

ĐỀ CƯƠNG ÔN TẬP GIỮA KÌ 2 MÔN TIẾNG ANH 11**UNIT 6. PRESERVING OUR HERITAGE****I. VOCABULARY**

No.	Word	Part of speech	Pronunciation	Meaning
1.	biodiversity	(n)	/ˈbaɪəʊdaɪˈvɜːsəti/	sự đa dạng sinh học
2.	citadel	(n)	/ˈsɪtədl/	thành trì
3.	condition	(n)	/kənˈdɪʃən/	tình trạng
4.	complex	(n)	/ˈkɒmpleks/	quần thể, tổ hợp
5.	crowdfunding	(n)	/ˈkraʊdfʌndɪŋ/	việc quyên góp, huy động vốn từ cộng đồng
6.	delta	(n)	/ˈdel.tə/	đồng bằng
7.	ecosystem	(n)	/ˈiːkəʊˌsɪstəm/	hệ sinh thái
8.	eco-tour	(n)	/ˈiːkəʊ-/tʊə/	du lịch sinh thái
9.	effort	(n)	/ˈefət/	sự nỗ lực
10.	fine	(n/v)	/faɪn/	tiền phạt/ phạt tiền
11.	issue	(n)	/ˈɪʃuː/	vấn đề
12.	landscape	(n)	/ˈlænskəɪp/	phong cảnh
13.	monument	(n)	/ˈmɒnjəmənt/	di tích, lăng mộ, đài kỷ niệm, công trình kiến trúc
14.	mausoleum	(n)	/ˌmɔːzəˈliːəm/	lăng
15.	position	(n)	/pəˈzɪʃən/	vị trí
16.	state	(n)	/steɪt/	tình trạng, hiện trạng
17.	suggestion	(n)	/səˈdʒestʃən/	gợi ý
18.	temple	(n)	/ˈtempl/	đền, miếu
19.	valley	(n)	/ˈvæli/	thung lũng
20.	wildlife	(n)	/ˈwaɪldlaɪf/	động vật hoang dã
21.	appreciate	(v)	/əˈpriːʃiət/	đánh giá cao, hiểu rõ giá trị
22.	damage	(v)	/ˈdæmɪdʒ/	làm hư hại
23.	educate	(v)	/ˈedʒəkeɪt/	giáo dục
24.	preserve	(v)	/prɪˈzɜːv/	bảo tồn
25.	promote	(v)	/prəˈməʊt/	phát huy, phát triển
26.	propose	(v)	/prəˈpəʊz/	đề xuất
27.	recognise	(v)	/ˈrekəɡnaɪz/	công nhận
28.	recommend	(v)	/ˌrekəˈmend/	gợi ý, đề xuất
29.	restore	(v)	/rɪsˈtɔː/	khôi phục, sửa lại
30.	festive	(adj)	/ˈfestɪv/	có không khí lễ hội
31.	folk	(adj)	/fəʊk/	dân gian
32.	imperial	(adj)	/ɪmˈpiəriəl/	thuộc về hoàng tộc
33.	sustainable	(adj)	/səsˈteɪnəbəl/	bền vững
34.	trending	(adj)	/ˈtrendɪŋ/	theo xu hướng
35.	unusual	(adj)	/ʌnˈjuːʒəl/	mới lạ, độc đáo
36.	well-preserved	(adj)	/wel-/prɪˈzɜːvd/	ở trạng thái tốt, được bảo quản tốt (các vật cũ)

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
37.	die out	(vp)	/daɪ/ /aʊt/	chết dần, mất dần, lỗi thời
38.	go on a tour/ trip	(phrase)	/gəʊ/ /ɒn/ /ə/ /tʊə///trip/	đi du lịch
39.	lead to	(vp)	/liːd/ /tuː/	dẫn đến
40.	pass down from	(vp)	/pɑːs/ /daʊn/ /frɒm/	truyền lại
41.	set up	(vp)	/set/ /ʌp/	thành lập
42.	ancient architecture	(adj-n)	/ˈeɪnfənt/ /ˈɑːkɪtektʃə/	kiến trúc cổ kính

43.	contribute to	(vp)	/kən'tribju:t/ /tu:/	đóng góp vào
44.	express opinions	(v-n)	/iks'pres/ /ə'pinjənz/	đóng góp ý kiến
45.	get involved	(vp)	/get/ /in'vɒlvd/	tham gia
46.	give voice to	(phrase)	/gɪv/ /vɔɪs/ /tu:/	đóng góp, nêu lên
47.	home to	(phrase)	/həʊm/ /tu:/	là nhà của
48.	proud of	(phrase)	/praʊd/ /ɒv/	tự hào về
49.	raise awareness of	(phrase)	/reɪz/ /ə'weənəs/ /əv/	nâng cao nhận thức về
50.	related to	(phrase)	/rɪ'leɪtɪd/ /tu:/	liên quan tới
51.	show interest in	(phrase)	/ʃəʊ/ /'ɪntrest/ /ɪn/	thể hiện sự quan tâm đến
52.	take action	(v-n)	/teɪk/ /'ækʃn/	hành động
53.	cultural heritage	(adj-n)	/'kʌltʃərəl/ /'herɪtɪdʒ/	di sản văn hóa
54.	cultural importance	(adj-n)	/'kʌltʃərəl/ /ɪm'pɔ:təns/	giá trị văn hoá
55.	cultural programme	(adj-n)	/'kʌltʃərəl/ /'prəʊgræm/	chương trình văn hóa
56.	cultural value	(adj-n)	/'kʌltʃərəl/ /'vælju:/	giá trị văn hoá
57.	field trip	(np)	/fi:ld/ /trɪp/	chuyến đi thực tế
58.	folk culture	(adj-n)	/fəʊk/ /'kʌltʃə/	văn hoá dân gian
59.	folk dancing	(adj-n)	/fəʊk/ /'dɑ:nsɪŋ/	múa dân gian, dân vũ
60.	folk singing	(adj-n)	/fəʊk/ /'sɪŋɪŋ/	hát dân gian
61.	folk song	(adj-n)	/fəʊk/ /sɒŋz/	dân ca
62.	harsh punishment	(adj-n)	/hɑ:ʃ/ /'pʌnɪʃmənt/	hình phạt hà khắc
63.	have a keen interest in	(phrase)	/hæv/ /ə/ /ki:n/ /'ɪntrɪst/ /ɪn/	rất quan tâm đến
64.	heritage crime	(np)	/'herɪtɪdʒ/ /kraɪm/	tội phạm về di sản
65.	heritage site	(np)	/'herɪtɪdʒ/ /saɪt/	di sản
66.	historical site	(adj-n)	/hɪ'stɔrɪkəl/ /saɪt/	di tích lịch sử
67.	limestone mountain	(np)	/'laɪmstəʊn/ /'maʊntɪn/	núi đá vôi
68.	mass tourism	(np)	/mæs/ /'tʊərɪzəm/	du lịch đại trà
69.	mixed heritage site	(np)	/mɪkst/ /'herɪtɪdʒ/ /saɪt/	di sản hỗn hợp
70.	natural beauty	(adj-n)	/'nætʃərəl/ /'bjʊ:ti/	vẻ đẹp tự nhiên
71.	natural importance	(adj-n)	/'nætʃərəl/ /ɪm'pɔ:təns/	giá trị tự nhiên
72.	non-profit organisation	(np)	/nɒn-/-'prɒfɪt/ /'ɔ:gənaɪ'zeɪʃən/	tổ chức phi lợi nhuận
73.	original state	(adj-n)	/ə'ɹɪdʒənəl/ /steɪt/	trạng thái nguyên vẹn ban đầu
74.	pedestrian street	(np)	/pɪ'destrɪən/ /stri:t/	phố đi bộ
75.	performing arts	(np)	/pə'fɔ:mɪŋ/ /ɑ:ts/	nghệ thuật biểu diễn
76.	tourism activity	(np)	/'tʊərɪzəm/	hoạt động du lịch
77.	tourist destination	(np)	/'tʊərɪst/ /'destɪ'neɪʃən/	điểm đến du lịch
78.	Trang An Scenic Landscape Complex	(np)	/'si:nɪk/ /'lænskeɪp/ /'kɒmpleks/	Khu quần thể danh lam thắng cảnh Tràng An
79.	Xoan singing	(np)	/'sɪŋɪŋ/	hát Xoan

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
80.	aware	(adj)	/ə'weə/	nhận thức
81.	awareness	(n)	/ə'weənəs/	sự nhận thức
82.	cultural	(adj)	/'kʌltʃərəl/	thuộc văn hoá
83.	culture	(n)	/'kʌltʃə/	văn hoá
84.	historic	(adj)	/hɪs'tɔrɪk/	quan trọng, có giá trị lịch sử
85.	historical	(adj)	/hɪs'tɔrɪkəl/	mang tính đến lịch sử, thuộc về lịch sử
86.	tourism	(n)	/'tʊərɪzəm/	ngành du lịch
87.	tourist	(n)	/'tʊərɪst/	khách du lịch

88.	tradition	(n)	/trə'dɪʃən/	truyền thống
89.	traditional	(adj)	/trə'dɪʃənəl/	thuộc truyền thống

B. THỰC HÀNH

I. PRONUNCIATION

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

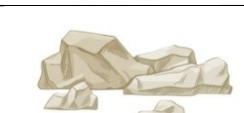
- | | | | |
|---------------------------|-----------------------|-----------------------|----------------------------------|
| 1. A. <u>h</u> eritage | B. <u>s</u> cenic | C. <u>r</u> estore | D. <u>p</u> reserve |
| 2. A. <u>f</u> olk | B. <u>pr</u> opose | C. <u>pr</u> omote | D. <u>r</u> ecognise |
| 3. A. <u>f</u> estive | B. <u>w</u> ildlife | C. <u>co</u> ntribute | D. <u>o</u> riginal |
| 4. A. <u>t</u> ourism | B. <u>ma</u> usoleum | C. <u>ec</u> osystem | D. <u>un</u> usual |
| 5. A. <u>tr</u> aditional | B. <u>da</u> mage | C. <u>na</u> tural | D. <u>v</u> alue |
| 6. A. <u>fl</u> oating | B. <u>po</u> sition | C. <u>te</u> mple | D. <u>h</u> istoric |
| 7. A. <u>st</u> ate | B. <u>an</u> cient | C. <u>la</u> ndscape | D. <u>s</u> ustain <u>a</u> ble |
| 8. A. <u>tr</u> ending | B. <u>re</u> cognize | C. <u>im</u> perial | D. <u>de</u> lta |
| 9. A. <u>li</u> mestone | B. <u>ci</u> tadel | C. <u>is</u> ssue | D. <u>to</u> urist |
| 10. A. <u>c</u> ulture | B. <u>p</u> unishment | C. <u>mo</u> nument | D. <u>cr</u> owd <u>f</u> unding |

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

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

II. VOCABULARY

Task 1. Match the words with the pictures.

1. valley		
2. citadel		
3. mausoleum		
4. limestone mountain		
5. temple		

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

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

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

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

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

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

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

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

8. Visitors from all over the world _____ the unique architecture of this historic building.

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

pass down

lead to

set up

go on

die out

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

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

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

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

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

III. GRAMMAR

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

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

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

1. One of the most famous destinations (visit) _____ in Ha Noi is the Imperial Citadel of Thang Long.
2. Let's (promote) _____ responsible tourism to protect our heritage sites.

3. The most exciting activity (do) _____ during our trip is to take a boat ride along the river.
4. Can you recommend the most exciting destinations for tourists (explore) _____ in Ha Noi?
5. The best way (preserve) _____ heritage sites is to educate the public about their importance.
6. I have a keen interest in (learn) _____ about natural heritage sites in our country.
7. Trang An Scenic Landscape Complex deserves (recognise) _____ as a world-class heritage site.
8. Minh was the last person (join) _____ our field trip to Phong Nha-Ke Bang National Park last summer.

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

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

IV. READING

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

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

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

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

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

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

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

9. A. comparing B. to comparing C. to be compared D. to compare
 10. A. Moreover B. Therefore C. However D. Otherwise

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

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

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

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

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

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

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

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

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

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

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

- Which of the following can be the best title for the passage?
 - The Importance of Heritage Sites
 - The Destruction of Heritage Monuments
 - The Role of UNESCO in Heritage Preservation
 - Heritage Conservation Policies and Regulations
- The word '**priceless**' in paragraph 1 is closest in meaning to _____.
 - valuable
 - worthless
 - useless
 - affordable
- According to paragraph 1, what are the three main threats to heritage sites?
 - Tourism, development projects, and wars
 - Wars, natural disasters, and development projects
 - Natural disasters, tourism, and armed conflicts
 - Armed conflicts, climate changes, and natural disasters
- The word '**wiped out**' in paragraph 2 is closest in meaning to _____.
 - preserved
 - prevented
 - damaged
 - protected
- The word '**their**' in paragraph 2 refers to _____.
 - the Nazis'
 - monuments'
 - the Jewish's
 - attacks'
- Which region or country is NOT mentioned as a location where heritage destruction has occurred?
 - Iraq
 - Libya
 - Syria
 - Kenya
- According to paragraph 2, what is TRUE about the destruction of monuments in Mali?
 - It is the primary focus of the conflict.
 - It is the result of violence against human lives.
 - It is limited to heritage sites and doesn't affect human lives.
 - It is not as serious as the destruction in Syria.
- According to paragraph 3, why should countries consider the UNESCO Conventions from 1954 and 1972?
 - to update and revise their own heritage policies
 - to reflect on the history of heritage conservation
 - to offer guidance on the preservation of heritage resources
 - to address issues related to damaged heritages
- Which of the following can be inferred from the passage about the destruction of heritage sites?
 - It is primarily limited to African countries.
 - It is a reflection of systemic violence in Africa.
 - It is not a serious concern for international agencies.
 - It is mainly caused by natural disasters.
- Which of the following is NOT true according to the passage?
 - UNESCO has been successful in protecting heritage resources during conflicts.
 - The destruction of heritage is not only a problem within African states.
 - ISIS is responsible for the destruction of heritage and history in Iraq.
 - The 1954 Convention focuses on the protection of cultural heritage during conflict and war.

V. WRITING

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

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

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

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

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

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

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

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

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

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

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

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

UNIT 7. EDUCATION OPTIONS FOR SCHOOL-LEAVERS

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

No.	Word	Part of speech	Pronunciation	Meaning
1.	brochure	(n)	/ˈbrəʃʃər/	ấn phẩm quảng cáo, giới thiệu
2.	college	(n)	/ˈkɒlɪdʒ/	trường cao đẳng
3.	degree	(n)	/diˈɡri:/	bằng cấp
4.	doctorate	(n)	/ˈdɒktərət/	bằng tiến sĩ
5.	graduation	(n)	/ˌɡrædʒuˈeɪʃn/	lễ tốt nghiệp, sự tốt nghiệp
6.	institution	(n)	/ˌɪnstɪˈtju:ʃn/	viện, cơ sở (đào tạo)
7.	mechanic	(n)	/mɪˈkænik/	thợ cơ khí
8.	representative	(n)	/ˌreprɪˈzentətɪv/	đại diện
9.	satisfaction	(n)	/ˌsætɪsˈfækʃən/	sự hài lòng, sự thoả mãn
10.	school-leaver	(n)	/sku:l/-/ˈli:və/	người vừa rời ghế nhà trường
11.	trade	(n)	/treɪd/	ngành nghề
12.	wage	(n)	/weɪdʒ/	tiền công
13.	convince	(v)	/kənˈvɪns/	thuyết phục
14.	manage	(v)	/ˈmænɪdʒ/	xoay sở
15.	appropriate	(adj)	/əˈprəʊpriət/	phù hợp
16.	formal	(adj)	/ˈfɔ:məl/	chính quy
17.	official	(adj)	/əˈfɪʃəl/	chính thức
18.	particular	(adj)	/pəˈtɪkjələ/	cụ thể
19.	practical	(adj)	/ˈpræktɪkəl/	thực tế
20.	skilled	(adj)	/skɪld/	có tay nghề cao

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
21.	academic education	(adj-n)	/ˌækəˈdemɪk/ /ˌedʒəˈkeɪʃn/	giáo dục học thuật
22.	academic study	(adj-n)	/ˌækəˈdemɪk/ /ˈstʌdi/	việc học mang tính học thuật, nghiên cứu học thuật
23.	bachelor's degree	(np)	/ˈbæʃələz/ /diˈɡri:/	bằng cử nhân
24.	be accepted into	(phrase)	/bi:/ /əkˈseptɪd/ /ˈɪntu:/	được chấp nhận vào
25.	career advisor	(np)	/kəˈrɪər/ /ədˈvaɪzə/	người tư vấn nghề nghiệp
26.	career option	(np)	/kəˈrɪər/ /ˈɒpʃn/	sự lựa chọn nghề nghiệp
27.	cover living costs	(phrase)	/ˈkʌvə/ /ˈlɪvɪŋ/ /kɒsts/	chi trả chi phí sinh hoạt
28.	critical thinking	(adj-n)	/ˈkrɪtɪkəl/ /ˈθɪŋkɪŋ/	tư duy phản biện
29.	do apprenticeship	(v-n)	/du:/ /əˈprentɪʃɪp/	đi thực tập, học nghề
30.	duration of study	(phrase)	/dʒəˈreɪʃn/ /dʌ/ /ˈstʌdi/	thời gian học tập
31.	earn a salary	(v-n)	/ɜ:n/ /ə/ /ˈsæləri/	kiếm tiền, nhận lương
32.	educational journey	(np)	/ˌedʒəˈkeɪʃnəl/ /ˈdʒɜ:nɪ/	quá trình học tập
33.	follow the dream	(phrase)	/ˈfɒləʊ/ /ðə/ /dri:m/	theo đuổi ước mơ
34.	full-time education	(adj-n)	/fʊl-/ /taɪm/ /ˌedʒəˈkeɪʃn/	giáo dục toàn thời gian/ chính quy
35.	further study	(adj-n)	/ˈfɜ:ðə/ /ˈstʌdi/	việc học cao hơn
36.	gain knowledge	(v-n)	/ɡeɪn/ /ˈnɒlɪdʒ/	thu nhận kiến thức
37.	give opinion	(v-n)	/ɡɪv/ /əˈpɪnjən/	đưa ra ý kiến
38.	grow sb's business	(v-n)	/ɡrəʊ/ /ˈbɪznɪs/	phát triển việc kinh doanh của ai
39.	hands-on experience	(adj-n)	/hændz-/ /ɒn/ /ɪksˈpɪəriəns/	kinh nghiệm thực hành

40.	higher education	(adj-n)	/ˈhaɪər/ /ˌedʒərˈkeɪʃən/	giáo dục đại học
41.	job market	(np)	/dʒɒb/ /ˈmɑːkɪt/	thị trường việc làm
42.	job-specific skill	(adj-n)	/dʒɒb-/spɪˈsɪfɪk/ /skɪl/	kỹ năng cho một ngành nghề cụ thể
43.	master's degree	(phrase)	/ˈmɑːstər/ /dɪˈɡriː/	bằng thạc sĩ
44.	on the job	(phrase)	/ɒn/ /ðə/ /dʒɒb/	khi làm việc
45.	research skill	(np)	/rɪˈsɜːtʃ/ /skɪl/	kỹ năng nghiên cứu
46.	sixth-form college	(adj-n)	/sɪksθ-/ /fɔːm/ /ˈkɒlɪdʒ/	trường cao đẳng hình thức thứ sáu (16-19 tuổi) chuẩn bị cho học sinh vào các trường đại học
47.	take a year off	(phrase)	/teɪk/ /ə/ /jɪər/ /ɒf/	nghỉ một năm
48.	university entrance exam	(np)	/ˌjuːnɪˈvɜːsəti/ /ˈentrəns/ /ɪɡˈzæm/	kỳ thi tuyển sinh đại học
49.	vocational education	(adj-n)	/vəʊsˈkeɪʃən/ /ˌedʒərˈkeɪʃən/	giáo dục nghề nghiệp
50.	career education	(np)	/kəˈrɪər/ /ˌedʒərˈkeɪʃən/	giáo dục nghề nghiệp
51.	technical education	(adj-n)	/ˈteknɪkəl/ /ˌedʒərˈkeɪʃən/	giáo dục kỹ thuật
52.	vocational school	(adj-n)	/vəʊsˈkeɪʃən/ /skuːl/	trường dạy nghề
53.	vocational training	(adj-n)	/vəʊsˈkeɪʃən/ /ˈtreɪ.nɪŋ/	đào tạo nghề
54.	get into	(vp)	/ɡet/ /ˈɪntuː/	được nhận vào (trường)
55.	focus on	(vp)	/ˈfəʊkəs/ /ɒn/	tập trung
56.	apply for	(vp)	/əˈplaɪ/ /fɔː/	ứng tuyển
57.	succeed in	(vp)	/səkˈsiːd/ /ɪn/	thành công
58.	related to	(vp)	/rɪˈleɪtɪd/ /tuː/	liên quan đến
59.	education fair	(np)	/ˌedʒərˈkeɪʃən/ /feə/	hội chợ giáo dục
60.	earn high grades	(phrase)	/ɜːn/ /haɪ/ /ɡreɪdʒ/	đạt điểm cao

3. WORD FORMATION

No.	Word	Part of speech	Pronunciation	Meaning
61.	academic	(adj)	/ˌækəˈdemɪk/	có tính chất học thuật
62.	academy	(n)	/əˈkædəmi/	học viện
63.	advice	(n)	/ədˈvaɪs/	lời khuyên
64.	advisor	(n)	/ədˈvaɪzə/	cố vấn
65.	apprentice	(n)	/əˈprentɪs/	người học việc
66.	apprenticeship	(n)	/əˈprentɪʃɪp/	sự học việc/ học nghề, thời gian học nghề
67.	critic	(n)	/ˈkrɪtɪk/	nhà phê bình
68.	critical	(adj)	/ˈkrɪtɪkəl/	có tư duy phản biện
69.	doctor	(n)	/ˈdɒktə/	tiền sĩ
70.	doctorate	(n)	/ˈdɒktərət/	bằng tiến sĩ
71.	profession	(n)	/prəˈfeʃən/	nghề nghiệp
72.	professional	(adj)	/prəˈfeʃənəl/	chuyên nghiệp
73.	qualification	(n)	/ˌkwɒlɪfɪˈkeɪʃən/	trình độ chuyên môn
74.	qualify	(v)	/ˈkwɒlɪfaɪ/	chuẩn bị đầy đủ điều kiện, làm cho có đủ tư cách
75.	sense	(n)	/sens/	ý thức, sự khôn ngoan
76.	sensible	(adj)	/ˈsensəbəl/	hợp lý, đúng đắn, biết điều
77.	vocation	(n)	/vəʊsˈkeɪʃən/	nghề nghiệp
78.	vocational	(adj)	/vəʊsˈkeɪʃənəl/	(thuộc) nghề nghiệp

II. PRONUNCIATION

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

1. WH- QUESTIONS:

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

Ví dụ:

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

2. YES/ NO QUESTIONS:

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

Ví dụ:

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

III. GRAMMAR

1. DANH ĐỘNG TỪ HOÀN THÀNH

a. Định nghĩa:

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

b. Cách dùng

STT	Cách dùng	Ví dụ
1	Làm chủ ngữ trong câu	<ul style="list-style-type: none"> - Having finished the task made me feel relaxed. Việc hoàn thành nhiệm vụ khiến tôi thấy nhẹ nhõm hẳn. - Having attended vocational training made her feel more confident in her career prospects. Việc được tham gia học nghề khiến cô cảm thấy tự tin hơn về triển vọng nghề nghiệp của mình.
2	Làm tân ngữ sau 1 số động từ như <i>admit, forget, deny, mention, regret, remember</i>	<ul style="list-style-type: none"> - He admitted having stolen the picture. Anh ấy thừa nhận đã đánh cắp bức ảnh. - They denied having missed the important career guidance seminar at school. Họ phủ nhận việc đã bỏ lỡ buổi hội thảo hướng nghiệp quan trọng ở trường.
3	Đứng sau giới từ	<ul style="list-style-type: none"> - She talked about having been a teacher for 10 years. Cô kể về việc đã làm giáo viên được 10 năm. - She was excited about having received scholarships to continue her higher education. Cô rất vui mừng về việc đã nhận được học bổng để tiếp tục học cao hơn. - With her parents' support, she felt confident about having chosen an education path that suited her. Được sự ủng hộ của bố mẹ, cô cảm thấy tự tin vì đã chọn được con đường học vẫn phù hợp với mình.

2. MỆNH ĐỀ PHÂN TỪ HOÀN THÀNH

a. Định nghĩa:

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

b. Cách dùng:

STT	Cách dùng	Ví dụ
1	Diễn tả hành động đã xảy ra trước hành động ở mệnh đề chính	<ul style="list-style-type: none"> - Having finished homework, he watched TV. Làm xong bài tập về nhà, anh ấy xem tivi. - Having completed his bachelor's degree, he was ready to get further education options. Sau khi hoàn thành bằng cử nhân, anh ấy sẵn sàng để có được các lựa chọn học tập cao hơn. - Having explored various education options, she decided to enroll in a local community college. Sau khi khám phá nhiều lựa chọn giáo dục khác nhau, cô quyết định đăng ký vào một trường cao đẳng cộng đồng ở địa phương.
2	Nêu lý do cho hành động ở mệnh đề chính	<ul style="list-style-type: none"> - Having not noticed the message, he did not come to meet us. Vì không để ý đến tin nhắn nên anh ấy không đến gặp chúng tôi.

- **Having experienced** challenges in traditional classes, they opted for online education.

Vì đã trải qua những thách thức trong các lớp học truyền thống nên họ đã chọn giáo dục trực tuyến.

B. THỰC HÀNH

I. PRONUNCIATION

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

- | | | | |
|----------------------------------|-----------------------|------------------------|--------------------------|
| 1. A. college | B. wage | C. graduation | D. manage |
| 2. A. trade | B. <u>a</u> ccepted | C. salary | D. <u>c</u> areer |
| 3. A. <u>s</u> ensible | B. <u>d</u> egree | C. app <u>r</u> entice | D. p <u>r</u> ofessional |
| 4. A. adv <u>i</u> ce | B. qual <u>i</u> fy | C. l <u>i</u> ving | D. op <u>i</u> nion |
| 5. A. bus <u>i</u> ness | B. adv <u>i</u> sor | C. s <u>e</u> nse | D. hand <u>s</u> -on |
| 6. A. <u>c</u> ost | B. do <u>c</u> torate | C. j <u>o</u> b | D. <u>c</u> onvince |
| 7. A. acad <u>e</u> m <u>i</u> c | B. <u>d</u> ream | C. stud <u>y</u> | D. <u>e</u> ducational |
| 8. A. bach <u>e</u> lor | B. tech <u>n</u> ical | C. <u>s</u> chool | D. mech <u>a</u> nic |
| 9. A. <u>c</u> over | B. spec <u>i</u> fic | C. <u>c</u> ritical | D. part <u>i</u> cular |
| 10. A. mast <u>e</u> r | B. mark <u>e</u> t | C. appren <u>t</u> ice | D. opt <u>i</u> on |

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

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

II. VOCABULARY

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

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

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

- He earned a bachelor's _____ in computer science from a well-known university.
- She spent years researching to earn her _____ in Biology.
- Learning a _____ like plumbing or electrician work can provide good employment and income.
- As a _____, he was excited to explore different career options.
- Our family celebrated my sister's _____ from high school with a big party.
- She gains the necessary _____ to apply for the job as a nurse.
- Choosing the right educational _____ to attend is an important decision for many school leavers.

8. After the first year in the vocational school, he decided to do _____ in a restaurant.

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

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

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

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

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

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

get into succeed in related to focus on apply for

- School-leavers should _____ their interests and strengths when choosing their educational path.
- It's challenging to _____ a good university, but with hard work, it's possible.
- With great effort, students can _____ their chosen field of study and achieve their goals.
- Choosing a career _____ your passions can make the learning experience more enjoyable.
- After leaving high school, he plans to _____ vocational training to become a skilled mechanic.

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

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

6. Students can **manage** / **convince** to work 2 part-time jobs to pay for their living costs.

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

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

III. GRAMMAR

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

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

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

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

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

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

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

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

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

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

IV. READING

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

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

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

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

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

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

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

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

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

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

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

- Which of the following can be the best title for the passage?
 - Challenges in Moving from Theory to a Profession
 - Benefits of Vocational Education
 - Importance of Specialised Equipment in Vocational Learning
 - Drawbacks of Non-vocational Studies
- What do non-vocational students mainly explore within their discipline?

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

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

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

_____ 8. Master's-level jobs generally offer more benefits.

V. WRITING

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

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

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

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

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

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

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

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

-> Not _____ school.

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

-> My friend _____ university.

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

-> Having _____ biologist.

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

-> Nam _____ notebooks.

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

-> Having _____ carpenter.

UNIT 8. BECOMING INDEPENDENT

A. LÝ THUYẾT

I. VOCABULARY

1. VOCABULARY

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

2. COLLOCATIONS/ PHRASES

No.	Word	Part of speech	Pronunciation	Meaning
31.	deal with	(vp)	/di:l/ /wɪð/	đương đầu, đối phó
32.	get around	(vp)	/get/ ə'raʊnd/	đi lại, di chuyển
33.	come up with	(vp)	/kʌm/ /ʌp/ /wɪð/	nghĩ ra
34.	carry out	(vp)	/'kæri/ /aʊt/	tiến hành
35.	give up	(vp)	/gɪv/ /ʌp/	từ bỏ
36.	make use of	(vp)	/meɪk/ /ju:z/ /ɒv/	tận dụng
37.	do babysitting	(v-n)	/du:/ /'beɪbɪsɪtɪŋ/	trông trẻ
38.	do chores	(v-n)	/du:/ /ʃɔ:z/	làm việc nhà
39.	do laundry	(v-n)	/du:/ /'ləʊndri/	giặt quần áo
40.	do part-time jobs	(phrase)	/du:/ /pɑ:t/-/taɪm/ /dʒɒbz/	làm công việc bán thời gian
41.	earn sb's trust	(phrase)	/ɜ:n/ /trʌst/	lấy được niềm tin từ ai
42.	get into the habit of	(phrase)	/get/ /'ɪntu:/ /ðə/ /'hæbɪt/ /ɒv/	tạo thói quen

43.	make an effort	(phrase)	/meɪk/ /'efət/	nỗ lực
44.	load the washing machine	(phrase)	/ləʊd/ /ðə/ /'wɒʃɪŋ/ /mə'ʃiːn/	cho quần áo vào máy giặt
45.	pay sb for	(phrase)	/peɪ/ /fɔː/	trả tiền cho ai đó
46.	set goals	(v-n)	/set/ /gəʊlz/	đặt mục tiêu
47.	take responsibility for	(phrase)	/teɪk/ /rɪ'spɒnsɪ'bɪləti/ /fɔː/	chịu trách nhiệm về
48.	decision-making skill	(np)	/dɪ'sɪʒən-/ /'meɪkɪŋ/ /skɪl/	kỹ năng ra quyết định
49.	dog walking	(np)	/dɒg/ /'wɔːkɪŋ/	dắt chó đi dạo
50.	extracurricular activity	(adj-n)	/ˌekstrəkə'rɪkjʊləɪ/ /æk'tɪvəti/	hoạt động ngoại khóa
51.	food bank	(np)	/fuːd/ /bæŋk/	ngân hàng thực phẩm
52.	learning goal	(np)	/ˈlɜːnɪŋ/ /gəʊl/	mục tiêu học tập
53.	life skill	(np)	/laɪf/ /skɪl/	kỹ năng sống
54.	old people's home	(np)	/əʊld/ /'piːplz/ /həʊm/	viện dưỡng lão
55.	out and about	(phrase)	/aʊt/ /ænd/ /ə'baʊt/	ra ngoài, ra khỏi nhà
56.	pocket money	(np)	/ˈpɒkɪt/ /'mʌni/	tiền tiêu vặt
57.	presentation skill	(np)	/ˌprezən'teɪʃn/ /skɪl/	kỹ năng thuyết trình
58.	rice cooker	(np)	/raɪs/ /'kʊkə/	nồi cơm điện
59.	sense of responsibility	(phrase)	/sens/ /ɒv/ /rɪ'spɒnsɪ'bɪləti/	tinh thần trách nhiệm
60.	time/ money management	(np)	/taɪm/ /'mʌni/ /'mænɪdʒmənt/	quản lý thời gian/ tiền
61.	to-do list	(phrase)	/tə'duː/ /lɪst/	danh sách những việc cần làm
62.	university admission	(np)	/ˌjuːnɪ'vɜːsəti/ /əd'mɪʃn/	việc nhập học đại học
63.	work experience	(np)	/wɜːk/ /ɪk'sprɪəriəns/	kinh nghiệm làm việc

3. WORD FORMATION

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

II. PRONUNCIATION

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

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

Ví dụ:

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

III. GRAMMAR

CÂU CHÊ VỚI IT IS/ WAS... THAT/ WHO

- Câu chẻ được dùng để nhấn mạnh một thành phần nhất định của câu và ý ta muốn nói.

- Chúng ta đặt thông tin cần nhấn mạnh sau **It** còn phần còn lại được đặt trong mệnh đề quan hệ với các đại từ quan hệ ví dụ như **that/ who**

Cấu trúc:

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

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

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

B. THỰC HÀNH

I. PRONUNCIATION

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

- | | | | |
|----------------|-------------------|---------------|-----------------|
| 1. A. convince | B. rice | C. decision | D. babysitting |
| 2. A. required | B. remove | C. dependent | D. pressure |
| 3. A. effort | B. organized | C. store | D. sort |
| 4. A. identify | B. apply | C. laundry | D. dryer |
| 5. A. separate | B. motivated | C. place | D. manage |
| 6. A. chore | B. characteristic | C. achieve | D. challenging |
| 7. A. rinse | B. habit | C. reliable | D. university |
| 8. A. install | B. measure | C. self-study | D. set |
| 9. A. schedule | B. sense | C. pocket | D. presentation |
| 10. A. maker | B. separately | C. admission | D. apply |

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

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

II. VOCABULARY

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

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

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

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

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

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

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

1. When facing challenges, it is essential to stay calm and _____ solutions to the problems.
2. Students can _____ online resources and educational apps to improve their learning results.
3. To become independent of parents, teenagers can _____ by walking, biking and using public transport.

4. You must learn how to _____ unexpected challenges that may arise along the way to be more mature.
5. The key to success is to never _____ even when things get difficult.
6. Independence means being able to _____ tasks and responsibilities without guidance from others.

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

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

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

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

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

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

III. GRAMMAR

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

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

7. **It was Trang who / Trang volunteered** to teach English to poor children in her town last summer.
8. **It was last month / Last month** that Phong signed up for a course in life skills.

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

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

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

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

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

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

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

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

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

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

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

IV. READING

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

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

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

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

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

1. A. responsibility B. responsible C. irresponsibility D. responsibly

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

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

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

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

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

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

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

Adapted from <https://www.hindustantimes.com/sex-and-relationships/most-parents-are-barriers-to-teens-independence/story-PIRLP4LXFkr00mo2RpWUhK.html>

- _____ 1. Parents who restrict their children actually prevent them from self-discovery.
- _____ 2. The generation gap between children and parents is an obstacle to children's independence.
- _____ 3. The generation gap can be expanded by increasing communication between children and parents.
- _____ 4. Muskan thinks that parents putting barriers has more advantages than drawbacks.
- _____ 5. The researchers suggest that parents should assist the teens unless they deal with their problems on their own.
- _____ 6. Parents should give children chances to gain work experience and selfmotivation.
- _____ 7. One-third of the parents surveyed admit being the main obstacle to their teen's independence.
- _____ 8. Achal Bhagat believes that autonomy is crucial for the development of a young person's relationship.

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

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

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

While your teen may be spending more time at school, at work, or hanging out with friends, let them know you are always there for them. You can plan get-togethers, meals, or other activities so that you and your teen can check in with each other. When you are together, make sure you are really listening and responding

empathetically to your teen so that they feel heard. This time with each other can help you both feel connected when you're apart. Doing things together on a regular basis can also give you the time and space you need to provide guidance and set limits. It's helpful to talk to your teen about how you want them to behave, both when they're at home and away. You can explain that while all emotions are okay, not all behaviours are acceptable.

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

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

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

V. WRITING

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

- Help / parents / with / housework / allow / children / develop / sense / responsibility.
- Learn / basic / life skills / be / essential / teenager's journey / towards / independence.

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

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

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

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

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

-> Working part time may have _____.

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

-> It was _____.

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

-> It is through _____.

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

-> It was her strong motivation _____.

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

-> Doing a part-time job _____.

ĐÁP ÁN

UNIT 6

B. THỰC HÀNH

I. PRONUNCIATION

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

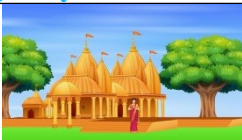
- | | | | |
|---------------------------|-----------------------|-----------------------|-------------------------|
| 1. A. <u>h</u> eritage | B. scenic | C. <u>r</u> estore | D. <u>p</u> reserve |
| 2. A. <u>f</u> olk | B. <u>pr</u> opose | C. <u>pr</u> omote | D. <u>r</u> ecognise |
| 3. A. <u>f</u> estive | B. <u>w</u> ildlife | C. <u>co</u> ntribute | D. <u>o</u> riginal |
| 4. A. <u>t</u> ourism | B. <u>ma</u> usoleum | C. <u>e</u> cosystem | D. <u>u</u> nusual |
| 5. A. <u>t</u> raditional | B. <u>da</u> mage | C. <u>n</u> atural | D. <u>v</u> alue |
| 6. A. <u>fl</u> oating | B. <u>p</u> osition | C. <u>t</u> emple | D. <u>h</u> istoric |
| 7. A. <u>s</u> tate | B. <u>a</u> ncient | C. <u>l</u> andscape | D. <u>s</u> ustainable |
| 8. A. <u>t</u> rending | B. <u>r</u> ecognize | C. <u>i</u> mperial | D. <u>d</u> elta |
| 9. A. <u>l</u> imestone | B. <u>c</u> itadel | C. <u>i</u> ssue | D. <u>t</u> ourist |
| 10. A. <u>c</u> ulture | B. <u>p</u> unishment | C. <u>m</u> onument | D. <u>c</u> rowdfunding |

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

- | | | | |
|----------------------------|-----------------------|-------------------------|-------------------------|
| 1. A. damage | B. wildlife | C. <u>pr</u> omote | D. value |
| 2. A. landscape | B. <u>re</u> store | C. festive | D. mountain |
| 3. A. cultural | B. heritage | C. <u>re</u> commend | D. monument |
| 4. A. historic | B. <u>p</u> unishment | C. contribute | D. awareness |
| 5. A. <u>e</u> ffort | B. preserve | C. propose | D. complex |
| 6. A. original | B. position | C. sustainable | D. <u>r</u> ecognise |
| 7. A. unusual | B. importance | C. <u>c</u> rowdfunding | D. performing |
| 8. A. <u>a</u> rchitecture | B. traditional | C. suggestion | D. appreciate |
| 9. A. imperial | B. <u>e</u> cosystem | C. activity | D. condition |
| 10. A. mausoleum | B. generation | C. destination | D. <u>o</u> rganisation |

II. VOCABULARY

Task 1. Match the words with the pictures.

1. valley c	
2. citadel d	
3. mausoleum b	
4. limestone mountain e	
5. temple a	

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

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

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

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

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

1. promote f	a. to bring something back to its original state
---------------------	--

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

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

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

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

pass down lead to set up go on die out

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

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

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

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

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

III. GRAMMAR

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

- The local community decided _____ the ancient pagoda to its original state.
A. restore B. to restore C. restoring D. restored

2. In her opinion, the best way _____ about the culture of a country is to enjoy its traditional performing arts.

- A. to learn B. learnt C. learn D. learning

3. This cultural programme aims _____ a deeper understanding of our cultural heritage.

- A. promote B. promoting C. to promote D. promoted

4. The government plans _____ some new pedestrian streets in the city centre.

- A. to build B. building C. build D. to be built

5. We felt very excited _____ on a tour to Hoi An Ancient Town last week.

- A. go B. going C. to going D. to go

6. During our trip to Trang An, the first thing _____ was to explore the beauty of the caves there.

- A. to do B. doing C. to doing D. do

7. People should _____ involved in these activities _____ awareness of heritage preservation.

- A. get/ raise B. to get/ to raise C. to get/ raising D. get/ to raise

8. We need _____ action _____ further damage to these historical sites.

- A. to take/ preventing B. to take/ to prevent
C. take/ preventing D. take/ prevent

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

1. One of the most famous destinations (visit) _____ **to visit** _____ in Ha Noi is the Imperial Citadel of Thang Long.

2. Let's (promote) _____ **promote** _____ responsible tourism to protect our heritage sites.

3. The most exciting activity (do) _____ **to do** _____ during our trip is to take a boat ride along the river.

4. Can you recommend the most exciting destinations for tourists (explore) _____ **to explore** _____ in Ha Noi?

5. The best way (preserve) _____ **to preserve** _____ heritage sites is to educate the public about their importance.

6. I have a keen interest in (learn) _____ **learning** _____ about natural heritage sites in our country.

7. Trang An Scenic Landscape Complex deserves (recognise) _____ **to be recognised** _____ as a world-class heritage site.

8. Minh was the last person (join) _____ **to join** _____ our field trip to Phong Nha-Ke Bang National Park last summer.

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

1. Our school organised a field trip for visit the Trang An Scenic Landscape Complex last summer.

- A. organised B. field C. for visit D. Complex => **to visit**

2. Visitors don't need to pay any fee before enter Hoi An Ancient Town in Da Nang.

- A. to pay B. before C. enter D. Ancient => **entering**

3. The local community has made efforts to preservation their traditional folk singing and folk dancing.

- A. made B. preservation C. their D. dancing => **preserve**

4. The floating market boats are an interesting way to explore the local culture and buying fresh products.

- A. are B. to explore C. culture D. buying => **buy**

5. The non-profit organisation focuses on to protect the wildlife and ecosystems in this area.

- A. non-profit B. focuses C. to protect D. ecosystems => **protecting**

IV. READING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Which of the following can be the best title for the passage?
 - The Importance of Heritage Sites
 - The Destruction of Heritage Monuments
 - The Role of UNESCO in Heritage Preservation
 - Heritage Conservation Policies and Regulations
- The word '**priceless**' in paragraph 1 is closest in meaning to _____.
 - valuable
 - worthless
 - useless
 - affordable
- According to paragraph 1, what are the three main threats to heritage sites?
 - Tourism, development projects, and wars
 - Wars, natural disasters, and development projects
 - Natural disasters, tourism, and armed conflicts
 - Armed conflicts, climate changes, and natural disasters
- The word '**wiped out**' in paragraph 2 is closest in meaning to _____.
 - preserved
 - prevented
 - damaged
 - protected
- The word '**their**' in paragraph 2 refers to _____.
 - the Nazis'
 - monuments'
 - the Jewish's
 - attacks'
- Which region or country is NOT mentioned as a location where heritage destruction has occurred?
 - Iraq
 - Libya
 - Syria
 - Kenya
- According to paragraph 2, what is TRUE about the destruction of monuments in Mali?
 - It is the primary focus of the conflict.
 - It is the result of violence against human lives.
 - It is limited to heritage sites and doesn't affect human lives.
 - It is not as serious as the destruction in Syria.
- According to paragraph 3, why should countries consider the UNESCO Conventions from 1954 and 1972?
 - to update and revise their own heritage policies
 - to reflect on the history of heritage conservation
 - to offer guidance on the preservation of heritage resources
 - to address issues related to damaged heritages
- Which of the following can be inferred from the passage about the destruction of heritage sites?
 - It is primarily limited to African countries.
 - It is a reflection of systemic violence in Africa.
 - It is not a serious concern for international agencies.
 - It is mainly caused by natural disasters.
- Which of the following is NOT true according to the passage?
 - UNESCO has been successful in protecting heritage resources during conflicts.

- B. The destruction of heritage is not only a problem within African states.
- C. ISIS is responsible for the destruction of heritage and history in Iraq.
- D. The 1954 Convention focuses on the protection of cultural heritage during conflict and war.

V. WRITING

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

1. Promote / eco-tourism / great / way / preserve / local wildlife.
1. Promoting eco-tourism is a great way to preserve local wildlife.
2. best / thing / do / Hoi An / is / to take / boat trip / Thu Bon River.
2. The best thing to do in Hoi An is to take a boat trip on Thu Bon River.
3. One / most / well-known / heritage sites / visit / Viet Nam / My Son Sanctuary.
3. One of the most well-known heritage sites to visit in Viet Nam is My Son Sanctuary.
4. Tourists / enjoy / go on / eco-tour / explore / beautiful landscape / of / region.
4. Tourists enjoy going on an eco-tour to explore the beautiful landscape of the region.
5. They / organise / ideas competitions / encourage / young people / appreciate / their / cultural heritage.
5. They organise ideas competitions to encourage young people to appreciate their cultural heritage.

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

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

UNIT 7. EDUCATION OPTIONS FOR SCHOOL-LEAVERS - KEY

B. THỰC HÀNH

I. PRONUNCIATION

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

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

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

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

II. VOCABULARY

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

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

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

- He earned a bachelor's _____ **degree** _____ in computer science from a well-known university.
- She spent years researching to earn her _____ **doctorate** _____ in Biology.
- Learning a _____ **trade** _____ like plumbing or electrician work can provide good employment and income.
- As a _____ **school-leaver** _____, he was excited to explore different career options.
- Our family celebrated my sister's _____ **graduation** _____ from high school with a big party.
- She gains the necessary _____ **qualification** _____ to apply for the job as a nurse.
- Choosing the right educational _____ **institution** _____ to attend is an important decision for many school leavers.
- After the first year in the vocational school, he decided to do _____ **apprenticeship** _____ in a restaurant.

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

- In the UK, students usually attend a/an _____ for their final two years of high school.

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

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

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

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

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

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

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

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

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

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

III. GRAMMAR

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

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

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

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

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

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

IV. READING

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

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

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

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

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

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

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

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

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

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

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

- Which of the following can be the best title for the passage?
 - Challenges in Moving from Theory to a Profession
 - Benefits of Vocational Education
 - Importance of Specialised Equipment in Vocational Learning
 - Drawbacks of Non-vocational Studies
- What do non-vocational students mainly explore within their discipline?
 - practical skills
 - research opportunities
 - theories and ideas
 - specialised equipment

3. How does vocational education help with the transition to work?
 - A. by providing lots of theoretical knowledge
 - B. by reducing class time
 - C. by offering more research opportunities
 - D. by providing practical work experience**
4. The word “**transition**” in paragraph 2 is closest in meaning to _____.
 - A. change**
 - B. act
 - C. prefer
 - D. show
5. What’s the main focus of students in vocational education and training?
 - A. theoretical research
 - B. specialised equipment
 - C. hands-on practical skills**
 - D. library-based learning
6. The word “**hands-on**” in paragraph 3 is closest in meaning to _____.
 - A. direct**
 - B. automatic
 - C. important
 - D. critical
7. How is class time in vocational education compared to non-vocational studies?
 - A. Vocational education has more class time.**
 - B. Non-vocational studies have more class time.
 - C. Both have the same class time.
 - D. Class time is not mentioned.
8. The word “**them**” in paragraph 3 refers to _____.
 - A. opportunities
 - B. schools
 - C. skills
 - D. students**
9. Why do vocational students spend more time in practical workshops?
 - A. to prepare for future jobs**
 - B. to enhance theoretical knowledge
 - C. to reduce the need for specialised equipment
 - D. to increase research time
10. What advantage do vocational students have when starting jobs?
 - A. more theoretical knowledge
 - B. experience operating specialised equipment**
 - C. less time in practical workshops
 - D. fewer work opportunities

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

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

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

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

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

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

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

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

V. WRITING

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

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

1. His father regretted not having gone to university.

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

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

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

3. There are many educational opportunities for school-leavers today.

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

4. It usually takes at least three years to complete degree programmes at university.

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

5. Not having asked anyone for advice, she made the wrong decision about her education.

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

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

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

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

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

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

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

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

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

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

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

UNIT 8. BECOMING INDEPENDENT

B. THỰC HÀNH

I. PRONUNCIATION

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

- | | | | |
|-----------------------|--------------------------|----------------------|------------------------|
| 1. A. convince | B. <u>rice</u> | C. <u>decision</u> | D. <u>babysitting</u> |
| 2. A. <u>required</u> | B. <u>remove</u> | C. <u>dependent</u> | D. <u>pressure</u> |
| 3. A. <u>effort</u> | B. <u>organized</u> | C. <u>store</u> | D. <u>sort</u> |
| 4. A. <u>identify</u> | B. <u>apply</u> | C. <u>laundry</u> | D. <u>dryer</u> |
| 5. A. <u>separate</u> | B. <u>motivated</u> | C. <u>place</u> | D. <u>manage</u> |
| 6. A. <u>chore</u> | B. <u>characteristic</u> | C. <u>achieve</u> | D. <u>challenging</u> |
| 7. A. <u>rinse</u> | B. <u>habit</u> | C. <u>reliable</u> | D. <u>university</u> |
| 8. A. <u>install</u> | B. <u>measure</u> | C. <u>self-study</u> | D. <u>set</u> |
| 9. A. <u>schedule</u> | B. <u>sense</u> | C. <u>pocket</u> | D. <u>presentation</u> |
| 10. A. <u>maker</u> | B. <u>separately</u> | C. <u>admission</u> | D. <u>apply</u> |

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

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

II. VOCABULARY

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

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

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

- She is a self-motivated student who sets her own study goals and work towards them without pressure.
- Self-study is an effective way to explore topics that interest you outside of the classroom and learn at your own pace.
- Learning how to do chores is a valuable life skill that prepares you for an independent life.
- Developing good decision-making skills involves considering the pros and cons of your choices before making a decision.
- Effective time management is crucial for students, as it helps them balance between their studies and other activities.
- Learning to cook simple meals is an important step toward gaining independence in your daily life.
- Public speaking may be challenging, but with practice, you can increase your confidence and improve your communication skills.

8. To earn your teacher's _____ **trust** _____, it's essential to complete your assignments on time and follow classroom rules.

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

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

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

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

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

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

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

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

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

- He felt _____ **confident** _____ in his ability to complete all the chores well. (CONFIDENCE)

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

III. GRAMMAR

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

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

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

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

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

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

IV. READING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- C. They should give their teens more freedom.
 D. They should adjust their expectations.
8. According to paragraph 4, how can discussing different situations, decisions and emotions benefit teens?
 A. by encouraging them to make more choices B. by showing the causes of their actions
 C. by improving their decision-making skills D. by setting strict rules on their behaviour
9. Which of the following can be inferred from the passage?
 A. Parents should limit their interactions with their teens as they grow older.
 B. Teens always prefer spending time with their friends over their parents.
 C. Parents should not spend too much time talking with their teenagers.
 D. Parents play a crucial role in guiding their teens' independence.
10. Which of the following is NOT true according to the passage?
 A. Parents should restrict their teens' activities to ensure they stay at home.
 B. Spending time together helps maintain a connection between parents and teenagers.
 C. It is necessary for parents to help teens explore hobbies that are fun and educational.
 D. Parents should talk to teens about their expectations and acceptable behaviours.

V. WRITING

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

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

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

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