapted from: <https://www.reginacoeli.com/blog/presenting-gifts,-the-dos-and-donts-of-chinese-culture.html>

Question 29: What would be the best title for the passage?

- A. Unlucky Meanings in Chinese Gift Exchange
- B. Cultural Mistakes with Gift-giving
- C. Chinese Gift-Giving Etiquette
- D. Gift-Giving in Chinese Parties

Question 30: The word “**gaffe**” in paragraph 1 is closest in meaning to _____.

- A. root
- B. feature
- C. order
- D. mistake

Question 31: Why is a “watch” considered an inappropriate gift in Chinese culture?

- A. because it is too expensive
- B. due to its association with funerals in Chinese language
- C. Chinese people prefer digital clocks
- D. it is not mentioned in the passage

Question 32: The word “**they**” in paragraph 3 refers to _____.

- A. Chinese B. gifts C. hands D. parties

Question 33 Which of the following is NOT true according to the passage?

- A. People need to give gifts with two hands in China.
B. A business meeting can sometimes be short.
C. People in China can exchange gifts at the end of a meeting.
D. The receiving person will accept the gift right away.

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.

Although Spain is widely **credited** with popularising the term “*siesta*” the idea of taking siestas seems to have roots in Islamic Law. Siesta rests are specifically mentioned in the Koran.

But it’s worth mentioning that there is a strong Spanish connection to *siestas*. The word *siesta* is actually a Spanish word. It comes from the Latin word “**hora sexto**,” which means “the sixth hour.”

Many people believe “the sixth hour” is a reference to noontime since noon is situated about six hours after dawn. That’s why *siesta* is now defined as “a midday or afternoon nap or rest.”

There are several different theories about why *siestas* have become so popular in Spain over the years. **They** range from practical theories to theories that are **relatively** dark in nature.

One of the dark theories suggests that people in Spain started taking *siestas* back in the 1930s at the height of the Spanish Civil War. According to the theory, *siestas* were a necessity because of the economic conditions at the time.

During the Spanish Civil War, most of those living in Spain were forced to deal with poverty. To make ends meet, they had to work two or three jobs at a time in order to generate enough income to support their families.

Siestas provided people with a break from their work. Many of them would work all morning long, take *siestas*, and then get back to work in the afternoon before working a night shift as well.

Adapted from: <https://barcelonaexclusiveprivatetours.com/blog/a-brief-history-of-the-spanish-siesta>

Question 34: Which of the following could be the best title for the passage?

- A. The Origin of Siestas
B. Spain’s Influence on the Global Siesta Tradition”
C. Practical and Cultural Perspectives on Siestas in Spain
D. Siesta in Spain Nowadays

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

- A. referred B. removed C. celebrated D. captivated

Question 36: What does the Latin term “**hora sexto**” mean, and why is it relevant to siestas?

- A. It means noon, and it is related to the sixth hour after dawn.
B. It means midnight, and it marks the end of the day.
C. It means the third hour, and it refers to mid-morning.
D. It means dusk, and it relates to the end of the workday.

Question 37: The word “**They**” in paragraph 4 refers to _____.

- A. siesta B. people C. years D. theories

Question 38: The word “**relatively**” in paragraph 4 is opposite in meaning to _____.

- A. hardly B. extremely C. manually D. rudely

Question 39: Why did siestas become popular in Spain during the 1930s?

- A. Siestas were a way to escape the crazy heat of Spanish afternoons.
B. Siestas were a response to the economic conditions during the Spanish civil War.
C. Siestas became fashionable due to the influence of the upper class.
D. Siestas were promoted by the government as a cultural practice.

Question 40: It can be inferred from the passage that _____.

- A. Siestas were entirely originated and popularised by Spain.
B. Most theories about siestas were not true.
C. People in Spain had to work many shifts during the Spanish civil War.

D. Spanish people were not allowed to have a break at work during the Spanish Civil War.

ĐÁP ÁN

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
1.	autograph	(n)	/ˈɔ:təgrɑ:f/	chữ ký
2.	belief	(n)	/bɪˈli:f/	niềm tin
3.	booth	(n)	/bu:ð/	gian hàng
4.	chain	(n)	/tʃeɪn/	chuỗi
5.	characteristic	(n)	/ˌkærəktəˈrɪstɪk/	đặc điểm, đặc tính
6.	confusion	(n)	/kənˈfju:ʒən/	sự khó hiểu, hỗn loạn, rối rắm
7.	costume	(n)	/ˈkɒstju:m/	trang phục
8.	cuisine	(n)	/kwɪˈzi:n/	ẩm thực
9.	custom	(n)	/ˈkʌstəm/	phong tục
10.	dish	(n)	/dɪʃ/	món ăn
11.	element	(n)	/ˈelɪmənt/	yếu tố
12.	feature	(n)	/ˈfi:tʃə/	đặc điểm
13.	identity	(n)	/aɪˈdentəti/	bản sắc, đặc điểm nhận dạng
14.	lifestyle	(n)	/ˈlaɪfˌstɑɪl/	lối sống
15.	popularity	(n)	/ˌpɒpjəˈlærəti/	sự phổ biến, thông dụng
16.	respect	(n)	/rɪˈspekt/	sự tôn trọng
17.	root	(n)	/ru:t/	nguồn gốc
18.	sale	(n)	/seɪl/	việc bán hàng
19.	souvenir	(n)	/ˌsu:vəˈniə/	quà lưu niệm
20.	taste	(n)	/teɪst/	khẩu vị
21.	tipping	(n)	/ˈtɪpɪŋ/	tiền boa
22.	announce	(v)	/əˈnaʊns/	thông báo
23.	appreciate	(v)	/əˈpri:ʃiət/	thường thức, trân trọng
24.	ban	(v)	/bæn/	cấm
25.	blend	(v)	/blend/	hòa trộn
26.	celebrate	(v)	/ˈselɪbreɪt/	tổ chức, mừng
27.	consider	(v)	/kənˈsɪdə/	coi như
28.	ignore	(v)	/ɪɡˈnɔ:/	phớt lờ
29.	overcome	(v)	/ˌəʊvəˈkʌm/	vượt qua
30.	refer	(v)	/rəˈfə:/	ám chỉ, nói đến
31.	reflect	(v)	/rɪˈflekt/	phản ánh
32.	serve	(v)	/sɜ:v/	phục vụ
33.	strengthen	(v)	/ˈstreŋθən/	tăng cường
34.	world-famous	(adj)	/wɜ:ld-/ˈfeɪməs/	nổi tiếng thế giới
35.	extracurricular	(adj)	/ˌekstrəkəˈrɪkjələ/	ngoại khóa
36.	staple	(adj)	/ˈsteɪpəl/	cơ bản, chủ yếu
37.	raw	(adj)	/rɔ:/	sống
38.	cooked	(adj)	/kʊkt/	nấu chín
39.	solo	(adj)	/ˈsəʊləʊ/	một mình
40.	professional	(adj)	/prəˈfeʃənəl/	chuyên nghiệp
41.	rude	(adj)	/ru:d/	/ru:d/
42.	tasty	(adj)	/ˈteɪsti/	ngon

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
43.	cultural diversity	(adj-n)	/ˈkʌltʃərəl/ /daɪˈvɜːsəti/	sự đa dạng văn hóa
44.	culture shock	(adj-n)	/ˈkʌltʃə/ /ʃɒk/	cú sốc văn hóa
45.	cultural richness	(adj-n)	/ˈkʌltʃərəl/ /ˈrɪtʃnəs/	sự phong phú về văn hóa
46.	culture specialist	(adj-n)	/ˈkʌltʃə/ /ˈspeʃəlist/	chuyên gia văn hóa
47.	open booth	(adj-n)	/ˈəʊpən/ /buːð/	gian hàng mở
48.	bamboo dancing	(np)	/bæmˈbuː/ /ˈdɑːnsɪŋ/	múa sạp
49.	tug of war	(np)	/tʌɡ/ /ɒv/ /wɔː/	kéo co
50.	food stall	(np)	/fuːd/ /stɔːl/	gian hàng thực phẩm
51.	cause for alarm	(np)	/kɔːz/ /fɔːr/ /əˈlɑːm/	nguyên nhân báo động
52.	of (great) importance	(phrase)	/ɒv/ (/greɪt/) /ɪmˈpɔːtəns/	có tầm quan trọng rất lớn
53.	sense of identity	(np)	/sens/ /ɒv/ /aɪˈdentəti/	ý thức về bản sắc
54.	language barrier	(np)	/ˈlæŋɡwɪdʒ/ /ˈbæriə/	rào cản ngôn ngữ
55.	personal growth	(adj-n)	/ˈpɜːsənəl/ /ɡrəʊθ/	sự phát triển bản thân
56.	grilled pork meatballs with noodles	(np)	/ɡrɪld/ /pɔːk/ /ˈmiːtbɔːlz/ /ˈnuːdʌlz/	bún chả
57.	spring rolls	(np)	/sprɪŋ/ /rɒʊlz/	nem cuốn
58.	spicy rice cakes	(np)	/ˈspeɪsi/ /raɪs/ /keɪks/	bánh gạo cay
59.	fish and chips	(np)	/fɪʃ/ /ænd/ /tʃɪps/	cá và khoai tây chiên
60.	open up	(v-prep)	/ˈəʊpən/ /ʌp/	mở ra
61.	keep up with	(v-prep)	/kiːp/ /ʌp/ /wɪð/	theo kịp với, bắt kịp
62.	keep an open mind	(phrase)	/kiːp/ /ən/ /ˈəʊpən/ /maɪnd/	nghĩ thoáng
63.	take something seriously	(phrase)	/teɪk/ /ˈsʌm.θɪŋ/ /ˈsɪəriəsli/	coi cái gì nghiêm túc
64.	work on	(v-prep)	/wɜːk/ /ɒn/	làm việc về cái gì
65.	get used to	(phrase)	ɡet/ /juːzd/ /tuː/	làm quen với
66.	on the rise	(phrase)	/ɒn/ /ðə/ /raɪz/	tăng lên
67.	in advance	(phrase)	/ɪn/ /ədˈvɑːns/	trước

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
68.	cultural	(adj)	/ˈkʌltʃərəl/	thuộc văn hóa
69.	multicultural	(adj)	/ˌmʌltɪˈkʌltʃərəl/	đa văn hóa
70.	cross-cultural	(adj)	/krɒs-/ /ˈkʌltʃərəl/	liên văn hóa
71.	festivity	(n)	/fesˈtɪvəti/	hoạt động lễ hội
72.	festive	(adj)	/ˈfestɪv/	(thuộc về) lễ hội
73.	trend	(n)	/trend/	xu hướng
74.	trendy	(adj)	/ˈtrendi/	xu hướng, mới
75.	globalisation	(n)	/ˌɡləʊbəlɪˈzeɪʃən/	toàn cầu hóa
76.	globalise	(v)	/ˈɡləʊbəlaɪz/	toàn cầu hóa
77.	captivate	(v)	/ˈkæptɪveɪt/	thu hút, cuốn hút
78.	captivating	(adj)	/ˈkæptɪvetɪŋ/	thu hút
79.	insult	(v)	/ɪnˈsʌlt/	xúc phạm
80.	insulting	(adj)	/ɪnˈsʌltɪŋ/	xúc phạm
81.	speciality	(n)	/ˌspeʃiˈæləti/	đặc sản
82.	specialist	(n)	/ˈspeʃəlist/	chuyên gia

83.	origin	(n)	/'ɒrɪdʒɪn/	nguồn gốc
84.	originate	(v)	/ə'ɪrɪdʒɪneɪt/	bắt nguồn

II. PRONUNCIATION

Nguyên âm đôi /ɔɪ/, /aɪ/ và /aʊ/

1. CÁCH PHÁT ÂM ÂM /ɔɪ/

Phát âm bằng cách đọc âm /ɔ:/ rồi chuyển dần sang âm /ɪ/.

Cách phát âm âm /ɔ:/

- Bước 1: Hạ thấp quai hàm xuống, tạo khẩu hình môi tròn và phần môi hơi đẩy về phía trước.
- Bước 2: Hơi nâng lưỡi lên một chút và kéo lưỡi về phía sau.
- Bước 3: Đẩy âm ra ngoài và phát âm âm /ɔ:/ một cách dứt khoát.

Cách phát âm âm /ɪ/

- Bước 1: Đặt răng trên và dưới cách xa nhau một khoảng nhỏ. Đưa lưỡi lên trên một chút và ra phía trước, nhưng không chạm vào răng trên. Để lưỡi trong tư thế tự nhiên và thư giãn.
- Bước 2: Miệng mở rộng ra hai bên.
- Bước 3: Hãy để không khí thoát ra tự nhiên từ khe hở giữa răng và lưỡi.

Một số từ có chứa âm /ɔɪ/

Từ	Phiên âm
en <u>joy</u>	/ɪn'dʒɔɪ/
de <u>stroy</u>	/dɪ'strɔɪ/
<u>join</u>	/dʒɔɪn/

2. CÁCH PHÁT ÂM ÂM /aɪ/

Phát âm bằng cách đọc âm /a:/ rồi chuyển dần sang âm /ɪ/.

Cách phát âm âm /a:/

- Bước 1: Miệng mở rộng, tự nhiên.
- Bước 2: Lưỡi được hạ thấp xuống, không cần phải tiếp xúc với bất kỳ điểm nào trong miệng.
- Bước 3: Phát âm âm /a:/ thật gọn trong thời gian ngắn hơn 1 giây, đặc điểm nổi bật của âm /a:/ là môi không được làm tròn.

Cách phát âm âm /ɪ/

- Bước 1: Đặt răng trên và dưới cách xa nhau một khoảng nhỏ. Đưa lưỡi lên trên một chút và ra phía trước, nhưng không chạm vào răng trên. Để lưỡi trong tư thế tự nhiên và thư giãn.
- Bước 2: Miệng mở rộng ra hai bên.
- Bước 3: Hãy để không khí thoát ra tự nhiên từ khe hở giữa răng và lưỡi.

Một số từ có chứa âm /aɪ/

Từ	Phiên âm
<u>i</u> dent <u>i</u> ty	/aɪ'den.tə.ti/
ad <u>m</u> ire	/əd'maɪər/
l <u>i</u> festyle	/'laɪf.staɪl/

3. CÁCH PHÁT ÂM /aʊ/

Phát âm bằng cách đọc âm /a:/ rồi chuyển dần sang âm /ʊ/. Môi tròn dần. Lưỡi hơi lùi dần về phía sau.

Cách phát âm âm /a:/

- Bước 1: Miệng mở rộng, tự nhiên.
- Bước 2: Lưỡi được hạ thấp xuống, không cần phải tiếp xúc với bất kỳ điểm nào trong miệng.
- Bước 3: Phát âm âm /a:/ kéo dài trong khoảng 1 giây.

Cách phát âm âm /ʊ/

- Bước 1: Đặt lưỡi ở vị trí tự nhiên, môi hơi tròn và đẩy ra phía trước.
- Bước 2: Phần cuống lưỡi được nâng lên trong khi phần đầu lưỡi hạ xuống.
- Bước 3: Giữ nguyên vị trí lưỡi, phát âm âm /ʊ/ thật gọn.

Một số từ có chứa âm /aʊ/

Từ	Phiên âm
----	----------

ann <u>o</u> unce	/ə' n <u>əʊ</u> ns/
pr <u>ou</u> d	/pr <u>əʊ</u> d/
ab <u>o</u> ut	/ə' b <u>əʊ</u> t/

III. GRAMMAR

Mạo từ

1. MẠO TỪ KHÔNG XÁC ĐỊNH (A/ AN)

Cách dùng

- Chỉ dùng với danh từ đếm được số ít
- Đứng trước danh từ được đề cập đến lần đầu tiên hoặc người nghe, người đọc không biết ta đang ám chỉ cái gì

Ví dụ: This is a spring roll. (*Đây là một cái gỏi cuốn.*)

- Sử dụng 'a' trước một phụ âm và 'an' trước một nguyên âm

Ví dụ: a company, a book; an article, an office

- Sau động từ *to be* và *to have*

Ví dụ: He is an Australian. (*Anh ấy là người Úc.*)

2. MẠO TỪ XÁC ĐỊNH (THE)

Cách dùng

- Dùng được với cả danh từ số ít đếm được và không đếm được, danh từ số nhiều
- Đứng trước danh từ số ít hoặc số nhiều được nhắc đến lần thứ hai

Ví dụ: I want to buy a souvenir. The souvenir is very beautiful. (*Tôi muốn mua quà lưu niệm. Quà lưu niệm rất đẹp.*)

- Người nói và người nghe đều biết về đối tượng mà người nói đề cập đến.

Ví dụ: The Scottish kilt is his. (*Chiếc váy truyền thống Scotland này là của anh ấy.*)

- Đứng trước một danh từ mang tính độc nhất

Ví dụ: The Japanese cuisine is famous. (*Nền ẩm thực Nhật Bản nổi tiếng.*)

- Đứng trước tính từ so sánh hơn nhất

Ví dụ: This is the most popular dish in Viet Nam. (*Đây là món ăn phổ biến nhất ở Việt Nam.*)

- Đứng trước sông, kênh, biển, đại dương, quần đảo, sa mạc và dãy núi.

Ví dụ: The Sein, the Red River, the Atlantic, the Alps (*sông Seine, sông Hồng, Đại Tây Dương, dãy núi Anpơ*)

- Đứng trước tên của một số quốc gia

Ví dụ: The Philippines, the Netherlands, the UK, the USA (*Đất nước Philippin, Hà Lan, Anh, Mỹ*)

- Đứng trước một nhạc cụ

Ví dụ: the piano, the violin, etc (*đàn piano, đàn violin*)

Lưu ý: Chúng ta không dùng mạo từ với danh từ số nhiều, đếm được và không đếm được khi nó được dùng một cách chung chung và không cụ thể.

Ví dụ: Sushi is famous around the world. (*Sushi nổi tiếng khắp thế giới.*)

C. THỰC HÀNH

I. PRONUNCIATION

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

- | | | | |
|-------------------------------|------------------------------|-------------------------------|------------------------------|
| 1. A. <u>solo</u> | B. c <u>o</u> nsider | C. aut <u>o</u> graph | D. cust <u>o</u> m |
| 2. A. popu <u>l</u> arity | B. ch <u>a</u> racteristic | C. capt <u>a</u> tivate | D. <u>s</u> ale |
| 3. A. <u>c</u> ulture | B. insu <u>l</u> t | C. <u>c</u> ostume | D. t <u>u</u> g |
| 4. A. <u>c</u> onfusion | B. tast <u>y</u> | C. st <u>a</u> ll | D. <u>s</u> ense |
| 5. A. refl <u>e</u> ct | B. <u>c</u> ult <u>u</u> ral | C. capt <u>i</u> ivating | D. tip <u>p</u> ing |
| 6. A. <u>o</u> ri <u>g</u> in | B. ign <u>o</u> re | C. lang <u>u</u> age | D. gr <u>i</u> ll <u>e</u> d |
| 7. A. chip <u>s</u> | B. cak <u>e</u> s | C. <u>g</u> lobal <u>i</u> se | D. spr <u>i</u> ng |
| 8. A. tre <u>n</u> d | B. <u>s</u> erve | C. bl <u>e</u> nd | D. c <u>e</u> lebrate |

- | | | | |
|-----------------|------------|---------------|-------------|
| 9. A. festivity | B. barrier | C. importance | D. identity |
| 10. A. cause | B. cooked | C. respect | D. advance |

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

- | | | | |
|-----------------|---------------|---------------|--------------|
| 1. A. reflect | B. strengthen | C. costume | D. staple |
| 2. A. lifestyle | B. cuisine | C. solo | D. tasty |
| 3. A. cultural | B. specialist | C. importance | D. barrier |
| 4. A. advance | B. festive | C. trendy | D. custom |
| 5. A. autograph | B. origin | C. element | D. souvenir |
| 6. A. captivate | B. insulting | C. personal | D. celebrate |
| 7. A. ignore | B. richness | C. language | D. noodles |
| 8. A. meatball | B. spicy | C. alarm | D. culture |
| 9. A. open | B. announce | C. tipping | D. feature |
| 10. A. belief | B. respect | C. refer | D. famous |

II. VOCABULARY

Task 1. Write the words/ phrases below the pictures.

spring rolls	tug of war	spicy rice cakes
bamboo dancing	fish and chips	grilled pork meatballs with noodles

 1. ____ spicy rice cakes ____	 2. ____ fish and chips ____	 3. ____ grilled pork meatballs with noodles ____
 4. ____ spring rolls ____	 5. ____ tug of war ____	 6. ____ bamboo dancing ____

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

- ____ spicy rice cakes ____ or *tteokbokki* are a must-try traditional street food in outh Korea.
- ____ grilled pork meatballs with noodles ____ is a popular dish in Ha Noi. You can see many people grill meat in front of the store.
- ____ fish and chips ____ is the traditional food of the UK.
- The annual ____ tug of war ____ competition is a highlight of our community event. Each round we need 2 teams to hold both sides of the rope.
- ____ bamboo dancing ____ performances showcase the beauty of our traditional customs.
- During the spring festival, we learned to make delicious ____ spring rolls ____ with our friends. We bought shrimp and pork from the market.

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

1. trend b	a. the basic cause, source, or origin of something
2. cuisine c	b. a new development in clothing, make-up, etc.
3. festivity f	c. a style of cooking
4. globalisation i	d. the practice of giving small amount of money to someone for a service
5. root a	e. a signature, especially that of a celebrity for a fan
6. souvenir j	f. the celebration of something in a joyful way

7. tipping d	g. a specific kind of food prepared in a meal
8. autograph e	h. an action or way of behaving that is usual and traditional among the people in a particular group or place
9. custom h	i. goods and services, or social and cultural influences, gradually become similar in all parts of the world
10. dish g	j. a thing that is kept as a reminder of a holiday or an event

Task 4. Complete each sentence with a suitable word from Task 3 (change the form of the words if necessary).

- This restaurant is known for this delicious seafood **dish**.
- Good service deserves a fair **tipping** amount. I tipped the waitress 10 dollars.
- Globalisation** has made trying foreign food in your country much easier.
- The town is filled with **festivity** during the holiday season. The atmosphere is so great.
- The actor gave me his **autograph** after the show. I was very happy.
- The wedding ceremony included a traditional cultural **custom**. The bride had to wear a red dress.
- The fashion **trend** this year is bold and bright colours.
- I bought a beautiful **souvenir** from my trip to Paris. I bought some for my friends, too.
- Understanding your family history can help you discover your **roots**.
- I love Japanese **cuisine**. Some of my favourite dishes are sushi, ramen and udon.

Task 5. Choose the correct word to complete each sentence.

- The restaurant is part of a popular pizza **chain / booth**. I love the Hawaiian pizza there.
- Cultural differences can sometimes lead to **characteristic / confusion**. In Viet Nam, people drive on the right while in the UK, people drive on the left.
- Traditional dances are a captivating **feature / costume** of this culture.
- This local dish really suits my **taste / element**. I love everything about it.
- Mung bean cake or *banh dau xanh* is a **speciality / respect** in Hai Duong province.
- Sushi gained **belief / popularity** all over the world due to its unique flavour.
- Cultural heritage plays a crucial role in forming the **sale / identity** of a country.
- Learning about the **origin / lifestyle of** customs is fascinating.
- She is a famous culture **richness / specialist** who studies tribal traditions.
- A **personal growth / language barrier** can be challenging when communicating in a foreign country.
- Reduced awareness of traditional customs is a **cause / result** for alarm for many cultures.
- He got culture **diversity / shock** when he first moved to the UK. Now he has adapted well.
- This custom is **of / on** great importance for people in this community.

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

- Discrimination based on race is strictly **originated / banned** in this community.
- This dish **announces / blends** the flavours from the two different cuisines.
- People can **overcome / consider** cultural barriers through communication.
- It's important to **ignore / appreciate** the diversity of global cultures.
- Culture shock **reflects / refers** to the feeling of anxiety when people are exposed to a new culture.
- The waitress **serves / strengthens** us with the most famous local dish.
- Many festivals are held to **celebrate / captivate** the cultural heritage of the community.
- Let's go to the Vietnamese booth **on the rise / in advance**. I want to try some spring rolls.

Task 7. Complete each sentence with a suitable verb from the box. (change the form of the verb if necessary).

take	work	get x 2	keep x 2
------	------	---------	----------

- When living in a new place, it's essential to **get** used to local customs.
- People in this area **take** this custom very seriously. You should be careful.

3. Travelling can _____ **open** _____ up new perspectives on cultural diversity.
4. Remember to _____ **keep** _____ an open mind when experiencing different cultures.
5. We should all _____ **work** _____ on how to promote cultural diversity on campus.
6. It is hard to _____ **keep** _____ up with all the new fashion trends. I do not want to spend too much money on clothes.

Task 8. Match each word on the left with the word that has OPPOSITE meaning on the right.

1. staple c	a. awful
2. solo e	b. polite
3. raw d	c. unimportant
4. professional g	d. cooked
5. extracurricular f	e. group
6. world-famous h	f. compulsory
7. tasty a	g. amateur
8. insulting b	h. unpopular

Task 9. Complete each sentence with a suitable word from Task 8.

1. Japanese people love having a _____ **solo** _____ dining experience. They sometimes go out to eat alone.
2. Making fun of someone's cultural practices is _____ **insulting** _____ and disrespectful.
3. Italian pizza is _____ **world-famous** _____ for its deliciousness. Many people from all over the world love it.
4. Rice is _____ **staple** _____ food in many Asian cultures. It exists in cuisines of many countries.
5. We have an _____ **extracurricular** _____ activity after class. We have to do a project on world cuisine.
6. Sushi often features _____ **raw** _____ fish as a key ingredient. The fish is fresh and yummy.
7. The chefs are very _____ **professional** _____. They have been in this job for many years.
8. The spring rolls you made were very _____ **tasty** _____. I can't wait to learn how to make them.

Task 10. Complete each sentence using the correct form of the word in brackets.

1. Cultural exchange can _____ **globalise** _____ certain practices and traditions. (GLOBALISATION)
2. Becoming an expert in a specific field makes you a _____ **specialist** _____. (SPECIAL)
3. Cities often become more culturally diverse due to their _____ **multicultural** _____ populations. (CULTURE)
4. The decorations during Diwali festival create a truly _____ **festive** _____ atmosphere. (FESTIVITY)
5. The cultural performances at the festival were truly _____ **captivating** _____. (CAPTIVATE)
6. Traditional clothing can sometimes become a _____ **trend** _____ in modern fashion. (TRENDY)
7. It is very _____ **insulting** _____ of him to make fun of her religion. (INSULT)
8. The dance's _____ **origin** _____ can be traced back to ancient traditions. (ORIGINATE)

III. GRAMMAR

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

1. The practice of eating **Ø/the** insects can be **Ø/a** significant cultural shock for many Westerners visiting Southeast Asia.
2. **A/The** most fascinating cultural celebration in the world is Rio de Janeiro's Carnival.
3. **The/A** traditional cultural art form in **Ø/the** Ireland is step dancing.
4. **Ø/The** origami is **a/an** traditional practice in Japanese culture.
5. Some visitors to **the/Ø** Middle East got confused because of **a/the** conservative dress code, especially for women.
6. **The/A** common cultural shock for Westerners in Asian countries is **Ø/the** custom of removing shoes before entering homes.
7. **Ø/A** common cultural practice in India is the greeting gesture known as "Namaste."
8. **The/A** most iconic cultural landmark is **Ø/the** Great Wall of China.

Task 2. Complete the following sentences with suitable articles (a, an, the) or no article (Ø).

1. Lunar New Year is a festive celebration with Ø colourful parades and Ø traditional lion dances.
2. An important festival in India is Diwali, known as the Festival of Lights, celebrated with fireworks and sweets.
3. The La Tomatina festival in Spain is a fun event where participants engage in a massive tomato fight.
4. The traditional Maori dance, known as Haka, is a captivating cultural expression in New Zealand.
5. An important tradition in the United States is Thanksgiving.
6. Tipping is a customary practice in many cultures to show Ø appreciation for services.
7. The amount of the tip often depends on the quality of service received.
8. In Australia, New Zealand, and the UK, driving on the left is a standard practice.
9. It's important to pay attention to the road signs when driving on the left side.
10. *Hanami* or flower viewing is the Japanese traditional custom of enjoying the beauty of flowers.

Task 3. Fill in each blank with a suitable article (a, an, the) or no article (Ø).

Tipping in (1) the United States is (2) a deeply rooted cultural practice that plays (3) a significant role in service industries. When dining at (4) a restaurant, it's customary to leave a tip for (5) the waitstaff, typically ranging from 15% to 20% of the total bill. This gratuity is seen as a token of appreciation for (6) the service provided. In addition to restaurants, people often tip (7) Ø taxi drivers, hotel staff, and other service professionals. It's considered a social norm, and customers are expected to factor in (8) the tip when budgeting for meals or services. While (9) Ø tipping is voluntary, it is strongly encouraged and, in some cases, expected. Failure to tip appropriately may be perceived as impolite or disrespectful to the service industry workers. Understanding (10) the tipping culture in the U.S. is essential for both residents and visitors to balance social expectations and express gratitude for the services they receive.

IV. READING

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

We live in (1) _____ globalised world and we can imagine a travelling businessman having bacon and eggs for breakfast in New York City, a plate of pasta and finishing the day out (2) _____ a traditional Middle Eastern dinner in Dubai.

The world is open to us and that includes the world's (3) _____ diversity of flavours and cuisines.

There has always been (4) _____ exchange of food culture and knowledge when two different cultures meet. From the black pepper trade of the ancient Romans to (5) _____ introduction of potatoes from the New World into Irish cuisine, new flavours and cooking techniques (6) _____ into cuisines as a way to add a bit of interest.

It can often be hard to (7) _____ the line between what is truly "traditional" and what parts of a food culture have been influenced by outside forces.

Today though, in our incredibly globalised world, it's not just pieces of the cuisine that travel, in the form of ingredients or single recipes, but the entire cuisine (8) _____ a whole.

Immigrants bring their traditional food cultures with them, travellers seek out the flavours they encountered halfway around the globe when they return back home, and even those people (9) _____ might never leave the borders of their own country seek out a bit of adventure while (10) _____ the "international cuisine" section of their local restaurant guide.

Adapted from: <https://globalgastros.com/food-culture/globalization>

- | | | | |
|--------------------|-----------------------------|--------------------|------------------|
| 1. A. the | B. an | C. a | D. Ø |
| 2. A. on | B. of | C. in | D. with |
| 3. A. vast | B. happy | C. mild | D. lengthy |
| 4. A. the | B. an | C. Ø | D. a |
| 5. A. an | B. Ø | C. a | D. the |
| 6. A. incorporated | B. were incorporated | C. incorporate | D. incorporating |
| 7. A. draw | B. look | C. devote | D. kill |
| 8. A. like | B. or | C. as | D. yet |
| 9. A. when | B. who | C. which | D. where |
| 10. A. browse | B. browsed | C. browsing | D. to browse |

Task 2. Read the following passage and mark the letter A, B, C or D to indicate the correct option that best fits each of the numbered blanks.

Over the last few years, Japanese anime culture has gained popularity throughout the globe. However, nothing can truly compare to the anime culture within Japan itself. Here, there are shops, cafes, and clothing that (1) _____ most famous comic books and animations.

Anime has become rooted in Japan's youth culture, increasing your chances of coming across it (2) _____. Visitors can join in on the craze by visiting galleries, buying memorabilia, and taking part in unique experiences that celebrate this national art form.

(3) _____, anime is Japanese animation. Japanese animation dates back to the early 20th century with the rise of the very first animators. Anime usually works alongside Manga (Japanese comic books), bringing the stories to life with (4) _____.

Possibly the most well-known anime program is Pokemon (5) _____. Each anime artist has a distinct style and the stories (6) _____. Many animation films have gone on to receive highly accredited awards including an Academy Award for the movie Spirited Away.

Although you may be aware of the most popular anime characters and stories, it is difficult (7) _____ without visiting Japan. The name 'otaku' is used (8) _____ a super fan of anime and manga. The best place to experience anime culture is Tokyo, where you'll find many unique things to do, such as manga cafes.

Adapted from: <https://www.touristjapan.com/japanese-anime-culture/>

- | | | | |
|----|---|---|---------------------------------------|
| 1. | A. we inspire by the country's | B. are all inspired by the country's | D. inspire the country |
| | C. inspired by the country's | | |
| 2. | A. when your visit | B. during your visit | C. of your visit D. from your visit |
| 3. | A. Simple explain | | B. To simply explained |
| | C. To simply explain | | D. Simple explained |
| 4. | A. animating televising series | | B. animated televising series |
| | C. animating television series | | D. animated television series |
| 5. | A. gained international fame | | B. has gained international fame |
| | C. which has gained international fame | | D. to have gained international fame |
| 6. | A. Japanese history is originated in | | B. originate in Japanese story |
| | C. Japanese history origin in | | D. are originated in Japanese story |
| 7. | A. to uncover the anime culture | | B. the anime culture to uncover |
| | C. to have the anime culture uncover | | D. to have the anime culture covered |
| 8. | A. to referring to B. be referred to | C. to refer to | D. being referred to |

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

As a practice, tipping has its origins in Europe of the Middle Ages (a period which lasted from about 500 to 1,500 A.D.) when the wealthy would give people in lower classes extra money for their services, according to Kerry Segrave's "Tipping: An American Social History of Gratuities."

In the 1800s, Americans who had seen tipping on travels abroad "thought this would be a wonderful thing to kind of mimic our brothers and sisters in Europe" and brought the practice to the U.S.,

says Stephen Zagor, a professor at Columbia Business School specialising in the restaurant industry. Though many Americans rebelled against it, the practice spread.

At the end of the Civil War, America's labour force "was flooded" with formerly enslaved people and immigrants. Employers took advantage of this class of "low-educated, low-income" workers and hired them for jobs that paid very little, encouraging people to tip as a supplement to wages. This shifted the responsibility of paying workers to customers and cut employers' costs.

Various businesses within the service industry adopted the practice. But the company that made tipping popular was the Pullman Company, which built and operated railroad cars.

In the 1860s, the company purposely hired "formerly enslaved people to achieve the high-quality customer service the Pullman cars were known for," according to the Library of Congress. Workers shined shoes, made beds, woke up passengers and so on. They worked long hours and relied heavily on tips for pay.

Adapted from: <https://www.cnn.com/2023/11/30/how-tipping-came-to-the-us.html>

- _____ **T** _____ 1. Tipping originated in Europe during the Middle Ages.
- _____ **T** _____ 2. Americans brought the practice of tipping to the U.S. in the 1800s.
- _____ **F** _____ 3. The practice of tipping was widely accepted by Americans from the beginning.
- _____ **T** _____ 4. After the civil War, employers encouraged tipping as an extra to low wages.
- _____ **T** _____ 5. The Pullman Company played a significant role in popularising tipping.
- _____ **T** _____ 6. The Pullman Company hired formerly enslaved people to provide high-quality customer service.
- _____ **F** _____ 7. Workers at the Pullman Company were well-compensated by their employers.
- _____ **NG** _____ 8. The practice of tipping was initially resisted by various service industry businesses.

Task 4. Read the following passage and choose the correct answer to each of the following questions.

About 35% of the world population drives on the left, and the countries that do are mostly old British colonies. This strange custom is different from the rest of the world, but there is a perfectly good reason.

In the past, almost everybody travelled on the left side of the road because that was the most **sensible** option for violent societies, since most people are right-handed, swordsmen preferred to keep to the left in order to have their right arm nearer to an opponent and their sword cover further from **him**. Moreover, it reduced the chance of sword cover (worn on the left) hitting other people.

After the Second World War, left-driving Sweden, the odd one out in mainland Europe, felt increasing pressure to change sides in order to **conform** with the rest of the continent. The problem was that all their neighbours already drove on the right side and since there are a lot of small roads without border guards leading into Norway and Finland, one had to remember in which country one was.

In 1955, the Swedish government held an election on the introduction of right-hand driving. Although no less than 82.9% voted "no" to **this**, the Swedish parliament passed a law on the conversion to right-hand driving in 1963. Finally, the change took place on Sunday, 3 September 1967, at 5 o'clock in the morning. The day was referred to as Dagen H or, in English, H day. The 'H' stands for 'Högertrafik', the Swedish word for 'right-hand traffic'. All traffic with private motor-driven vehicles was prohibited four hours before and one hour after the conversion, in order to be able to rearrange all traffic signs. Even the army was called in to help. Also a very low speed limit was applied, which was raised in a number of steps. The whole process took about a month to prepare.

Adapted from: <https://www.worldstandards.eu/cars/driving-on-the-left/>

- What would be the best title for the passage?
 - Driving on the Left: A Better Practice?
 - A Shift from Driving on the Left to the Right
 - C. The Origins of Left-Side Driving and Sweden's Switch to Right-hand Driving**
 - Reasons for Driving on the Left
- Why did people traditionally travel on the left side of the road in the past?
 - cultural preference
 - avoiding traffic

- C. safety in violent societies D. government regulation
3. The word “**sensible**” in paragraph 2 is CLOSEST in meaning to _____.
A. foolish B. reasonable C. advance D. confusing
4. What event made Sweden consider changing its driving side after World War II?
A. invasion B. economic crisis
C. political pressure D. environmental concerns
5. The word “**him**” in paragraph 2 refers to _____.
A. swordsman B. opponent C. colony D. Swedish
6. The word “**conform**” in paragraph 3 is CLOSEST in meaning to _____.
A. prevent B. create C. remove D. follow
7. What percentage of people voted against the introduction of right-hand driving in Sweden?
A. 19.1% B. 47.8% C. 82.9% D. 90.2%
8. The word “**this**” in paragraph 4 refers to _____.
A. right-hand driving B. left-hand driving
C. Second World War D. parliament
9. Why was traffic with private motor-driven vehicles prohibited before and after the conversion?
A. to save fuel B. to rearrange traffic signs
C. to reduce pollution D. to promote walking
10. Which of the following is NOT true according to the passage?
A. The army was needed in the Dagen H.
B. Most countries allowing left-hand driving are old British colonies.
C. There are many small roads without border guards between Sweden, Norway and Finland.
D. It did not take long to prepare for Dagen H.

V. WRITING

Task 1. Write meaningful sentences based on the given clues (change the form of the verb if necessary).

1. origin / that / custom / be / mystery / local people.
1. The origin of that custom is a mystery to local people.
2. Tipping / Japan / can / consider / rude / many situations.
2. Tipping in Japan can be considered rude in many situations.
3. popularity / international festivals / Viet Nam / be / cause / alarm.
3. The popularity of international festivals in Viet Nam is cause for alarm.
4. Halloween / have / roots / Celtic festival / Ireland.
4. Halloween has its roots in a Celtic festival in Ireland.
5. Visitors / the US / find / hard / get / used / tipping / culture.
5. Visitors to the US find it hard to get used to the tipping culture.

Task 2. Rearrange the following sentences to make a meaningful paragraph/ letter.

1. a. Secondly, Kpop idols serve as role models for many young fans, shaping their lifestyle and fashion style.
- b. To conclude, the overall effect of Kpop on Vietnamese youth is undeniably clear, and it promotes cross-cultural connections and a shared sense of enthusiasm.
- c. Additionally, the catchy beats and beautiful performances create a sense of joy and unity among Vietnamese teenagers.
- d. Kpop, short for Korean pop music, has had a significant impact on Vietnamese teenagers.
- e. Firstly, it has become a cultural phenomenon, influencing fashion, language, and entertainment preferences.

Your answer: _____ 1. d-e-a-c-b _____

2. a. People also add fresh herbs and lime to make it even better when eating it.
- b. The broth is very tasty because it is cooked with spices and herbs.

c. Whenever you plan to visit Ha Noi, I'll be more than happy to take you to the best place in town to enjoy pho!

d. Pho is a traditional Vietnamese noodle soup, known for its rich flavours and broth.

e. Best regards,

f. Dear Mike,

I hope you are well. I want to share with you some interesting facts about a famous dish in our beautiful city of Ha Noi, pho.

Your answer: _____ 2. f-d-b-a-c-e _____

Task 3. Write an essay (180 words) to express your opinions about the topic: Should foreign food be cooked in school meals in Viet Nam?

In my opinion, foreign food in school meals in Viet Nam has many positive impacts on students and schools.

Firstly, it brings a wonderful opportunity for students to experience the rich diversity of global cuisines. By including dishes from other countries, students not only can try more dishes from all over the world but also open a window to different cultures. This exposure helps students appreciate food diversity and can contribute significantly to their education and knowledge about other countries.

Moreover, foreign dishes often come with unique nutritional benefits as it has a variety of vitamins and minerals that may not be much in local dishes. This can contribute to the overall health of students.

Additionally, it is a great way to benefit the international community in the school. International students can feel at home when they eat the dish of their home country. This creates a more welcoming environment.

In conclusion, I strongly believe that introducing foreign food into school meals in Viet Nam is a fantastic idea because it not only adds exciting flavours to the students' daily meals but also promotes cultural understanding.

Theo em, đồ ăn nước ngoài trong bữa ăn học đường ở Việt Nam có nhiều tác động tích cực đến học sinh và nhà trường.

Thứ nhất, nó mang đến cơ hội tuyệt vời cho học sinh trải nghiệm sự đa dạng phong phú của ẩm thực toàn cầu. Bằng cách đưa vào các món ăn từ các quốc gia khác, học sinh không chỉ có thể thử nhiều món ăn hơn từ khắp nơi trên thế giới mà còn mở ra cánh cửa tiếp cận các nền văn hóa khác nhau. Việc tiếp xúc này giúp học sinh đánh giá cao sự đa dạng của thực phẩm và có thể đóng góp đáng kể vào việc giáo dục cũng như kiến thức về các nước khác của các bạn.

Hơn nữa, các món ăn nước ngoài thường đi kèm với những lợi ích dinh dưỡng độc đáo vì nó có nhiều loại vitamin và khoáng chất mà các món ăn địa phương có thể không có nhiều. Điều này có thể góp phần vào sức khỏe tổng thể của học sinh.

Ngoài ra, đây là một cách tuyệt vời để mang lại lợi ích cho cộng đồng quốc tế trong trường. Học sinh quốc tế có thể cảm thấy như ở nhà khi thưởng thức các món ăn của quê hương mình. Điều này tạo ra một môi trường thân thiện hơn.

Tóm lại, em thực sự tin rằng việc đưa món ăn nước ngoài vào bữa ăn học đường ở Việt Nam là một ý tưởng tuyệt vời vì nó không chỉ mang lại hương vị thú vị cho bữa ăn hàng ngày của học sinh mà còn thúc đẩy sự hiểu biết về văn hóa.

VI. LISTENING

Task 1. Listen to three people talking about an interesting cultural fact in their countries. Decide if each statement is true (T) or false (F). You can listen to the recording TWICE.

_____ **T** _____ 1. According to Western etiquette, slurping is considered impolite.

_____ **F** _____ 2. The Day of the Dead is celebrated in July in Mexico.

_____ **T** _____ 3. People decorate altars with flowers and candles during the Day of the Dead.

_____ **F** _____ 4. Touching head when greeting is an acceptable gesture in Thailand.

_____ **T** _____ 5. Placing hands together in a prayer-like gesture is a customary way to show respect in Thailand.

SCRIPT**Speaker A**

In Japan, it is customary to slurp noodles loudly while eating them. Contrary to Western etiquette slurping is actually seen as a sign of appreciation for the food and is believed to enhance the flavour and aroma of the dish. In fact, it is considered rude not to slurp in some cases so next time you're enjoying a bowl of ramen, don't be afraid to slurp away.

Speaker B

The Day of the Dead in Mexico is a vibrant and colourful holiday that celebrates the lives of deceased loved ones from October 31st to November 2nd. Families create altars with flowers, candles and offerings of food and drink. It's believed that during this time the spirits of the Dead return to the world of the living to be with their families. Once again it's a beautiful and joyful way to honour the memory of those who have passed away.

Speaker C

In Thailand it is considered impolite to touch someone's head as it is believed to be the most sacred part of the body. This is because the head is seen as the seat of the soul and touching it is thought to be an invasion of personal space. Instead it's customary to place your hands together in a prayer-like gesture and bow slightly as a sign of respect so if you're in Thailand remember to keep your hands to yourself.

Task 2. Listen to a speech about cultural differences and choose the correct answer to each of the following questions. You can listen to the recording TWICE.

- Why is it recommended to learn local greetings when traveling?
A. to avoid getting lost
B. to make friends and show respect
C. to save money
D. to get better service
- What types of greetings might be encountered when traveling?
A. only handshakes
B. only verbal greetings
C. only bows
D. handshakes, hugs, kisses, bows, or fist bumps
- How did the COVID-19 pandemic change the way people greet each other?
A. People stopped greeting each other.
B. People only use verbal greetings now.
C. People are less likely to shake hands and prefer nods or gestures.
D. Handshakes became more popular.
- How are greetings typically viewed in Britain?
A. a bit awkward
B. warm and affectionate
C. extremely casual
D. always loud
- What is the preference of younger British people regarding greetings?
A. They prefer not to greet anyone.
B. They like more hugs and kisses.
C. They use formal greetings only.
D. They only shake hands.
- In North America, what does physical contact during greetings usually express?
A. disrespect
B. formality
C. impatience
D. affection and happiness
- How do most Asian countries approach greetings?
A. with loud greetings
B. with casual high-fives
C. more formally
D. more informally
- Where are hugs considered inappropriate when greeting people?
A. Thailand
B. Hungary
C. Russia
D. Japan

SCRIPT

Travelling is exciting because you get to visit different countries, each with its own special way of saying hello. Imagine there are 196 countries, and almost every one of them has a unique greeting! If you like travelling, it's a good idea to learn a few of these greetings. Saying hello in the local language is a great way to make friends and show respect. But greetings are not just about words. In some places,

people might shake hands, hug, kiss, bow, or even fist bump. It all depends on where you are and whether it's a formal or casual situation.

We also need to think about how the Covid-19 pandemic changed the way we greet each other. Nowadays, people are less likely to shake hands, especially with strangers. Instead, a nod or a simple gesture is more common. This new way of greeting has become normal, even though before the pandemic, not shaking hands at a business meeting would seem rude.

In Britain, people are known for being a bit awkward with greetings, even with their own families. They like to keep things formal, so a firm handshake or just saying "nice to meet you" is usually enough. However, younger people in Britain are more into hugs and kisses than before.

In North America, like in the USA, Canada, and Mexico, physical contact is important. Hugs and kisses show affection and happiness, especially if you haven't seen someone for a long time. In many European countries, people kiss on the cheek when they meet, no matter how well they know each other. But in Asia, greetings are more formal. People might shake hands, bow, or nod. In Japan, for example, hugging and kissing, especially among family, is not common at all.

So, it's hard to learn all the greetings in the world, but knowing a little about how people say hello can help you make friends and show respect when you travel or meet someone from a different place.

VII. SPEAKING

Task 1. Answer the following questions.

1. What is your favourite foreign food?

My favourite foreign food is definitely sushi from Japan. I love how it combines simple ingredients like rice, fish, and seaweed to create something really special. The first time I tried sushi, I was amazed by the fresh taste and the different flavours. There are so many types to choose from, like maki rolls, nigiri, and sashimi. My favourite is salmon nigiri because the fish is so soft and tasty. Sushi is also fun to eat, especially with friends or family. It's not just about eating; it's about enjoying the experience and trying new things. Plus, I think it's pretty healthy, which is a bonus!

Món ăn nước ngoài yêu thích của em chắc chắn là sushi từ Nhật Bản. Em thích cách nó kết hợp các nguyên liệu đơn giản như gạo, cá và rong biển để tạo ra thứ gì đó thực sự đặc biệt. Lần đầu tiên thử sushi, em đã rất ngạc nhiên bởi hương vị tươi ngon và nhiều hương vị khác nhau. Có rất nhiều loại để lựa chọn, như cuộn maki, nigiri và sashimi. Món em thích nhất là nigiri cá hồi vì cá rất mềm và ngon. Sushi cũng rất thú vị khi ăn, đặc biệt là với bạn bè hoặc gia đình. Đó không chỉ là việc ăn uống; mà còn là việc yêu thích trải nghiệm và thử những điều mới. Thêm vào đó, em nghĩ một điểm cộng là nó khá tốt cho sức khỏe!

2. Have you ever got culture shock?

Yes, I experienced culture shock when I first travelled to a foreign country in 2018. Everything seemed so different, from the food to the way people communicated. I felt a bit shocked and out of place. However, after some days there, I started to adapt and appreciate the new culture and I was excited to know the differences. It was a challenging but wonderful experience that broadened my knowledge about the world.

Có, em đã trải qua cú sốc văn hóa khi lần đầu tiên đi du lịch nước ngoài vào năm 2018. Mọi thứ dường như quá khác biệt, từ đồ ăn cho đến cách mọi người giao tiếp. Em cảm thấy hơi sốc và lạc lõng. Tuy nhiên, sau vài ở đó, em bắt đầu thích nghi và trân trọng nền văn hóa mới và em rất hào hứng khi biết những khác biệt. Đó là một trải nghiệm đầy thử thách nhưng lại tuyệt vời, giúp em mở rộng kiến thức về thế giới.

Task 2. Describe a custom in Viet Nam that you want to tell your foreign friend in 2 minutes.

One captivating custom in Vietnam that I'd like to share with my foreign friend is the traditional Ao Dai, a symbol of elegance and cultural pride. Ao Dai is a long, flowing tunic with loose-fitting trousers, creating a graceful image for women. It's not just a piece of clothing; it shows the Vietnamese spirit. Women wear Ao Dai on special occasions, weddings, and festivals, showcasing a beautiful blend of modern style and traditional value.

During Tet, the Lunar New Year, Ao Dai becomes even more significant. Families often choose matching colours for modern designs, creating a visually stunning scene. The vibrant colours and beautiful designs reflect the festive atmosphere of the celebrations.

Ao Dai represents more than just fashion; it shows the Vietnamese identity and cultural heritage. Exploring the significance and beauty of Ao Dai can provide my foreign friend with a deeper understanding of Vietnam's rich traditions and the importance of preserving cultural identity.

I think Ao Dai will still be an important part of Vietnamese culture and it can show foreign people the beauty of Vietnamese culture and women.

Một phong tục hấp dẫn ở Việt Nam mà em muốn chia sẻ với người bạn nước ngoài của mình đó là áo dài truyền thống, biểu tượng của sự sang trọng và niềm tự hào về văn hóa. Áo dài là loại áo dài thướt tha với quần ống rộng, tạo hình ảnh duyên dáng cho người phụ nữ. Nó không chỉ là một bộ quần áo; nó thể hiện tinh thần Việt Nam. Phụ nữ mặc áo dài trong những dịp đặc biệt, đám cưới và lễ hội, thể hiện sự pha trộn tuyệt đẹp giữa phong cách hiện đại và giá trị truyền thống.

Trong dịp Tết Nguyên đán, áo dài lại càng trở nên ý nghĩa hơn. Các gia đình thường lựa chọn màu sắc phù hợp cho những thiết kế hiện đại, tạo nên khung cảnh ấn tượng về mặt thị giác. Màu sắc rực rỡ và thiết kế đẹp mắt phản ánh không khí lễ hội của lễ kỷ niệm.

Áo dài không chỉ đại diện cho thời trang; nó thể hiện bản sắc và di sản văn hóa Việt Nam. Khám phá ý nghĩa và vẻ đẹp của áo dài có thể giúp người bạn nước ngoài của tôi hiểu sâu hơn về truyền thống phong phú của Việt Nam và tầm quan trọng của việc giữ gìn bản sắc văn hóa.

Tôi nghĩ áo dài vẫn sẽ là một phần quan trọng của văn hóa Việt Nam và nó có thể cho người nước ngoài thấy vẻ đẹp của văn hóa và phụ nữ Việt Nam.

C. BÀI KIỂM TRA

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

Question 1: A. souvenir B. tipping C. insulting D. ignore

Question 2: A. custom B. consider C. specialist D. reflect

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

Question 3: A. strengthen B. respect C. staple D. culture

Question 4: A. captivate B. celebrate C. confusion D. element

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

Question 5: _____ most lively and energetic cultural performances take place in _____ heart of New York City.

A. A / the B. The / a C. The / Ø D. The / the

Question 6: _____ interesting cultural shock for travellers in Spain is _____ tradition of siestas in the afternoon.

A. An / the B. An / a C. An / Ø D. The / Ø

Question 7: It is _____ unique cultural experience to attend _____ Rio de Janeiro Carnival in Brazil.

A. the / the B. a / the C. an / the D. an / Ø

Question 8: He did not _____ the lesson about cultural diversity seriously.

A. make B. go C. set D. take

Question 9: She is a cultural _____. She is specialised in ethnic minority culture.

A. specialist B. richness C. identity D. shock

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 10 to 15.

EXPERIENCE VIET NAM: A JOURNEY OF CULTURE AND FLAVOR!

1. Activities:

- Watch the Water Puppet Show, a traditional Vietnamese art form.
- Try (10) _____ our *Ao Dai* (traditional dress) corner for a unique photo experience.
- Master the art of Vietnamese calligraphy in engaging hands-on sessions.

2. Landmark Showcase:

- Admire the beauty of Ha Long Bay with our (11) _____ model display.
- Discover the charm of (12) _____ Hoi An Ancient Town through captivating visual presentations.

3. Contact:

For more information, reach us at discovervietnam@gmail.com or visit our booth at Booth 216.

- Question 10:** A. in B. on C. of D. at
Question 11: A. detailed B. detailing C. detailion D. detail
Question 12: A. an B. a C. the D. Ø

DISCOVER THE UK: WHERE TRADITION MEETS INNOVATION!

1. Activities:

- Enjoy snippets of Shakespearean brilliance with our mini-theater performances.
- Learn the art of British tea-drinking etiquette in our interactive workshop.
- Dive (13) _____ British history and traditions with a live session on royal heritage.

2. Landmark Showcase:

- Marvel at a miniature model of (14) _____ historic Tower of London.
- Explore the mystery of Stonehenge through captivating (15) _____ displays.
- Take a virtual tour of Buckingham Palace, the iconic symbol of British royalty.

3. Contact:

For inquiries, contact us at 51476329 or visit our booth at Booth 85. Join us for an unforgettable journey into the heart of the United Kingdom!

- Question 13:** A. into B. of C. down D. from
Question 14: A. a B. an C. the D. Ø
Question 15: A. information B. informationally C. informational D. inform

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

Question 16:

- Firstly, it's considered impolite to point your feet at someone, especially an older person, as the feet are considered the lowest part of the body.
- In conclusion, these cultural taboos reflect the importance placed on harmony, respect, and maintaining social order in Vietnamese society.
- Additionally, raising your voice or showing anger in public is seen as breaking social harmony.
- In Viet Nam, respecting elders is a cultural norm that holds great significance.
- Lastly, discussing personal matters or asking someone's age, salary, or marital status upon first meeting is often seen as intrusive.

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

Question 17:

- I hope you have a fantastic time exploring Vietnamese cuisine!
- Secondly, using both hands to receive or give something is a sign of respect.
- First and foremost, it's common to wait for the host to start the meal before you begin eating.
- Best regards,
- Dear Michael, I hope you're doing well! I am writing to share some dining etiquette tips for your upcoming visit to Viet Nam.
- Lastly, don't be surprised if people insist you take more servings - it's a way of expressing hospitality.

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

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 23.

One of the most obvious effects of globalisation on local cultures is the spread of popular culture. (18) _____ global media and the internet, cultural products such as music, films, and television shows (19) _____ in even the most remote corners of the world. This has led to the erosion of traditional cultural practices and music. For example, many traditional music styles and instruments are being replaced by Western pop music and electric instruments, and traditional dress is being replaced by Western-style clothing. This can lead to a loss of cultural identity and (20) _____.

Another effect of globalisation on local cultures is the erosion of traditional languages. As people (21) _____ global media and travel more, they are (22) _____ the language of the dominant global culture, often at the expense of their own traditional languages. This can lead to a loss of linguistic diversity. In some cases, it can also lead to the extinction of languages (23) _____.

Adapted from: <https://reflections.live/articles/986/impact-of-globalization-on-local-culture-an-article-by-ayesha-sana-8142-ldimi231.html>

Question 18: A. On the rise with B. On the rise of C. With the rise on **D. With the rise of**

Question 19: A. now are accessible easy B. are now accessibly easily
C. are now easily accessible D. now are easy accessibly

Question 20: **A. a sense of disconnection from one's own heritage**
B. a disconnection of sense from one's own heritage
C. a heritage of disconnection from one's own sense
D. a sense of own from one's disconnection heritage

Question 21: A. become more exposing to **B. become more exposed to**
C. become more exposing on D. become more exposed on

Question 22: A. more likely adopting B. likelier adapting
C. more likely to adopt D. likelier to adopt

Question 23: A. that not being passed down to future generations
B. not passing down to future generations
C. that do not pass down to future generations
D. that are not passed down to future generations

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 24 to 28.

Dining together with family is an important tradition in many cultures, and for good reason. However, shifting social realities might be painting a newer picture for the future of restaurants. (24) _____ an increasing number of individuals choose to live alone, this means that the restaurant business will need to continue to evolve and adapt to allow customers to savour their dining experience, (25) _____ translates to more single-serving meals, better food delivery options, or more specialised restaurants and cafes. One thing is certain: the future of diners in Japan (26) _____ by the rise of single households.

One of the most (27) _____ changes in the dining industry has been the rise of single-serving meals. This has led to a rise (28) _____ "lonely meals" or meals that are eaten alone at home or in public spaces like parks and cafes.

Adapted from: <https://www.linkedin.com/pulse/new-generation-diners-how-solo-dining-revolutionizing-aisha-stapi%C4%87>

Question 24: **A. As** B. Despite C. Although D. So
Question 25: A. when **B. which** C. that D. where
Question 26: A. is shaped B. shapes **C. will be shaped** D. will shape
Question 27: A. big **B. noticeable** C. global D. raw
Question 28: A. of B. on C. to **D. in**

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 29 to 34.

When the British transport minister presented a watch to a Chinese official, her act was described by BBC as a “cultural **gaffe**”. So why is a “watch” not a good gift in Chinese eyes? And what are the right and wrong choices for gifts to Chinese business associates and friends? The answer lies in the Chinese language.

Giving someone a clock or a watch as a present is traditionally a taboo in Chinese culture due to “giving a clock” and “attending a person’s funeral” having the same pronunciation, regardless of the different written characters. Therefore, avoiding presenting a gift which has “the same pronunciation of any unlucky meaning” is important in building relationships with Chinese people.

Gifts are presented with two hands in China. The receiving person may decline the gift at first (or even up to three times). It is part of the custom for Chinese to do so as **they** consider themselves not worthy of the gift. However, do not withdraw the gift as your persistent trying will persuade the Chinese into accepting your gift. If presenting organisational gifts, it is done during a toast or at the end of a meal, just prior to departure. In modern time China, sometimes a business meeting is planned on short notice and can be quite short. In this case, organisational gifts are exchanged after the first speaker of meeting parties or just before the end of the meeting.

Adapted from: <https://www.reginacoeli.com/blog/presenting-gifts,-the-dos-and-donts-of-chinese-culture.html>

Question 29: What would be the best title for the passage?

- A. Unlucky Meanings in Chinese Gift Exchange
- B. Cultural Mistakes with Gift-giving
- C. Chinese Gift-Giving Etiquette**
- D. Gift-Giving in Chinese Parties

Question 30: The word “**gaffe**” in paragraph 1 is closest in meaning to _____.

- A. root
- B. feature
- C. order
- D. mistake**

Question 31: Why is a “watch” considered an inappropriate gift in Chinese culture?

- A. because it is too expensive
- B. due to its association with funerals in Chinese language**
- C. Chinese people prefer digital clocks
- D. it is not mentioned in the passage

Question 32: The word “**they**” in paragraph 3 refers to _____.

- A. Chinese**
- B. gifts
- C. hands
- D. parties

Question 33 Which of the following is NOT true according to the passage?

- A. People need to give gifts with two hands in China.
- B. A business meeting can sometimes be short.
- C. People in China can exchange gifts at the end of a meeting.
- D. The receiving person will accept the gift right away.**

Read the following passage and mark the letter A, B, C or D to indicate the correct answer to each of the following questions from 34 to 40.

Although Spain is widely **credited** with popularising the term “*siesta*” the idea of taking siestas seems to have roots in Islamic Law. Siesta rests are specifically mentioned in the Koran.

But it’s worth mentioning that there is a strong Spanish connection to *siestas*. The word *siesta* is actually a Spanish word. It comes from the Latin word “**hora sexto**,” which means “the sixth hour.”

Many people believe “the sixth hour” is a reference to noontime since noon is situated about six hours after dawn. That’s why *siesta* is now defined as “a midday or afternoon nap or rest.”

There are several different theories about why *siestas* have become so popular in Spain over the years. **They** range from practical theories to theories that are **relatively** dark in nature.

One of the dark theories suggests that people in Spain started taking *siestas* back in the 1930s at the height of the Spanish Civil War. According to the theory, *siestas* were a necessity because of the economic conditions at the time.

During the Spanish Civil War, most of those living in Spain were forced to deal with poverty. To make ends meet, they had to work two or three jobs at a time in order to generate enough income to support their families.

Siestas provided people with a break from their work. Many of them would work all morning long, take *siestas*, and then get back to work in the afternoon before working a night shift as well.

Adapted from: <https://barcelonaexclusiveprivatetours.com/blog/a-brief-history-of-the-spanish-siesta>

Question 34: Which of the following could be the best title for the passage?

- A. The Origin of Siestas
- B. Spain's Influence on the Global Siesta Tradition
- C. Practical and Cultural Perspectives on Siestas in Spain
- D. Siesta in Spain Nowadays

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

- A. referred
- B. removed
- C. celebrated
- D. captivated

Question 36: What does the Latin term “**hora sexto**” mean, and why is it relevant to siestas?

- A. It means noon, and it is related to the sixth hour after dawn.
- B. It means midnight, and it marks the end of the day.
- C. It means the third hour, and it refers to mid-morning.
- D. It means dusk, and it relates to the end of the workday.

Question 37: The word “**They**” in paragraph 4 refers to _____.

- A. siesta
- B. people
- C. years
- D. theories

Question 38: The word “**relatively**” in paragraph 4 is opposite in meaning to _____.

- A. hardly
- B. extremely
- C. manually
- D. rudely

Question 39: Why did siestas become popular in Spain during the 1930s?

- A. Siestas were a way to escape the crazy heat of Spanish afternoons.
- B. Siestas were a response to the economic conditions during the Spanish civil War.
- C. Siestas became fashionable due to the influence of the upper class.
- D. Siestas were promoted by the government as a cultural practice.

Question 40: It can be inferred from the passage that _____.

- A. Siestas were entirely originated and popularised by Spain.
- B. Most theories about siestas were not true.
- C. People in Spain had to work many shifts during the Spanish civil War.
- D. Spanish people were not allowed to have a break at work during the Spanish Civil War.