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| **TRƯỜNG THPT PHẠM PHÚ THỨ**  **TỔ NGOẠI NGỮ**  **\*\*\*** | **HƯỚNG DẪN NỘI DUNG ÔN TẬP GIỮA HỌC KÌ II**  **TIẾNG ANH 10 (CHƯƠNG TRÌNH GLOBAL SUCCESS)**  **Năm học: 2024-2025** |

**A. LANGUAGE FOCUS**

**I. Vocabulary:**

Ôn tập toàn bộ các từ vựng đã học trong cácunit 6, 7, 8 và tham khảo thêm các từ vựng thuộc các chủ đề sau: *Gender Equality*, *Viet Nam and International Organisations*, *New Ways to Learn.*

**II. Grammar:**

- Passive voice with modals

- Comparative and superlative adjectives

- Relative clauses: Defining and Non-defining relative clause with *who*, *that*, *which*, and *whose*

**1. Passive voice with modals**

**Chú ý:**

Ta có lược bỏ by + O nếu O đã rõ, hiển nhiên hoặc không xác định. Ví dụ: by him/her/me/us/you…, by people, by someone…Tuy nhiên, ta phải giữ lại NOT với: no-one, nothing, nobody…

*Các động từ khuyết thiếu (modals):*

- can/could: có thể

- may/might: có thể, có lẽ

- must: cần phải

- should/ought to: nên

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|  | **Câu chủ động** | **Câu bị động** |
| **Cấu trúc** | S + modal (not) + V (nguyên thể) | S + modal (not) + be V2/ed |
| **Ví dụ** | Engineers may build a new bridge.  *(Các kỹ sư có thể xây một cây cầu mới.)* | A new bridge may be built (by engineers).  *(Một cây cầu mới có thể được xây bới các kỹ sư.)* |

**2. Comparative and superlative adjectives**

**Cách sử dụng:**

* **Chúng ta sử dụng tính từ so sánh hơn để:**

*- so sánh một người hoặc vật với một người hoặc vật khác*

**Ví dụ:** The European markets are usually ***more competitive than*** the Asian markets. (Thị trường châu Âu thường cạnh tranh hơn thị trường châu Á.)

*- thể hiện sự thay đổi*

**Ví dụ:** Since then, our country has become ***more active***. (Kể từ đó, đất nước của chúng ta trở nên năng động hơn.)

* **Chúng ta sử dụng so sánh nhất để so sánh một người hoặc vật với một nhóm trong đó có người hoặc vật được so sánh.**

**Ví dụ:**

This trade organization includes two of ***the largest*** economies in the world: The United States and China. (Tổ chức thương mại này bao gồm hai trong số những nền kinh tế lớn nhất thế giới: Mỹ và Trung Quốc.)

UNICEF supports ***the most disadvantaged*** children all over the world. (UNICEF hỗ trợ trẻ em thiệt thòi nhất trên toàn thế giới.)

**Cấu trúc:**

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| **Loại tính từ (Adjectives)** | **So sánh hơn** | **So sánh nhất** |
| **Tính từ ngắn**  (1 âm tiết hoặc 2 âm tiết tận cùng: y, er, ow, le, et) | S1 + tobe + Adj ngắn-**ER** + **than** + S2.  Ex: Viet Nam is ***smaller than*** Russia.  Ex: This road is a lot ***narrower than*** that one. | S1 + tobe + **THE** Adj ngắn-**EST** (+ in/of…)  Ex: Mount Everest is ***the highest*** (mountain) in the world. |
| **Tính từ dài**  (2 âm tiết trở lên) | S1 + tobe + **MORE** Adj dài + **than** + S2.  Ex: Price in Japan is ***more expensive than*** that in Viet Nam. | S1 + tobe + **THE** **MOST** Adj dài (+ in/of…)  Ex: China is ***the most populated*** country in the world. |
| **Đặc biệt ngoại lệ** | |  |  |  | | --- | --- | --- | | Good/well  Bad/badly  Little  Much/many | better than  worse than  less than  more than | the best  the worst  the least  the most |   Ex: Traffic in the city is ***worse than*** that in the countryside. | |

**3. Relative clauses: Defining and Non-defining relative clause with *who*, *that*, *which*, and *whose***

* **Định nghĩa:**

- Mệnh đề quan hệ cung cấp thêm thông tin về một người hoặc vật bằng việc xác định danh từ trước nó. Nó thường bắt đầu với một đại từ quan hệ: who, that, which hoặc whose.

- Có hai loại mệnh đề quan hệ:

*+ Mệnh đề quan hệ xác định cung cấp thông tin cần thiết về một người hoặc vật được đề cập đến.*

* **Ví dụ:** The man **who visited us yesterday** is a famous doctor. (Người đàn ông đã đến thăm chúng tôi hôm qua là một bác sĩ nổi tiếng.)

*+ Mệnh đề quan hệ không xác định cung cấp thông tin bổ sung về người hoặc vật được đề cập. Nó thường được đặt giữa các dấu phẩy.*

* **Ví dụ:** My uncle, **who visited us yesterday**, is a famous doctor. (Chú tôi, người mà đã đến thăm chúng tôi ngày hôm qua, là một bác sĩ nổi tiếng.)
* **Đại từ quan hệ (Relative pronouns):**

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| **Đại từ quan hệ** | **Cách dùng** | **Ví dụ** |
| Who | - chỉ người, làm S hoặc O | The little boy who is riding a horse is my cousin. |
| Whom | - chỉ người, làm O | The man whom I met this morning is a vet. |
| Which | - chỉ vật, làm S hoặc O | Have you seen the letter which Mary gave me this morning? |
| That | - có thể thay thế cho who, whom, which (không dùng sau dấu phẩy) | This is the book that I like best.  The man and his car that were supposed to be destroyed by the fire have been found alive. |
| Whose | - thay thế cho tính từ sở hữu (theo sau là một danh từ) | Can you see the girl whose mother is a nurse? |

**B. SKILLS FOCUS**

**1. Listening:** Nghe lại các bài nghe đã học trong các units 6, 7, 8 và tham khảo thêm các nguồn nghe khác cùng chủ đề (luyện tập thêm dạng bài *True-False* *Statements* và *Multiple-choice*).

**2. Reading:** Luyện đọc tìm ý chính và tìm thông tin chi tiết trong các bài đọc cùng chủ đề units 6, 7, 8 (luyện thêm dạng *Cloze test* và *Reading Comprehension Multiple-choice*)

**3. Writing:** luyện viết câu dạng *Sentence transformation* và *Sentence building*

**C. PRACTICE**

**I. GRAMMAR AND VOCABULARY:**

**Question 1:** Education is important in fighting \_\_\_\_ gender equality.

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

**Question 2:** Our teachers always encourage us to prepare \_\_\_\_ lessons before class.

**A.** to **B.** on **C.** for **D.** with

**Question 3:** In the past, many young girls were victims \_\_\_\_ domestic violence.

**A.** with **B.** on **C.** in **D.** of

**Question 4:** As a young girl, Brenda Berkman always dreamt \_\_\_\_ becoming a firefighter.

**A.** for **B.** to **C.** of **D.** at

**Question 5:** If women have to do too much housework, they cannot focus \_\_\_\_ their jobs.

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

**Question 6:** Viet Nam has participated \_\_\_\_ many UN activities including peacekeeping since 1977.

**A.** in **B.** on **C.** for **D.** with

**Question 7:** The programme gives children with disabilities a chance to get access \_\_\_\_ a quality education.

**A.** for **B.** on **C.** with **D.** to

**Question 8:** Even when they are studying online, good learners should always pay attention \_\_\_\_ their lessons.

**A.** for **B.** on **C.** with **D.** to

**Question 9:** Students are advised to read their \_\_\_\_ before they come to class.

**A.** discussions **B.** stories C. materials **D.** distractions

**Question 10:** Online courses give students the chance to work at their own \_\_\_\_.

**A.** pace **B.** job **C.** rate **D.** stage

**Question 11:** More than half of the world's \_\_\_\_ people are women. They had fewer chances to go to school.

**A.** uneducated **B.** educate **C.** education **D.** educated

**Question 12:** Viet Nam \_\_\_\_ foreign investors in various parts of the economy.

**A.** expresses **B.** welcomes **C.** hesitates **D.** promotes

**Question 13: Peter**: Lan, do you want to join our volunteer activities at the local orphanage? – **Lan**: Sure. \_\_\_\_.

**A.** It’s great **B.** Sounds great **C.** I’m sorry **D.** No worries

**Question 14: Nam**: Mai, would you like to go to the exhibition of UNICEF in Viet Nam? – **Mai**: Yes, \_\_\_\_.

**A.** It’s great **B.** I’d love to **C.** I’m sorry **D.** I’d like it

**Question 15: John**: I think students should have the right to use their phones during class?

**Huong**: \_\_\_\_. They may be distracted from their studies.

**A.** I couldn’t agree more **B.** I don’t think so **C.** That’s right **D.** Not at all

**Question 16:** Women should \_\_\_\_ the same salaries as men for doing the same jobs.

**A.** have given **B.** be given **C.** to give **D.** give

**Question 17:** Mr. Forbes teaches a class for students \_\_\_\_ native language is not English.

**A.** which  **B.** who **C.** whose **D.** those who

**Question 18:** Men and women ought \_\_\_\_ unequally when they do the similar tasks.

**A.** to paid **B.** to not paid **C.** not to be paid **D.** to not be paid

**Question 19:** This city becomes \_\_\_\_ in the summer than in other seasons.

**A.** crowdeder **B.** more crowded **C.** the most crowded **D.** crowded

**Question 20:** Tom runs faster than John and David runs the \_\_\_\_ in the group.

**A.** fast **B.** most fast **C.** fastest **D.** faster

**Question 21:** The Korean are \_\_\_\_ than the American in addressing their bosses.

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

**Question 22:** My youngest son, \_\_\_\_ may be quiet or shy in a classroom, may become active in a virtual social learning.

**A.** that **B.** who **C.** whose **D.** which

**Question 23:** What’s the \_\_\_\_ film you’ve ever seen?

**A.** good **B.** best **C.** better **D.** the best

**Question 24:** All smartphones \_\_\_\_ storage hardware is big can store downloaded audio books.

**A.** which **B.** who **C.** whose **D.** that

**II. READING:**

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

ASEAN officially the Association of Southeast Asian Nations, is a political and economic union of 11 member states in Southeast Asia, which promotes intergovernmental cooperation and facilitates economic, political, security, military, educational, and sociocultural integration between its members and countries in the Asia-Pacific. The union has a total area of 4,522,518 km2 and an estimated total population of about 668 million as in 2022.

ASEAN’s primary objective was to accelerate economic growth and through that social progress and cultural development. A secondary objective was to promote regional peace and stability based on the rule of law and the principles of the UN Charter. With some of the fastest growing economies in the world, ASEAN has broadened its objective beyond the economic and social spheres. In 2003, ASEAN moved along the path similar to the European Union (EU) by agreeing to establish an ASEAN community that consists of three pillars: the ASEAN Security Community, the ASEAN Economic Community, and the ASEAN Socio-Cultural Community.

ASEAN regularly engages other countries in the Asia-Pacific region and beyond. A major partner of UN, SCO, PA, GCC, MERCOSUR, CELAC, and ECO, ASEAN maintains a global network of alliances and dialogue partners and is considered by many as a global powerhouse, the central union for cooperation in Asia-Pacific, and a prominent and influential organisation. **It** is involved in numerous international affairs and hosts diplomatic missions throughout the world. The organisation’s success has become the driving force of some of the largest trade blocs in history, including APEC and RCEP.

**Question 25:** What is the first paragraph mainly about?

**A.** General introduction of ASEAN **B.** ASEAN as a political and economic union

**C.** ASEAN and countries in Asia-Pacific region **D.** The cooperation between ASEAN and countries **Question 26:** The objectives of ASEAN are mentioned in \_\_\_\_.

**A.** the first paragraph **B.** the second paragraph

**C.** the third paragraph **D.** all of the three paragraphs

**Question 27:** ASEAN community was established in a similar way to \_\_\_\_.

**A.** UN **B.** APEC **C.** EU **D.** RCEP

**Question 28:** What does the word **‘It’** in the third paragraph refer to?

**A.** global powerhouse         **B.** organization **C.** ASEAN         **D.** Asia-Pacific

**Question 29:** Which of the following is NOT true according to the third paragraph?

**A.** ASEAN engages countries in both inside and outside of the Asia-Pacific region.

**B.** ASEAN has partnerships with UN, SCO, PA, GCC, MERCOSUR, CELAC, and ECO.

**C.** ASEAN is a regional organization, but it plays a positive role in the world.

**D.** ASEAN forces some large organizations to become a partner or cooperate with it.

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

Although the advancement of technology has **(30)** \_\_\_\_ many things possible, the transition to e-learning does not always go as smoothly as we expect. For both teachers and students, dealing **(31)** \_\_\_\_ the drawbacks of digital learning can be depressing and stressful.

Not every instructor or student has access to a personal device for online learning. Many of them have to share their computers and laptops with their family members. **(32)** \_\_\_\_ the widespread use of online learning platforms, video streaming software, and other digital tools, millions of individuals worldwide are currently facing technical challenges. The platforms are overcrowded with low-quality music and video clips. The Internet connection is unreliable, and the existing data plan is insufficient to meet the increasing demands of e-learning. Students are having difficulty with the "homework gap" in **(33)** \_\_\_\_ urban and rural areas. During the online lessons, teachers are struggling to handle the poor Internet connection.

Without much training, teachers, students, and parents find it challenging to be able to use a learning management system or any other digital tool. They could be frustrated by the difficulty and overloaded by the amount of data they must manage **(34)** \_\_\_\_ going online.

**Question 30:** **A.** made **B.** taken **C.** set **D.** done

**Question 31:** **A.** to **B.** about **C.** with **D.** on

**Question 32:** **A.** Due to **B.** Thanks to **C.** Despite of **D.** Because

**Question 33:** **A.** from **B.** both **C.** between **D.** either

**Question 34: A.** after **B.** until **C.** since **D.** when

**III. WRITING:**

**Complete the following sentences with the correct forms of the words in brackets.**

**Question 35:** Some parents may see child \_\_\_\_\_\_\_\_\_\_ as a way to protect their daughters from violence. (**MARRY**)

**Question 36:** If girls are knowledgeable and \_\_\_\_\_\_\_\_\_\_, they won't choose to get married early. (**DEPEND**)

**Question 37:** Using digital devices in class can improve students’ \_\_\_\_\_\_\_ experience in many ways. (**EDUCATION**)

**Question 38:** Women can be as \_\_\_\_\_\_\_\_\_\_ strong as men. (**MENTAL**)

**Question 39:** It is important that boys and girls should be treated \_\_\_\_\_\_\_\_\_\_. (**EQUAL**)

**Question 40:** In some \_\_\_\_\_\_\_\_\_\_ countries, girls may be kept home to do household chores. (**DEVELOP**)

**Rewrite the following sentences, using the PASSIVE VOICE.**

**Question 41:** Our class might choose Lan to represent us in the School Youth Union.

* Lan might.……………………………………………………………………………………………………….

**Question 42:** They are going to improve the healthcare system.

* The healthcare system ………………………………………………………………………………………….

**Question 43:** Learners must follow the instructions strictly when the app is used.

* The instructions ………………………………………………………………………. when the app is used

**Combine these sentences using RELATIVE CLAUSES.**

**Question 44:** That girl looked very upset. Her electronic dictionary broke down.

* That girl ………………………………………………………………………………………………………….

**Question 45:** His grandmother had a great influence on his life. She was a hardworking woman.

* His grandmother…………………………………………………………………………………………………

**Complete the second sentence so that it has a similar meaning to the first sentence, using the word(s) in brackets.**

**Question 46:** I have never seen such a moving film about poor children.

* This is the …………………………………………………….……...…about poor children that I’ve ever seen.

**Question 47:** Jack is 1.8 m tall while other members of his family are 1.7 m tall on average.

* Jack is the …………………………………………………………………………………………in his family.

**Use the words given and add some more where necessary to make meaningful sentences.**

**Question 48:** No international / organization / world/ be / larger / United Nations.

……………………………………………………………………………………………………………………………

**Question 49:** her family, / her mother / be / powerful / than / her father.

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**Question 50:** My teacher / think / there / no better way / learning / self-study.

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***Good luck to you!***

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| **Giáo viên** | **Giáo viên** | **Tổ trưởng CM** |
|  |  |  |
| Phan Công Hậu | Đoàn Thị Quỳnh Ngân | Phan Thị Mỹ Tâm |