



**IMPROVE
YOUR**

LISTENING

BÀI TẬP LUYỆN KĨ NĂNG NGHE

2nd

Semester

**NEW
EDITION
2025**

TÁC GIẢ TÀI LIỆU NÀY



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2025

“Congratulations on
your hard work!

LỜI NÓI ĐẦU

Kính thưa quý thầy cô giáo và các em học sinh thân mến,

Trong chương trình Tiếng Anh 11 theo định hướng *Global Success*, việc phát triển toàn diện 4 kỹ năng là mục tiêu cốt lõi, trong đó Kỹ năng Nghe (Listening) đóng vai trò then chốt giúp học sinh tiếp cận tri thức và giao tiếp quốc tế. Nhằm đáp ứng nhu cầu ôn luyện chuyên sâu cho Học kỳ II, chúng tôi trân trọng giới thiệu bộ tài liệu:

Tuyển tập Luyện nghe Tiếng Anh 11 – Bám sát chương trình Global Success (Unit 6 - Unit 10)

Bộ tài liệu được biên soạn công phu, khoa học, bao quát toàn bộ các chủ đề trọng tâm của nửa sau chương trình lớp 11, bao gồm:

- **Unit 6 - Preserving Our Heritage:** Khám phá và bảo tồn các di sản văn hóa, thiên nhiên của Việt Nam và thế giới.
- **Unit 7 - Education Options for School-leavers:** Định hướng các lộ trình học tập và nghề nghiệp sau khi tốt nghiệp phổ thông.
- **Unit 8 - Becoming Independent:** Trang bị kỹ năng sống, tư duy tự lập và quản lý bản thân cho giới trẻ.
- **Unit 9 - Social Issues:** Thảo luận về các vấn đề xã hội cấp thiết như áp lực đồng trang lứa, bạo lực học đường, và sự gia tăng dân số.
- **Unit 10 - The Ecosystem:** Tìm hiểu sâu về hệ sinh thái, đa dạng sinh học và trách nhiệm của con người trong việc bảo vệ môi trường sống.

I. CẤU TRÚC VÀ PHƯƠNG PHÁP BIÊN SOẠN

Mỗi đơn vị bài học (Unit) được thiết kế đồng bộ với hệ thống dữ liệu âm thanh chuẩn, không tạp âm. Hệ thống bài tập được phân hóa khoa học từ nhận biết đến vận dụng thông qua 4 dạng bài tập cốt lõi:

1. **Task 1 - Vocabulary Matching (Xây dựng vốn từ):** Hệ thống hóa từ vựng chuyên đề, giúp học sinh kích hoạt kiến thức nền trước khi nghe.
2. **Task 2 - Listen and Choose the Best Option (Nghe hiểu ý chính):** Rèn luyện tư duy logic và kỹ năng nắm bắt thông tin tổng quát.
3. **Task 3 - Listen and Decide True or False (Nghe hiểu chi tiết):** Yêu cầu sự tập trung cao độ để phân tích tính chính xác của thông tin.
4. **Task 4 - Listen and Complete the Summary/Note (Kỹ năng ghi chép):** Phát triển kỹ năng nghe - điền từ và tổng hợp thông tin, giúp học sinh hoàn thiện năng lực ngôn ngữ.

II. GIÁ TRỊ THỰC TIỄN

Bộ tài liệu được xây dựng nhằm tối ưu hóa hiệu quả dạy và học:

- **Đối với Học sinh:** Là công cụ tự học đặc lực giúp củng cố từ vựng, ngữ pháp theo chủ đề và làm quen với áp lực bài thi thực tế. Đặc biệt, Unit 10 mở rộng kiến thức về môi trường, giúp các em không chỉ học tiếng Anh mà còn nâng cao nhận thức toàn cầu.
- **Đối với Giáo viên:** Là nguồn tài nguyên phong phú để thiết kế bài giảng, bài kiểm tra thường xuyên và định kỳ, giảm tải áp lực tìm kiếm tư liệu nghe chuẩn.

III. HƯỚNG DẪN SỬ DỤNG HIỆU QUẢ

Để khai thác tối đa giá trị của tài liệu, người học nên tuân thủ quy trình sau:

1. **Bước 1:** Hoàn thành bài tập *Matching Vocabulary* để nắm vững từ khóa.
2. **Bước 2:** Nghe đoạn băng (Audio) và thực hiện lần lượt từng Task. Nên nghe ít nhất 2 lần để đảm bảo độ chính xác.
3. **Bước 3:** Đối chiếu kết quả với phần *Answer Keys* (Đáp án).
4. **Bước 4:** Sử dụng phần *Tape Scripts* (Lời thoại) để phân tích lỗi sai và luyện kỹ năng nghe - đọc.

Chúng tôi hy vọng bộ tài liệu này sẽ là người bạn đồng hành tin cậy, giúp các em học sinh bứt phá kỹ năng Nghe và đạt kết quả cao trong các kỳ thi sắp tới.

Trân trọng giới thiệu,

Biên Soạn Nguyễn Xuân Thiển

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UNIT 6: PRESERVING OUR HERITAGE

PART 1: EXERCISES

RECORDING 1

Task 1: Match the vocabulary words listed below with their definitions. Write the corresponding letter of the definition next to the number of the word.

| Vocabulary | Matching | Definitions |
|-------------------------|----------|---------------------------------------|
| 1. Emerald (adjective) | | a. Very shiny or glittering |
| 2. Towering (adjective) | | b. A gesture of approval or praise |
| 3. Giants (noun) | | c. Very tall and impressive |
| 4. Sparkles (verb) | | d. Very old |
| 5. Thumbs-up (noun) | | e. Green like a precious gemstone |
| 6. Pop out (verb) | | f. Appearing suddenly or unexpectedly |
| 7. Playful (adjective) | | g. Full of energy and fun |
| 8. Ancient (adjective) | | h. Huge creatures similar to humans |

Task 2: Listen about Ha Long Bay and choose the best answer for each question.

- What color are the waves described as?
 - Blue
 - White
 - Emerald
 - Black
- How old are the limestone islands?
 - Thousands
 - Millions
 - Hundreds
 - Tens
- What can you do in the hidden coves?
 - Visit ancient temples
 - Go swimming
 - See pirate treasure
 - Visit fishing villages
- What kind of boats are better for the environment?
 - Speedboats
 - Sailboats
 - Cruise ships
 - Motorboats
- What will make future children happy about Ha Long Bay?
 - The clean water
 - The beautiful mountains
 - The friendly people
 - All of the above

Task 3: Listen and fill in the missing words in the following sentences.

- Ha Long Bay is a _____ spot in Vietnam where mountains seem to dance on the ocean's sparkling stage.
- It's no wonder UNESCO gave it a big _____, calling it a World Heritage Site!
- These islands are _____, millions of years old, and they tell stories of pirates and fishermen.
- To explore this wonderland, you can hop on a wooden _____, like the ones used by pirates long ago.
- In order to take good care of Ha Long Bay, we can keep it _____ for our kids and their kids too.

Task 4: Listen about Ha Long Bay again and decide whether each statement is True or False.

- _____ Ha Long Bay, a UNESCO World Heritage Site, is a wonderful spot in Vietnam.
- _____ The bay features hundreds of ancient, diverse limestone islands.
- _____ Visitors can explore the bay on canoes and observe local fishermen.
- _____ The bay requires our care; we must be eco-friendly and avoid littering.
- _____ Preserving Ha Long Bay ensures its beauty for future generations.

RECORDING 2

Task 1: Match the vocabulary words listed below with their definitions by inserting the corresponding letter in the blank next to the number.

| Vocabulary | Definitions |
|-----------------------|--|
| 1. unleashing () | A. A mark or impression left by a foot or shoe. |
| 2. veil () | B. A large collection of valuable things. |
| 3. symphony () | C. A system of living things interacting with each other and with their environment. |
| 4. timeless () | D. A complex and impressive piece of music. |
| 5. masterpiece () | E. Existing or continuing forever. |
| 6. treasure trove () | F. Releasing something violently or suddenly. |
| 7. ecosystem () | G. A beautiful work of art, especially one created with great skill. |
| 8. footprint () | H. A thin covering or screen. |

Task 2: Read each sentence carefully, listen and choose the best answer.

1. What is the main feature of Ban Gioc Falls?

- a) Its cascading white water.
- b) Its location on the Vietnam-China border.
- c) Its ancient rainforest setting.
- d) Its ability to make time stand still.

2. What does the author compare the roar of the waterfall to?

- a) A symphony from the past.
- b) A chorus of birds.
- c) The sound of thunder.
- d) A crashing wave.

3. What are some threats to the beauty of Ban Gioc Falls?

- a) Too many tourists.
- b) Pollution from plastic bottles.
- c) Damage to the surrounding rainforest.
- d) All of the above.

4. What advice does the author give for visiting Ban Gioc Falls responsibly?

- a) Take loud music to enjoy with the waterfall.
- b) Leave trash behind for others to clean up.
- c) Choose eco-friendly accommodation and guides.
- d) Go swimming near the waterfall's edge.

5. What is the author's hope for the future of Ban Gioc Falls?

- a) That it will become a commercial tourist destination.
- b) That its sound will continue to amaze future generations.
- c) That it will be closed to protect the ecosystem.
- d) That it will be turned into a hydroelectric dam.

Task 3: Listen and complete the table.

| Feature | Details |
|-------------------|--|
| Location | Vietnam-China _____ (1) |
| Appearance | _____ (2) waterfall, white water, jade-green gorge, mist, rainbows |
| Surroundings | Ancient rainforest, national _____ (3), rare orchids, exotic birds |
| Importance | Natural wonder, delicate _____ (4), home to rare species |
| How to protect it | Choose eco-friendly accommodation and guides, avoid _____ (5) waste, respect the environment |

Task 4: Listen to a talk about Ban Gioc Falls and decide whether they are True or False.

1. Powerful waterfall on Vietnam-China border.
2. Water is calm and peaceful.
3. Surrounded by ancient rainforest.
4. Home to rare plants and animals.
5. Visitors should leave plastic bottles behind.

RECORDING 3**Task 1: Match the vocabulary words in the left column to their definitions in the right column.**

| Word | Definition |
|----------------|---|
| 1. labyrinth | A. a large cave with a dome-shaped ceiling |
| 2. stalagmites | B. a maze or complicated network of paths |
| 3. stalactites | C. a type of cave formation that hangs from the ceiling |
| 4. celestial | D. relating to the sky or heavens |
| 5. slumbering | E. sleeping or inactive |
| 6. symphony | F. a piece of music for a full orchestra |
| 7. grotto | G. a small cave or cavern, often with attractive features |
| 8. devotion | H. strong religious feeling or commitment |

Task 2: Listen and choose the best option.

1. Where is Phong Nha-Ke Bang National Park located?
 - a) Da Lat
 - b) Ha Noi
 - c) Quang Ninh
 - d) Quang Binh
2. What is Son Doong cave known for?
 - a) Ancient statues
 - b) Glittering crystals
 - c) Largest cave in the world
 - d) Hidden chambers
3. How should visitors minimize pollution in the caves?
 - a) Use flash photography
 - b) Talk loudly
 - c) Reduce noise and light
 - d) Touch the formations
4. Why are guided tours recommended?
 - a) Access restricted areas
 - b) Learn about history
 - c) Protect the delicate formations
 - d) Get better views
5. What's the main reason to protect Phong Nha-Ke Bang?
 - a) Ancient secrets
 - b) Tourism revenue
 - c) Enjoyment for future generations
 - d) Endangered species habitat

Task 3: Listen and decide if the following statements are True or False.

1. Phong Nha-Ke Bang National Park, a labyrinth of time with caves holding modern secrets.
2. Son Doong, the world's largest cave, shimmers with light like a cathedral carved by nature.
3. Each hidden chamber in Phong Nha-Ke Bang tells its own story, from glittering crystals to ancient whispers.
4. We must protect this fragile beauty like eager guests, minimizing pollution and respecting formations.
5. Keeping these places safe ensures future generations can enjoy their wonders and stories.

Task 4: Listen to a talk about Phong Nha – Ke Bang and complete the summary take note.

1. Location: Limestone _____ of Quang Binh, Vietnam
2. Uniqueness: Labyrinth of caves, including world's _____ (Son Doong)
3. Features: Stalactites, stalagmites, glistening crystals, ancient _____.
4. Importance: Protecting delicate formations for _____ generations
5. Visitor guidelines: Choose guided tours, minimize _____, respect formations

RECORDING 4**Task 1: Match the following words with their definitions:**

| Word | Definition |
|--------------|---|
| 1. heritage | B. something that is handed down from the past |
| 2. diverse | C. varied; different |
| 3. tradition | A. a custom or belief that is passed down from generation to generation |
| 4. ensemble | E. a group of musicians who play together |
| 5. rhythm | D. the regular pattern of beats in music |
| 6. soothing | F. calming or relaxing |
| 7. inspire | H. to fill with a feeling or idea |
| 8. challenge | G. a difficult task or problem |

Task 2: Listen and choose the best answer for each question.

1. Central Highlands gongs are a UNESCO World Heritage Site because they are...
 - a) a popular tourist attraction.
 - b) an important part of the culture of 17 ethnic groups.
 - c) made of bronze.
 - d) used in many different ceremonies and festivals.
2. The gong tradition in the Central Highlands is...
 - a) simple and easy to learn.
 - b) diverse and complex.
 - c) no longer practiced.
 - d) only used for religious ceremonies.
3. Gong music is often described as being...
 - a) slow and peaceful.
 - b) rhythmic and energetic.
 - c) sad and mournful.
 - d) loud and annoying.
4. One of the challenges facing the gong tradition is...
 - a) the lack of interest from young people.
 - b) the high cost of making gongs.
 - c) the difficulty of learning to play gongs.
 - d) all of the above.
5. Efforts to protect the Central Highlands gongs include...
 - a) banning the use of gongs in certain areas.
 - b) selling gongs to tourists.
 - c) teaching children about the tradition.
 - d) none of the above.

Task 3: Listen and decide if they are True or False.

1. _____ Gongs are only used in religious ceremonies.
2. _____ The gong tradition is thousands of years old.
3. _____ Gongs were originally used as a form of communication.
4. _____ The gong tradition is facing no challenges.
5. _____ Gongs are no longer used in modern society.

Task 4: Listen and fill in the missing information.

Central Highlands gongs, a UNESCO World Heritage Site, are vital to the culture of (1) _____ ethnic groups in Vietnam. This living tradition, dating back thousands of years, involves diverse bronze gongs used in various ceremonies. Each gong produces a (2) _____ sound, contributing to rhythmic, energetic music. The gongs, originally used for communication and religious ceremonies, symbolize the cultural (3) _____ of the Central Highlands and the pride of the Vietnamese people.

The gong tradition in Vietnam's Central Highlands is (4) _____ challenges, including potential loss of knowledge and Western influence. Efforts to protect this tradition include education, documentation, and public (5) _____ campaigns. Despite these challenges, gongs remain integral to various ceremonies, festivals, and entertainment events.

RECORDING 5**Task 1: Vocabulary Matching**

| Vocabulary | Definition |
|-------------------------------|---|
| 1. UNESCO World Heritage Site | a. Place recognized for outstanding cultural value |
| 2. Minority group | b. An ethnic group smaller than the majority |
| 3. Vibrant | c. Full of life, activity, or color |
| 4. Earthenware | d. Pottery made from clay, without being porcelain or stoneware |
| 5. Distinctive | e. Clearly different from others |
| 6. Motif | f. A recurring theme or design |
| 7. Conserve | g. To protect and preserve something from loss or damage |
| 8. Porcelain | h. a hard, white, shiny substance made by baking clay and used for making delicate cups, plates and other objects |

Task 2: Listen and choose the best option.

1. The Cham people are originally from:
 - a) China
 - b) Cambodia
 - c) Vietnam
 - d) India
2. Cham pottery is made from:
 - a) Porcelain
 - b) Metal
 - c) Clay
 - d) Wood
3. The most common shapes of Cham pottery include:
 - a) Teacups and saucers
 - b) Bowls, jars, and vases
 - c) Figurines and statues
 - d) Plates and platters
4. One way to conserve Cham pottery is to:
 - a) Buy mass-produced souvenirs
 - b) Support organizations working to preserve it
 - c) Leave pottery exposed to the elements
 - d) Ignore its cultural significance
5. The Cham Pottery Museum is located in:
 - a) Hanoi
 - b) Ho Chi Minh City
 - c) Bau Truc village
 - d) Nha Trang

Task 3: Listen and decide if the statements are True or False.

- _____ Cham people practice pottery for centuries.
- _____ Pottery art of Bau Truc is made by machine.
- _____ Clay used comes from another village.
- _____ Pottery designs use only geometric patterns.
- _____ Museum opened in 2010 to promote pottery.

Task 4: Listen and complete the summary.

Cham pottery, a UNESCO treasure, is a centuries-old (1) _____ practiced by the Cham people in Vietnam. Bau Truc village's unique (2) _____, known for its diverse shapes and nature-inspired designs, is made from local clay and shaped by (3) _____. Conserving this vibrant tradition involves education, supporting organizations, and initiatives like the (4) _____ Cham Pottery Museum. Preserving this cultural heritage ensures its beauty and significance for (5) _____ generations.

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

PART 1: EXERCISES

RECORDING 1

The Importance of Exploring Options After High School

Task 1: Matching the vocabulary to its right definition.

| Word | Definition |
|---------------------------|---|
| 1. Crowded | A. A meal where guests serve themselves from a variety of dishes laid out on a table. |
| 2. Delectable | B. Applicable to all cases or conditions, not limited to a particular group. |
| 3. Information Technology | C. Education and training that prepares you for a specific job or trade. |
| 4. Intense | D. Extremely pleasing or delightful, often used to describe something tasty or enjoyable. |
| 5. Trendy | E. Fashionable or popular at a particular time; in vogue. |
| 6. Universal | F. Full of people or things, closely packed together. |
| 7. Vocational Training | G. Having strong feelings, extreme or forceful. |
| 8. Buffet | H. The study and application of computer systems and networks. |

Task 2: Listen to the recording and decide if the statements are True or False

- 1) ___ Studying IT at university is the best and only option after high school.
- 2) ___ If everyone chooses IT as their career path, it can become highly competitive.
- 3) ___ Vocational training is a suitable alternative to university for acquiring specific skills.
- 4) ___ Choosing the path after high school should be solely based on popularity.
- 5) ___ The key to a fulfilling journey after high school is exploring options and understanding oneself.

Task 3: Listen to the recording and choose the best option.

- 1) Why is it important to have different options after high school?
 - A) To cater to individual goals and skills
 - B) To make universities more competitive
 - C) To follow the popular trend
 - D) To avoid ending up without a job
- 2) What metaphor does the author use to describe choosing the right path?
 - A) Picking the perfect outfit
 - B) Tasting different dishes at a buffet
 - C) Squeezing into a small space
 - D) Scrambling through a crowded door
- 3) Why can choosing the same popular path be problematic?
 - A) It results in a lack of diversity in the job market
 - B) It makes universities struggle to keep up
 - C) It can lead to intense competition and potential unemployment
 - D) It limits future career possibilities

- 4) What does the author compare studying information technology (IT) to?
- A) Enjoying a buffet with many choices
 B) Studying a complex and rapidly changing field
 C) Being part of a crowded and stressful environment
 D) Trying to squeeze through one tiny door
- 5) What advice does the author give regarding choosing a path after high school?
- A) Listen to others' opinions and recommendations
 B) Follow the path that everyone else is taking
 C) Explore options and choose based on personal excitement and interests
 D) Select a path based on its popularity

Task 4: Listen to the recording and complete the summary with NO MORE THAN ONE WORD

We are living in the tech world, many high school graduates aim for IT university studies, leading to a (1) and difficult path. The competition for IT jobs is intense, making studies (2) However, there are other options like (3) training for specific skills. Students are unique, with their own goals, passions, and (4) Choosing a path should be about self-understanding, not popularity. Exploring options, listening to your heart, and choosing an exciting path, not just following the crowd, is the recipe for a fulfilling (5) after high school.

RECORDING 2

Making the Right Choice After High School

Task 1: Matching the vocabulary to its right definition.

| Word | Definition |
|-------------------------|---|
| 1. Career Goals | A. Education and training focused on practical skills for specific jobs, usually shorter than university. |
| 2. Duration | B. The amount of time something lasts or continues. |
| 3. Financial Situation | C. The state of one's personal financial affairs. |
| 4. Hands-on Work | D. The process of actively doing something rather than just learning about it. |
| 5. Professional Fields | E. Areas of work that require specialized knowledge and training. |
| 6. Qualifications | F. Achievements or attributes that make someone suitable for a particular job or activity. |
| 7. Time Commitment | G. The amount of time one needs to dedicate to a particular activity or undertaking. |
| 8. Vocational Education | H. Future plans and objectives related to one's work or ambition. |

Task 2: Listen to the recording and decide if the statements are True or False

- 1) ___ Continuing education at a university or college gives students qualifications and skills needed to work in professional fields.
- 2) ___ Vocational education provides practical skills needed to work in fields such as healthcare, education, engineering, and business.
- 3) ___ The duration of vocational education is typically longer than university education.
- 4) ___ Vocational education has a higher cost compared to university education.
- 5) ___ Choosing the right path depends on a student's interests, abilities, financial situation, and career goals.

Task 3: Listen to the recording and choose the best option.

- 1) What are some examples of professional fields that require a university or college education?
 - A) mechanics, electronics, construction, and service
 - B) cooking, gardening, painting, and writing
 - C) healthcare, education, engineering, and business
 - D) art, music, literature, and history
- 2) What are some examples of fields that vocational education prepares students for?
 - A) art, music, literature, and history
 - B) healthcare, education, engineering, and business
 - C) mechanics, electronics, construction, and service
 - D) cooking, gardening, painting, and writing
- 3) What factors should be considered when choosing between university and vocational education?
 - A) hometown, favorite color, favorite food, and favorite movie
 - B) age, height, weight, and political beliefs
 - C) favorite hobbies, family background, geographic location, and social status
 - D) interests, abilities, financial situation, and career goals
- 4) If you want to gain practical skills right after graduation, what is a good choice for you?
 - A) self-study
 - B) university education
 - C) vocational education
 - D) traveling around the world
- 5) Why is it important to choose the right path for your interests, abilities, and goals?
 - A) To meet famous people
 - B) To impress your friends and family
 - C) To have a lot of money
 - D) To be successful and happy in your career

Task 4: Listen to the recording and complete the summary with NO MORE THAN ONE WORD

Post-high school, students can pursue university education in fields like healthcare, education, (1), and business, or opt for vocational education that gives students the (2) skills needed for jobs in mechanics, electronics, etc. The choice depends on the student's interests, abilities, financial situation, and (3) goals. University education requires a significant (4) and time commitment, while vocational education is shorter, less expensive, and allows for earning money (5) after graduation.

RECORDING 3**The Role of Education and Career Guidance in Today's World****Task 1: Matching the vocabulary to its right definition.**

| Word | Definition |
|-------------------------|--|
| 1. Affordable | A. The quality of being within one's financial means or not too expensive. |
| 2. Career Guidance | B. Advice and support provided to help individuals make informed decisions about their careers. |
| 3. Emerging Industries | C. Industries that are in the process of rapid growth and development. |
| 4. Evolve | D. To develop gradually, especially from a simple to a more complex form. |
| 5. Formal Education | E. Structured education provided by schools, colleges, and universities, leading to recognized qualifications. |
| 6. Obsolete | F. No longer in use or no longer relevant, often due to technological advancements. |
| 7. Skilled Workers | G. Individuals with expertise and proficiency in a particular job or field. |
| 8. Vocational Education | H. Training that focuses on practical skills and knowledge required for specific jobs or trades. |

Task 2: Listen to the recording and decide if the statements are True or False

- ___ Formal education institutions are the only path to a successful career.
- ___ Vocational programs are more affordable than traditional college degrees.
- ___ Career counselors can help students explore their interests and abilities.
- ___ Formal education provides students with practical skills in demand in the workforce.
- ___ Investing in formal education, vocational training, and career guidance increases students' chances of finding a successful career.

Task 3: Listen to the recording and choose the best option.

- What is the role of formal education institutions in preparing students for the workforce?
 - Guide students in making informed decisions about their future
 - Provide students with the knowledge and skills they need to succeed in their chosen careers
 - Provide vocational training to students
 - Explore students' interests and abilities
- Why is vocational education a great option for students?
 - It helps students explore their interests and abilities
 - It teaches practical skills that are in demand in the workforce
 - It is more affordable than formal education
 - It provides traditional college degrees
- Who can provide guidance on the best way to achieve career goals?
 - Employers
 - Vocational training providers
 - Formal education institutions
 - Career counselors

- 4) Why is it important for students to be prepared for the future?
- A) To increase their chances of getting a job
 - B) To explore new and emerging industries
 - C) To find a successful career
 - D) Because the world of work is constantly changing
- 5) How can students increase their chances of finding a successful career?
- A) By investing in formal education, vocational training, and career guidance
 - B) By exploring their interests and abilities
 - C) By choosing a new and emerging industry
 - D) By getting vocational training only

Task 4: Listen to the recording and complete the summary with NO MORE THAN ONE WORD

In today's world, with the rise of automation and (1) intelligence, traditional jobs are becoming obsolete, creating demand for skills in new industries. It's important to note that (2) education isn't the only path to success. Vocational education offers practical skills in demand in the (3), often at a lower cost and time commitment than university. Career guidance helps students make informed (4) about their future. By investing in education and guidance, students can increase their (5) of success in the evolving job market.

RECORDING 4

Kickstart Your Cooking Career with For Future Vocational School

Task 1: Matching the vocabulary to its right definition.

| Word | Definition |
|--------------------|---|
| 1. Apprenticeships | A. Hands-on training and work experience provided by working under skilled professionals. |
| 2. Apron | B. A protective garment worn over the front of clothes and tied around the back, covering the chest and lower part of the body, especially while cooking. |
| 3. Bistro | C. A small, casual restaurant serving moderately priced meals. |
| 4. Booming | D. Experiencing rapid growth, success, or prosperity. |
| 5. Craving | E. A strong desire or yearning, often for a specific type of food. |
| 6. Culinary | F. Related to cooking or the kitchen, especially as an art. |
| 7. Launchpad | G. A platform or starting point that provides a foundation for further development or success. |
| 8. Mouthwatering | H. Extremely appetizing or delicious, causing saliva to flow in anticipation. |

Task 2: Listen to the recording and decide if the statements are True or False

- 1) ___ For Future Vocational School offers cooking courses for every taste bud.
- 2) ___ The cooking classes at For Future Vocational School are taught by experienced chefs.
- 3) ___ Apprenticeship opportunities through For Future Vocational School include working in real kitchens.
- 4) ___ Jessica is currently running her own catering business.
- 5) ___ For Future Vocational School requires fancy exams and high fees to get started.

Task 3: Listen to the recording and choose the best option.

- 1) What is the objective of For Future Vocational School?
 - A) To teach people about different cuisines
 - B) To offer affordable cooking classes
 - C) To help people pursue their culinary dreams
 - D) To partner with local restaurants for apprenticeships
- 2) What qualification is not required to join For Future Vocational School?
 - A) A passion for cooking
 - B) Previous cooking knowledge
 - C) Professional culinary experience
 - D) A background in the food industry
- 3) Who teaches the cooking classes at For Future Vocational School?
 - A) Experienced chefs
 - B) Local restaurant owners
 - C) Former students
 - D) Academic professors
- 4) Which country's cuisine is not mentioned in the text?
 - A) China
 - B) France
 - C) Mexico
 - D) Italy
- 5) What can graduates of For Future Vocational School do?
 - A) Become celebrity chefs
 - B) Teach cooking classes
 - C) Work in famous restaurants
 - D) Start their own successful businesses

Task 4: Listen to the recording and complete the summary with NO MORE THAN ONE WORD

For Future Vocational School is a place for creating (1) dishes and achieving culinary dreams, no matter your (2) or experience. Our courses, taught by real-life (3), cover a range of cuisines. We offer apprenticeships to let students work in real (4) and gain hands-on experience. Our graduates, like Jessica and David, are making their mark in the culinary world, proving that a future with us is full of (5) and success. Your culinary journey starts here.

RECORDING 5**Understanding Your Options and Making Informed Decisions****Task 1: Matching the vocabulary to its right definition.**

| Word | Definition |
|-------------------|---|
| 1. Aspirations | A. Strong desires or ambitions towards achieving something. |
| 2. Commencement | B. The beginning or start of something, often used in the context of events or ceremonies. |
| 3. Disciplines | C. Branches of knowledge or areas of study, often categorized by specific subjects. |
| 4. Outweigh | D. To be more significant or valuable than something else. |
| 5. Pinnacle | E. The highest point or culmination, often used to describe the peak of achievement or success. |
| 6. Specialization | F. The act of focusing on a particular area or field of study or work. |
| 7. Thorough | G. Complete and exhaustive; covering all aspects in detail. |
| 8. Undergraduate | H. The initial level of higher education, typically leading to a bachelor's degree. |

Task 2: Listen to the recording and decide if the statements are True or False

- 1) ___ An undergraduate degree is also known as a master's degree.
- 2) ___ Postgraduate or master's degrees are conferred by universities or colleges.
- 3) ___ Doctoral degrees can be earned in fields like medicine or law.
- 4) ___ Sixth-form colleges offer courses that prepare students for higher education.
- 5) ___ Higher education is not influenced by individual interests, aspirations, or financial circumstances.

Task 3: Listen to the recording and choose the best option.

- 1) What are the three primary levels of higher education?
 - A) Undergraduate, postgraduate, and doctoral studies
 - B) Primary, secondary, and tertiary education
 - C) Bachelor's, master's, and doctoral degrees
 - D) Arts, sciences, and engineering disciplines
- 2) How long does it typically take to complete an undergraduate degree?
 - A) Five years
 - B) Two years
 - C) Three years
 - D) Four years
- 3) Which level of education allows for specialization in specific fields?
 - A) Undergraduate degree
 - B) Doctoral degree
 - C) Secondary education
 - D) Master's degree

- 4) How long does it take to complete a doctoral degree?
- A) One to five years
 - B) Four to eight years
 - C) Two to six years
 - D) Three to seven years
- 5) In certain countries, students have the option to attend a _____ after secondary education.
- A) Technical school
 - B) Community college
 - C) Sixth-form college
 - D) Preparatory school

Task 4: Listen to the recording and complete the summary with NO MORE THAN ONE WORD

Higher education, covering a broad spectrum of (1) ranging from arts to engineering, is categorized into undergraduate, postgraduate, and doctoral studies. Undergraduate and postgraduate degrees are also (2) by universities or colleges. The doctoral degree allows specialization in fields like (3) or law. The decision to pursue higher education is influenced by individual interests, aspirations, and (4) circumstances. Despite the challenges such as (5) costs and time commitment, the benefits often outweigh the drawbacks. It's crucial to conduct thorough research and seek advice before making this significant decision.

UNIT 8: BECOMING INDEPENDENT

PART 1: EXERCISES

RECORDING 1

Task 1: Vocabulary matching: Match each vocabulary word with the correct definition.

- | | |
|-------------------|---|
| 1. Independence | A. To make someone agree to do something. |
| 2. Responsibility | B. Things that are most important |
| 3. Rewarding | C. The ability to rely on yourself. |
| 4. Priorities | D. The state of being in charge of something. |
| 5. Self-reliant | E. The freedom to act and decide for yourself. |
| 6. Convince | F. Something that makes you feel happy and proud. |
1. _____; 2. _____; 3. _____; 4. _____; 5. _____; 6. _____/

Task 2: Listen and choose the best answer.

- What is a benefit of growing older?

| | |
|--|-------------------------------------|
| A. You don't have to go to school | B. You can make your own decisions |
| C. You get to stay up late every night | D. You always know the right answer |
- Which skill helps you stay on top of all your tasks?

| | |
|--------------------|---------------------|
| A. Decision-making | B. Money-management |
| C. Cooking | D. Time-management |
- What's an example of taking care of yourself?

| |
|---|
| A. Asking your parents to do everything for you |
| B. Learning to prepare your own meals |
| C. Refusing to take a bath |
| D. Only wearing your favorite clothes |
- What does the recording suggest about asking for help when you need it?

| | |
|-------------------------------------|---------------------------------------|
| A. It's a sign of weakness | B. It's something you should never do |
| C. It's okay to do in the beginning | D. It will stop your progress |
- The recording describes independence as:

| | |
|----------------------------------|-------------------------|
| A. Only for grown-ups | B. Instantly achievable |
| C. Something that takes practice | D. Unimportant |

Task 3: Listen and write True or False.

- The recording states that independence comes with no responsibilities.
- The recording suggests it's good to know how much money you have and where you spend it.
- Good decision-making means only choosing what you want to do in the moment.
- The recording says your independence journey will have challenges.
- Only adults can be independent.

Task 4: Listen and complete the summary.

Independence, a crucial aspect of maturing, involves self-reliance and making personal choices. It's a significant responsibility but also (1) _____. Key areas to build independence include managing time by prioritizing tasks and allocating appropriate time, managing money through budgeting and (2) _____ spending, taking care of oneself by learning basic life skills like cooking and laundry, and making decisions by (3) _____ pros and cons. It might not be easy initially, requiring help to learn new skills. However, with (4) _____ and experience, confidence grows. You might even teach these skills to others. Dealing with challenges independently boosts confidence. Independence is a (5) _____ requiring time and effort, but it's worthwhile.

RECORDING 2**Task 1: Vocabulary matching.**

Instructions: Match each vocabulary word with the correct definition.

- | | |
|-----------------|---|
| 1. Crucial | A. Help with figuring out what the right choice is. |
| 2. Budget | B. Becoming an expert at doing something. |
| 3. Consequences | C. Things that happen because of something you did. |
| 4. Mastering | D. A plan for how much money you can spend. |
| 5. Victories | E. Wins or achievements. |
| 6. Guidance | F. Extremely important or necessary. |

1. _____; 2. _____; 3. _____; 4. _____; 5. _____; 6. _____ /

Task 2: Listen and choose the best answer.

- According to the recording, independence involves:
 - Never having to do homework.
 - Being in control of your own decisions.
 - Ignoring other people's advice.
 - Having a lot of money to spend.
- Which skill helps you stay on top of responsibilities like schoolwork?
 - Decision-making
 - Money-management
 - Cooking skills
 - Time-management
- What does the recording suggest about making decisions as an independent person?
 - Your decisions will always be perfect.
 - You need to consider the potential outcomes of your choices.
 - You should always ask your parents what to decide.
 - Don't worry about making the wrong decision.
- What's a good way to start taking on more independence?
 - Move out of your family home immediately.
 - Practice skills like cooking and cleaning.
 - Refuse to do any homework.
 - Stop listening to your teachers.
- The recording emphasizes that independence and responsibility are:
 - Unrelated to each other.
 - Easy to achieve overnight.
 - Only for teenagers.
 - Closely connected.

Task 3: Listen and write True or False.

- The recording states the process of becoming independent is very easy.
- Learning how to manage money wisely is part of gaining independence.
- The recording says you should never seek advice when trying to be independent.
- Celebrating your progress can help you stay motivated toward independence.
- According to the recording, independence is only important for teenagers.

Task 4: Listen and complete the summary.

Teenagers aspire to be independent, which involves taking charge of life, making choices, and handling things. Achieving this requires key skills. Time-management involves organizing the day, balancing homework and fun, and meeting (1) _____ without reminders. Money-management involves learning to budget, tracking spending, and saving wisely. Decision-making involves weighing options, considering consequences, and being (2) _____ in choices. Boosting independence involves practicing basic life skills like cooking simple meals, doing (3) _____, and cleaning up space. Mastering these tasks shows the ability to manage everyday tasks. Progress should be measured and small victories celebrated. Independence brings responsibility for successes and (4) _____. It's okay to seek help sometimes from parents, teachers, and friends. Combining independence with seeking guidance when needed requires effort and (5) _____. Becoming independent can be challenging but contributes to personal growth. If unsure where to start, work on one or two skills at a time and seek help from a trusted person for practice.

RECORDING 3**Task 1: Vocabulary matching.**

Instructions: Match each vocabulary word with the correct definition.

- | | |
|------------------|---|
| 1. Judgment | A. Shows your unique personality or ideas. |
| 2. Expresses | B. A challenge that makes your goals harder to reach. |
| 3. Opportunities | C. The ability to form good opinions and decisions. |
| 4. Brainstorm | D. Chances to try new and exciting things. |
| 5. Unpredictable | E. Not able to be known or expected beforehand. |
| 6. Setback | F. To quickly produce lots of ideas. |

1. _____; 2. _____; 3. _____; 4. _____; 5. _____; 6. _____/

Task 2: Listen and choose the best answer.

- According to the recording, true independence involves:

| | |
|------------------------------------|---|
| A. Never making mistakes | B. Relying on others to solve your problems |
| C. Believing in your own abilities | D. Having lots of friends |
- The recording suggests that good decision-making starts with:

| | |
|---------------------------------------|---------------------------------------|
| A. Always choosing the easiest option | B. Asking your parents for the answer |
| C. Practicing with smaller decisions | D. Ignoring the consequences |
- What is a benefit of brainstorming solutions to problems?

| | |
|--|--|
| A. It guarantees you'll be successful | B. It gives you multiple possibilities to consider |
| C. It means you don't have to ask for help | D. It makes all your problems disappear |
- The recording emphasizes that when making decisions, you should:

| | |
|--|--|
| A. Only listen to your friends' opinions | B. Do whatever feels right in the moment |
| C. Think carefully and consider advice | D. Choose the opposite of what your parents want |
- What does the recording suggest about making mistakes?

| | |
|---|--|
| A. They are a sign you should give up | B. They are impossible to avoid |
| C. They ruin your chances at independence | D. They offer opportunities for growth |

Task 3: Listen and write True or False.

- Independence is simply about doing things on your own.
- Good decision-making makes life perfect.
- Taking ownership of your decisions helps you build confidence.
- Adults never make mistakes.
- The recording encourages learning from setbacks.

Task 4: Listen and complete the summary.

True independence involves more than practical skills; it requires confidence to trust (1) _____ and take action. A major challenge for teens is learning to make good decisions. This skill develops by practicing with smaller choices, which builds confidence for (2) _____ decisions. Sometimes, solutions to problems need to be created, requiring brainstorming options, weighing pros and cons, and combining solutions. The key is to think things through carefully and seek (3) _____ from trusted adults. Owning decisions, even with mistakes, strengthens a person. It's okay if things don't go as planned; learning to deal with (4) _____ is important. Independence means taking (5) _____ of life, achieving goals, facing challenges, and learning from experiences, which builds confidence and self-belief, crucial for long-term success.

RECORDING 4**Task 1: Vocabulary matching.**

Instructions: Match each vocabulary word with the correct definition.

- | | |
|----------------|--|
| 1. Explore | A. A space that supports your growth and actions. |
| 2. Benefits | B. To research or discover something interesting. |
| 3. Dedication | C. Good things that come from doing something. |
| 4. Curiosity | D. Focusing all your effort on something you care about. |
| 5. Initiative | E. Being driven to start tasks without being told to. |
| 6. Environment | F. A strong desire to learn or understand. |

1. _____; 2. _____; 3. _____; 4. _____; 5. _____; 6. _____ /

Task 2: Listen and choose the best answer.

- What's the biggest benefit of self-study?

| | |
|--|-------------------------------------|
| A. It lets you skip regular schoolwork | B. You can learn whatever you want |
| C. Your parents will do everything for you | D. You'll never have to study again |
- Self-study shows colleges...

| | |
|---|---|
| A. You don't need to attend regular classes | B. You can find information independently |
| C. You are interested in learning and motivated | D. You get A grades in every subject |
- How does the recording define self-motivated learners?

| | |
|---|----------------------------------|
| A. People who can work without a teacher's help | B. People who are always perfect |
| C. People who ask for help with everything | D. People who give up easily |
- The cake baking example highlights:

| | |
|---|--|
| A. You'll never fail if you self-study | B. Parents should bake cakes for their kids |
| C. Self-study involves real-world problem-solving | D. Only follow recipes, never try new things |
- What's the best way for parents to support self-study?

| | |
|---|--|
| A. Do everything for their children | B. Constantly check their child's work |
| C. Offer help and trust their child's decisions | D. Force their child to study difficult subjects |

Task 3: Listen and write True or False.

- School teaches you everything you need to know.
- Self-study means never getting help from others.
- Universities value students who take charge of their learning.
- The cake example emphasizes that mistakes are part of learning.
- Parents should take full control of their teen's self-study projects.

Task 4: Listen and complete the summary.

Self-studying forms the independence, by taking (1) _____ of one's learning outside the classroom. It allows discovery of personal interests, which can (2) _____ colleges. Self-study fosters self-motivation, teaching goal setting, resource finding, and persistence without (3) _____ supervision. These skills are valuable for life and appreciated by (4) _____ and universities. Practicing self-study can start with simple tasks like baking a cake, which involves finding a recipe, gathering ingredients, and learning from mistakes. (5) _____ play a crucial role in creating an environment conducive to self-study by offering resources, encouragement, and trust.

RECORDING 5**Task 1: Vocabulary matching.**

Instructions: Match each vocabulary word with the correct definition.

- | | |
|----------------|---|
| 1. Chauffeur | A. To figure out what something is. |
| 2. Identify | B. Things that are available to help you. |
| 3. Carpooling | C. Causing feelings of annoyance or discouragement. |
| 4. Inexpensive | D. Someone who drives a car as their job. |
| 5. Resources | E. Traveling together in one car to save money. |
| 6. Frustrating | F. Not costing much. |

1. _____; 2. _____; 3. _____; 4. _____; 5. _____; 6. _____/

Task 2: Listen and choose the best answer.

- The true meaning of independence involves:

| | |
|----------------------------------|------------------------------|
| A. Never needing your parents | B. Being able to drive a car |
| C. Knowing how to solve problems | D. Refusing to ask for help |
- What is the first step the recording recommends for solving transportation problems?

| | |
|---|---------------------------------------|
| A. Buy a new bike immediately | B. Figure out where you need to go |
| C. Take the bus without knowing the route | D. Argue with your parents for a ride |
- What kind of information should you think about when choosing a transportation plan?

| | |
|--|---------------------------------------|
| A. Which option is most expensive | B. What your favorite color is |
| C. The cost, time involved, and safety | D. Only what your closest friend does |
- Learning to use new transportation means...

| | |
|-----------------------------------|--|
| A. You'll never have any problems | B. Seeking help from others occasionally |
| C. Your first try will be perfect | D. Giving up when it's difficult |
- How does overcoming transportation challenges build independence?

| |
|--|
| A. It means you never have to walk anywhere |
| B. It teaches you about cars and buses |
| C. It makes you more demanding of others |
| D. It boosts confidence in your problem-solving skills |

Task 3: Listen and write True or False.

- Only on teens who want to learn to drive.
- The recording emphasizes creating a step-by-step plan.
- Independence means always knowing what to do.
- Parents can play a role in supporting teens' transportation independence.
- Overcoming challenges weakens your independence.

Task 4: Listen and complete the summary.

Independence is about having skills to handle life's challenges, like (1) _____ for teens. Problem-solving involves identifying needs, exploring solutions like using the bus, biking, or (2) _____, and considering their pros and cons. Implementing a plan involves (3) _____ bus routes, practicing biking, or scheduling carpool. Using resources like parents, teachers, and online (4) _____ is encouraged. Independence is defined by the willingness to learn and try new things. Overcoming challenges like a (5) _____ or missed bus builds strength and confidence, embodying true independence.

RECORDING 6**Task 1: Vocabulary matching.**

Instructions: Match each vocabulary word with the correct definition.

- | | |
|----------------|--|
| 1. Active Role | A. To register or become a member of a group or course. |
| 2. Grasp | B. Getting your attention taken away from what you're doing. |
| 3. Reliable | C. Something that gets in the way and slows you down. |
| 4. Enroll | D. Dependable and giving correct information. |
| 5. Distracted | E. Taking responsibility and making your own choices. |
| 6. Roadblocks | F. A solid understanding of a topic. |

1. _____; 2. _____; 3. _____; 4. _____; 5. _____; 6. _____ /

Task 2: Listen and choose the best answer.

- What's the first step in self-directed learning?

| | |
|---------------------------------------|--|
| A. Decide what you want to learn | B. Look for help from a teacher |
| C. Buy a bunch of expensive textbooks | D. Tell your parents you don't need school |
- Self-directed learning can focus on:

| | |
|---------------------------------------|--|
| A. Only academic topics from school | B. Practical skills and personal interests |
| C. Whatever your friends are studying | D. Subjects that are easy to learn |
- What's a valuable resource for self-directed learners?

| | |
|-------------------------------------|------------------------------------|
| A. Librarians and library materials | B. Talking to friends during class |
| C. Refusing to read instructions | D. Depending only on textbooks |
- What does the recording suggest about facing challenges?

| | |
|---|--|
| A. It's a sign you can't be independent | B. They'll never happen if you study hard |
| C. It requires being mean to anyone who offers help | D. It's part of the process and helps you grow |
- The biggest benefit of self-directed learning is:

| | |
|--|---|
| A. Getting to brag to your classmates | B. Knowing you can achieve your own goals |
| C. Never having to learn anything hard | D. Your parents will do your chores for you |

Task 3: Listen and write True or False.

- Self-directed learning means ignoring your teachers
- Setting goals is an important aspect of self-directed learning.
- Learning alone, without seeking outside help.
- Persistence in the face of difficulty is crucial for self-directed learners.
- Self-directed learning is only valuable if you study traditional school subjects.

Task 4: Listen and complete the summary.

Being independent includes (1) _____ learning, setting goals, and exploring interests. Self-directed learning includes setting goals in various areas. Don't (2) _____ yourself to school subjects. Once a goal is set, finding reliable information and using (3) _____ resources is crucial. The journey to independence involves challenges and getting (4) _____, requiring responsibility to push through and stick to goals. Celebrating small wins helps maintain motivation. The greatest reward is the (5) _____ felt when achieving something through this learning process, proving the ability to shape one's future.

UNIT 9: SOCIAL ISSUES

PART I. EXERCISES

RECORDING 1:

Task 1: Vocabulary Matching:

Match the vocabulary words on the left to their definitions on the right.

- | | |
|---------------|------------------------------------|
| • hesitant | a. Understand and share feelings |
| • obey | b. Beliefs about what is important |
| • embarrassed | c. Unsure or slow to act |
| • consequence | d. Result or effect |
| • sympathize | e. Feeling awkward or ashamed |
| • values | f. Follow an instruction |

Task 2: Listen and choose the best options.

Instructions: Listen to the passage about peer pressure and choose the best answer for each question.

- What is peer pressure?
 - Pressure to get good grades
 - Pressure to fit in with friends
 - Pressure to clean your room
 - Pressure to win a competition
- Why do teenagers struggle with peer pressure?
 - They want to be unique.
 - They don't want to be different.
 - They enjoy being teased.
 - They prefer to be alone.
- What is an example of peer pressure mentioned in the passage?
 - Joining a sports team
 - Saying no to alcohol
 - Studying for a test
 - Volunteering in the community
- What is a negative consequence of peer pressure?
 - Making new friends
 - Feeling more confident
 - Lower self-esteem
 - Getting better grades
- How can teenagers deal with peer pressure?
 - Always say yes to their friends.
 - Be afraid to speak up for themselves.
 - Say no to things they are uncomfortable with.
 - Lie about their feelings to avoid teasing.

Task 3: Listen and write True or False: Listen to the passage about peer pressure and decide whether each statement is True or False.

- Peer pressure only affects young children.
- Teenagers should always give in to peer pressure to avoid being left out.
- Saying no to peer pressure can help teenagers feel more confident.
- Peer pressure can lead teenagers to engage in risky behaviors.
- It's not important for teenagers to understand peer pressure.

Task 4: Listen and complete the missing information.

Summary

Peer pressure is a common challenge for teens. It's the pressure to (1) _____ in and do what others are doing. This can make teens feel (2) _____ to say no, even when they're uncomfortable. They might do things they don't want to, just to avoid feeling (3) _____ or left out. Peer pressure can have negative (4) _____ on teens' mental health. It's important for teens to stand up to peer pressure and say no to things that go against their (5) _____.

RECORDING 2:**Task 1: Vocabulary Matching:**

Match the vocabulary words on the left to their definitions on the right.

- | | |
|---------------|--|
| • fashionable | a. The ability to understand someone else's feelings |
| • ideal | b. Popular or trendy |
| • depression | c. A perfect standard |
| • bullying | d. Aggressive behavior meant to hurt |
| • empathy | e. A mental health condition of extreme sadness |
| • regardless | f. Without being affected by something |

Task 2: Listen and choose the best options.

Instructions: Listen to the passage about body shaming and choose the best answer for each question.

- What is body shaming?
 - Teasing someone about their grades
 - Making fun of someone's appearance
 - Criticizing someone's taste in music
 - Excluding someone from a game
- What kind of comments might be body shaming?
 - Complimenting someone's outfit
 - Offering help with homework
 - Making fun of someone's weight
 - Asking someone to join a club
- How can body shaming make teenagers feel?
 - More confident
 - Happy and included
 - Embarrassed and ashamed
 - Excited for a challenge
- What is a possible consequence of body shaming?
 - Making new friends
 - Feeling more optimistic
 - Depression
 - Getting better grades
- What should you do if you see someone being body shamed?
 - Join in on the teasing
 - Stay silent and ignore it
 - Speak up and defend the person
 - Make fun of the person doing the shaming

Task 3: Listen and write True or False

Instructions: Listen to the passage about body shaming and decide whether each statement is True or False.

- Body shaming only happens to adults.
- Body shaming comments can be about someone's clothes or style.
- It's okay to make fun of someone's appearance if they don't look fashionable.
- Body shaming can have a negative impact on someone's self-esteem.
- Bystanders shouldn't get involved when they see body shaming.

Task 4: Listen and complete the missing information.**Summary**

Body shaming is a serious problem faced by many teens. It happens when someone is (1)_____ or made fun of because of their appearance. People might criticize their weight, height, or other features that don't fit what's considered (2)_____ or trendy. This can make teens feel very bad about themselves, leading to feelings of (3)_____ or shame. Body shaming can have serious (4)_____ on mental health. Instead of (5)_____ others about their looks, we should be kind and supportive. If you see body shaming, speak up! We can create a positive environment where everyone feels accepted, (6)_____ of their appearance.

RECORDING 3:**Task 1: Vocabulary Matching:**

Match the vocabulary words on the left to their definitions on the right.

- | | |
|-------------|--|
| • cope | a. Hold responsible for something negative |
| • blame | b. Feeling of intense worry |
| • anxiety | c. Deal with difficulties |
| • crucial | d. Absolutely necessary |
| • guidance | e. Extremely important |
| • essential | f. Help or advice |

Task 2: Listen and choose the best options.

Instructions: Listen to the passage about bullying and choose the best answer for each question.

1. What is bullying?

- | | |
|---|--|
| a) Having a disagreement with a friend | b) Repeatedly hurting or teasing someone |
| c) Accidentally excluding someone from a game | d) Making a joke at someone's expense |

2. Where can bullying happen?

- | | |
|-------------------------|-----------------|
| a) Only at school | b) Only online |
| c) In person and online | d) Only at home |

3. How might someone being bullied feel?

- | | |
|----------------------------|-----------------------------|
| a) Happy and included | b) Scared and powerless |
| c) Excited for a challenge | d) Confident and in control |

4. What is a possible consequence of bullying for the victim?

- | | |
|---------------------------|----------------------------|
| a) Making new friends | b) Feeling more optimistic |
| c) Mental health problems | d) Getting better grades |

5. What should you do if you see someone being bullied?

- | | |
|---------------------------------------|----------------------------|
| a) Ignore it | b) Stand up to the bully |
| c) Tell the bully you agree with them | d) Join in on the bullying |

Task 3: Listen and write True or False

Instructions: Listen to the passage about bullying and decide whether each statement is True or False.

- Bullying is a problem that only adults can experience.
- Bullying can only happen face-to-face.
- It's okay to blame someone if they are being bullied.
- Bullying can have a negative impact on the entire community.
- There is nothing you can do if you are being bullied.

Task 4: Listen and complete the missing information.**Summary**

Bullying is a serious problem that affects many teens, both in person and online. It involves someone repeatedly (1) _____ or teases another person, making them feel powerless. Cyberbullying is a specific type that happens through technology. Bullying makes victims feel terrible and can have lasting (2) _____. They might (3) _____ themselves and experience anxiety or depression. Bullying hurts everyone involved, which is why it's (4) _____ to stand up against it. If you or someone you know is experiencing bullying, it's (5) _____ to seek help from a trusted adult. Together, we can build a safer, more supportive community.

RECORDING 4:**Task 1: Vocabulary Matching:**

Match the vocabulary words on the left to their definitions on the right.

- | | |
|---------------|--|
| • trauma | a. Spread outwards with indirect effects |
| • measures | b. A new plan to achieve a goal |
| • ripple | c. The state of being steady |
| • stability | d. Actions taken for a specific result |
| • initiatives | e. Something that happens |
| • occurrence | f. A deeply upsetting experience |

Task 2: Listen and choose the best options.

Instructions: Listen to the passage about crime and choose the best answer for each question.

- What is a crime?

| | |
|----------------------------|---|
| a) Breaking a school rule | b) An action that breaks the law and harms others |
| c) Disobeying your parents | d) Arguing with a friend |
- What is the purpose of government policies on crime?

| | |
|------------------------|---------------------------------|
| a) To create more laws | b) To prevent and punish crimes |
| c) To collect taxes | d) To elect new officials |
- How can crime affect victims?

| | |
|-------------------------------|------------------------------|
| a) Make them feel stronger | b) Cause fear and trauma |
| c) Help them make new friends | d) Increase their confidence |
- What is a consequence of crime on communities?

| | |
|---------------------------------------|--------------------------------|
| a) Brings people closer together | b) Damages trust and stability |
| c) Creates a more exciting atmosphere | d) Increases community events |
- How can people help prevent crime?

| | |
|--------------------------------|--|
| a) Ignoring their surroundings | b) Working together and looking out for each other |
| c) Breaking minor laws | d) Arguing with neighbors |

Task 3: Listen and write True or False

Instructions: Listen to the passage about crime and decide whether each statement is True or False.

- The government policies help to eliminate crime completely.
- When crimes occur, they only affect the immediate victims.
- Crime can have a negative impact on the trust and stability within a community.
- Supporting initiatives aimed at preventing crime can reduce its occurrence in the long term.
- Working together can create safer communities for everyone.

Task 4: Listen and complete the missing information.**Summary**

Crimes are harmful actions that break the law. They range from minor offenses to serious, violent acts. These actions have severe (1) _____ on individuals and communities. The government tries to (2) _____ and punish crime to maintain order. Unfortunately, crime still happens, causing (3) _____ and trauma for victims. The effects of crime can (4) _____ within a community, harming trust and stability. To combat crime, it's important for everyone to work together, stay aware, and support (5) _____ aimed at prevention.

RECORDING 5:**Task 1: Vocabulary Matching:**

Match the vocabulary words on the left to their definitions on the right.

- | | |
|------------------|---|
| • strain | a. Support a cause or policy |
| • make ends meet | b. Successful, especially financially |
| • necessity | c. Essential for survival |
| • equitably | d. Put pressure on something |
| • prosperous | e. Have just enough money for basic needs |
| • advocate | f. In a fair and just way |

Task 2: Listen and choose the best options.

Instructions: Listen to the passage about overpopulation and choose the best answer for each question.

- What is overpopulation?
 - Having a small family
 - Too many people living in a certain area
 - Living in a big house
 - Not enough resources
- What is a consequence of overpopulation?
 - More job opportunities
 - Increased poverty
 - Easier access to resources
 - More food production
- How can poverty be linked to overpopulation?
 - People have more money to share.
 - There are limited resources for everyone.
 - Everyone gets a bigger house.
 - The government provides more for everyone.
- What is a possible negative effect of poverty caused by overpopulation?
 - Stronger communities
 - Increased crime rates
 - More resources available
 - Better access to education
- What can governments do to address overpopulation?
 - Encourage large families
 - Manage population growth
 - Make resources more expensive
 - Limit access to education

Task 3: Listen and write True or False

Instructions: Listen to the passage about overpopulation and decide whether each statement is True or False.

- Overpopulation is a problem faced by a few countries.
- Overpopulation leads to a decrease in crime rates.
- Poverty can result from overpopulation.
- Overpopulation doesn't put a strain on communities.
- Government policies can help manage population growth.

Task 4: Listen and complete the missing information.**Summary**

Overpopulation is a serious global problem. When too many people live in one area, it can (1)_____ resources like food and water. This leads to (2)_____, with people unable to afford basic needs. Sadly, poverty can increase (3)_____ rates as people may resort to illegal activities. Governments must address overpopulation by managing growth and ensuring resources are shared fairly. This could involve family planning (4)_____ or improving access to education and (5)_____. By tackling overpopulation, we can build a more stable and (6)_____ future. Individuals should be aware and support policies promoting sustainable growth.

UNIT 10: THE ECOSYSTEM

PART 1: EXERCISES

RECORDING 1:

AUSTRALIAN HABITATS

Instructions for the teacher/student: You will listen to a passage about animal habitats in Australia. Listen carefully and complete the tasks below. It is recommended to play the audio recording of the passage for each task.

Task 1: Vocabulary Matching

Instruction: Match the words from the text in Column A with their correct definitions in Column C. Write the corresponding letter in Column B.

| Column A: Word | Column B: Answer | Column C: Definition |
|-------------------------------------|------------------|--|
| 1. Rainforests | | a. A long area of land along the sea. |
| 2. Swamps | | b. To absorb or take in a liquid. |
| 3. Soak up | | c. An area of low, wet land, often with trees. |
| 4. Coastline | | d. A forest in a tropical area with a lot of rain. |
| 5. Marshes | | e. Non-native plants and animals that can harm an ecosystem. |
| 6. New animals and plants coming in | | f. An area of low, flat, wet land. |

Task 2: Listen and Choose the Best Option

Instruction: Listen to the passage again. For each question, choose the best option (A, B, C, or D).

1. Why does Australia have such a wide variety of animals and plants?

- A. Because it is an island.
- B. Because of its large size and different weather conditions.
- C. Because it has many deserts.
- D. Because it is close to the sea.

2. What is a notable characteristic of the northern rainforests?

- A. They receive very little rain.
- B. The ground is not suitable for most plants.
- C. They are home to unique animals like flightless birds.
- D. They are located in the south of the country.

3. What is one way that swamps and puddles are important?

- A. They provide a home for kangaroos and emus.
- B. They are a primary source of saltwater.
- C. They help to filter water before it enters rivers.
- D. They are mostly found along the coastline.

4. Which of the following best describes the middle and west of Australia?

- A. A wet and green region with many rivers.
- B. A dry area with infrequent rainfall.
- C. A place with many mangrove trees.
- D. A region that is ideal for all types of plants.

5. Which habitat is specifically mentioned as being important for sea creatures?

- A. The dry deserts.
- B. The wet rainforests.
- C. The areas with underwater grasses.
- D. The swamps and puddles.

Task 3: Listen and Write True or False

Instruction: Listen to the passage one more time. Read the statements below and decide if they are True or False.

1. The soil in the northern rainforests is fertile and supports plant growth.
2. Wetlands like swamps can help reduce the impact of heavy rainfall.
3. The desert environment is unsuitable for any form of life.
4. The introduction of non-native species is one of the problems these habitats face.
5. According to the passage, the habitats are currently safe and do not need protection.

Task 4: Listen and Complete the Missing Information

Instruction: Listen to the passage for the final time. Complete the summary below by writing ONE word in each blank.

Australia is famous for its amazing animals and (1) _____. The country has many different animal homes. The rainforests in the north are home to colourful (2) _____. In the middle of the country, very dry (3) _____ are home to special animals that can survive there. The long coastline has different places for animals to live, including areas with (4) _____ trees. Unfortunately, these special animal homes are in trouble, and we need to look after these (5) _____ so the animals can keep living there.

RECORDING 2:

OUR PLANET'S ECOSYSTEMS

Instructions for the teacher/student: You will listen to a passage about the importance of ecosystems and the threats they face. Listen carefully and complete the tasks below. It is recommended to play the audio recording of the passage for each task.

Task 1: Vocabulary Matching

Instruction: Match the words from the text in Column A with their correct definitions in Column C. Write the corresponding letter in Column B.

| Column A: Word | Column B: Answer | Column C: Definition |
|--------------------------|------------------|---|
| 1. Interconnected | | a. Very large in size, quantity, or extent. |
| 2. Stable | | b. The presence of harmful substances or contaminants in the environment. |
| 3. Massive | | c. Something that is essential or that you must do. |
| 4. Pollution | | d. Firmly fixed, not likely to change or fail. |
| 5. Extreme | | e. Having all parts linked or connected. |
| 6. Absolutely have to do | | f. Reaching a high or the highest degree; very great. |

Task 2: Listen and Choose the Best Option

Instruction: Listen to the passage again. For each question, choose the best option (A, B, C, or D).

1. According to the first paragraph, what is one of the main benefits of a healthy ecosystem for humans?

- A. It provides materials for building houses.
- B. It helps regulate the climate.
- C. It creates beautiful underwater cities.
- D. It prevents insects from existing.

2. How are forests compared to giant air filters?

- A. They absorb water from the ground.
- B. They release carbon dioxide into the air.
- C. They take in carbon dioxide, helping to cool the Earth.
- D. They provide a home for the tiniest bugs.

3. What is a primary human activity mentioned that leads to animals losing their homes?

- A. Creating more national parks.
- B. Planting new types of trees.
- C. Increasing the amount of trash.
- D. Clearing forests for construction and agriculture.

4. What is the predicted future for coral reefs if human behavior does not change?

- A. They will fully recover by 2050.
- B. They will become cleaner than before.
- C. Almost all of them are expected to be gone by 2050.
- D. Only half of them will disappear in the next century.

5. What is the main idea of the final paragraph?

- A. Harming ecosystems has serious negative consequences for people.
- B. Humans are very good at sitting on tree branches.
- C. We have many choices when it comes to protecting the planet.
- D. Extreme weather is a natural event and not related to ecosystems.

Task 3: Listen and Write True or False

Instruction: Listen to the passage one more time. Read the statements below and decide if they are True or False.

1. The passage suggests that every living thing, no matter its size, has a purpose in its environment.
2. Human activities are causing the permanent loss of some plant and animal species.
3. The oceans are becoming more suitable for coral reefs to thrive.
4. The author believes that protecting our planet's ecosystems is an optional activity.
5. The destruction of ecosystems could lead to a scarcity of essential resources for humans.

Task 4: Listen and Complete the Missing Information

Instruction: Listen to the passage for the final time. Complete the summary below by writing ONE word in each blank.

Our planet's ecosystems are like amazing, interconnected teams where everything plays a (1) _____. Healthy ecosystems clean our air and water and provide the (2) _____ we eat. However, humans are causing damage by cutting down forests and creating (3) _____ from our trash. Beautiful underwater cities, known as coral (4) _____, are dying because the oceans are getting warmer. This damage is a big problem for us, and it's like we're chopping down the (5) _____ we're sitting on.

RECORDING 3:**AN ENVIRONMENTAL CAMPAIGN**

Instructions for the teacher/student: You will listen to a conversation between two friends, Jane and Mary, about an environmental club meeting. Listen carefully and complete the tasks below. It is recommended to play the audio recording of the dialogue for each task.

Task 1: Vocabulary Matching

Instruction: Match the words from the text in Column A with their correct definitions in Column C. Write the corresponding letter in Column B.

| Column A: Word/Phrase | Column B: Answer | Column C: Definition |
|------------------------|---------------------|--|
| 1. Expert | | a. The act of clearing a wide area of trees. |
| 2. Deforestation | | b. An organized series of activities to achieve a goal. |
| 3. Spreading awareness | | c. Having a major effect or influence. |
| 4. Campaign | | d. A person with special skill or knowledge in a particular field. |
| 5. Conserving | | e. Informing more people about a particular issue or topic. |
| 6. Impactful | | f. To protect something from harm, loss, or waste. |

Task 2: Listen and Choose the Best Option

Instruction: Listen to the dialogue again. For each question, choose the best option (A, B, C, or D).

1. Who was the guest speaker at the environmental club meeting?

- A. A student named Jane.
- B. A school teacher.
- C. An expert on ecosystems named Dr. Logan.
- D. A club member named Mary.

2. According to Mary, what is one of the ways humans are harming the environment?

- A. By creating new parks.
- B. By planting too many trees.
- C. Through pollution.
- D. By recycling too much.

3. What did Dr. Logan say was a "key" action for helping the environment?

- A. Only focusing on individual actions.
- B. Waiting for others to solve the problem.
- C. Making sure people are informed about the issue.
- D. Using more plastic in daily life.

4. What is the main idea for the campaign that Mary and Jane decide to create?

- A. To show how small, personal actions can have a large effect.
- B. To raise money for Dr. Logan's research.
- C. To protest against the school's environmental policies.
- D. To focus only on the issue of deforestation.

5. What is one specific idea Jane suggests for their campaign?

- A. Organizing a school trip.
- B. Writing a letter to Dr. Logan.
- C. Making posters with helpful advice.
- D. Selling recycled products.

Task 3: Listen and Write True or False

Instruction: Listen to the dialogue one more time. Read the statements below and decide if they are True or False.

1. Dr. Logan is a specialist in the field of ecosystems.
2. Mary was not very motivated by the guest speaker's talk.
3. Jane thinks Mary's idea for a school campaign is excellent.
4. The campaign will encourage students to use more energy at home.
5. Jane and Mary plan to work with the existing environmental club on their project.

Task 4: Listen and Complete the Missing Information

Instruction: Listen to the dialogue for the final time. Complete the summary below by writing ONE word in each blank.

Mary tells Jane that the environmental club meeting was very interesting because of a guest (1) _____, Dr. Logan. He explained that human actions are causing a lot of damage, and that it is important for individuals to use less (2) _____ and recycle more. Inspired by the talk, Mary suggests starting an environmental (3) _____ at school. Jane loves the idea and suggests making posters with tips on reducing (4) _____. They agree to meet on the weekend to brainstorm more ideas and get (5) _____ on their new project.

RECORDING 4:

HELPING NATURE'S FAMILIES

Instructions for the teacher/student: You will listen to a passage about how to help protect ecosystems. Listen carefully and complete the tasks below. It is recommended to play the audio recording of the passage for each task.

Task 1: Vocabulary Matching

Instruction: Match the words from the text in Column A with their correct definitions in Column C. Write the corresponding letter in Column B.

| Column A: Word | Column B: Answer | Column C: Definition |
|-------------------|---------------------|---|
| 1. Ecosystems | | a. Relating to a particular area or neighborhood. |
| 2. Hunting | | b. To begin to get bigger or develop. |
| 3. Savannah | | c. A community of living organisms interacting with their physical environment. |
| 4. Local | | d. Chasing and killing wild animals for sport or food. |
| 5. Grow | | e. A large, flat area of land with grass and few trees, especially in Africa. |
| 6. Rainforest | | f. A dense forest with high rainfall, typically found in tropical areas. |

Task 2: Listen and Choose the Best Option

Instruction: Listen to the passage again. For each question, choose the best option (A, B, C, or D).

- 1. What is the main problem that the passage addresses?**
 - A. Animals are not finding enough food.
 - B. Ecosystems, which are homes for wildlife, are in trouble.
 - C. There are not enough national parks for animals.
 - D. People are not visiting nature enough.
- 2. What happened to the savannah in Africa when people stopped hunting elephants?**
 - A. It became a less suitable home for elephants.
 - B. It started to have fewer plants.
 - C. It turned into a healthier environment.
 - D. It attracted more hunters to the area.
- 3. Why is it beneficial to have many different types of plants in an ecosystem?**
 - A. It makes the area look more beautiful.
 - B. Each plant performs a specific function, contributing to the system's overall strength.
 - C. It provides more opportunities for hunting.
 - D. It helps to reduce the number of animals living there.
- 4. What positive outcome resulted from planting trees in the Amazon rainforest?**
 - A. The forest became a better place for its animal inhabitants.
 - B. It allowed people to build more houses in the area.
 - C. It increased the amount of rain the forest received.
 - D. It made the ecosystem weaker than before.
- 5. According to the last paragraph, what is the effect of learning about ecosystems?**
 - A. It encourages people to travel more.
 - B. It helps people identify which plants are not important.
 - C. It makes people care more about nature and want to protect it.
 - D. It is the most difficult way to help the environment.

Task 3: Listen and Write True or False

Instruction: Listen to the passage one more time. Read the statements below and decide if they are True or False.

1. The passage describes ecosystems as being similar to families in nature.
2. When hunting was reduced, the elephant families in Africa continued to get smaller.
3. The text suggests that an ecosystem with only one type of plant is the strongest.
4. The author believes that education about nature is an important part of conservation.
5. The passage outlines three different methods for helping to save ecosystems.

Task 4: Listen and Complete the Missing Information

Instruction: Listen to the passage for the final time. Complete the summary below by writing ONE word in each blank.

Ecosystems are homes for plants and animals, but these families are in (1) _____. One way we can help is to stop the over-hunting of wild (2) _____. This can stop an ecosystem from becoming sick. Another way to help is by planting lots of different local plants, which is like building a strong (3) _____ to support the environment. Planting (4) _____ has been very helpful in the Amazon rainforest. The last way to help is by learning why all plants and animals are (5) _____, because this makes us want to protect them.

RECORDING 5:

THE GREAT BARRIER REEF

Instructions for the teacher/student: You will listen to a passage about the Great Barrier Reef. Listen carefully and complete the tasks below. It is recommended to play the audio recording of the passage for each task.

Task 1: Vocabulary Matching: Match the words from the text in Column A with their correct definitions in Column C. Write the corresponding letter in Column B.

| Column A: Word | Column B: Answer | Column C: Definition |
|-----------------|------------------|---|
| 1. Ecosystem | | a. A place that provides protection from danger or bad weather. |
| 2. Surroundings | | b. The introduction of harmful substances into the environment. |
| 3. Countless | | c. A community of living things that interact with their environment. |
| 4. Shelter | | d. People who travel to a place for pleasure. |
| 5. Pollution | | e. Too many to be counted; innumerable. |
| 6. Tourists | | f. The area and conditions around a person or thing. |

Task 2: Listen and Choose the Best Option

Instruction: Listen to the passage again. For each question, choose the best option (A, B, C, or D).

1. What is the Great Barrier Reef described as at the beginning of the passage?

- A. The deepest part of the ocean.
- B. The largest underwater city in the world.
- C. A small ecosystem near Australia.
- D. A newly discovered reef.

2. What creates the main structure of the reef, providing homes for fish?

- A. Giant clams and seaweed.
- B. Large underwater rocks.
- C. The feathery arms of anemones.
- D. Millions of tiny coral creatures.

3. In what way does the reef act like a "giant apartment building"?

- A. It travels from one place to another.
- B. It provides both food and a safe place for fish to live.
- C. It is built by humans for fish.
- D. It cleans the air above the ocean.

4. What can cause the coral to become sick and change its color to white?

- A. Too many clownfish living in it.
- B. Parrotfish nibbling on it.
- C. Pollution and excessively warm water.
- D. Too many tourists visiting the area.

5. What is one way the Great Barrier Reef is important for the people who live nearby?

- A. It helps them predict the weather.
- B. It is a source of employment.
- C. It provides fresh drinking water.
- D. It keeps bigger fish out of the area.

Task 3: Listen and Write True or False

Instruction: Listen to the passage one more time. Read the statements below and decide if they are True or False.

1. The passage states that the reef is home to a wide variety of different living things.
2. Healthy reefs play a role in keeping the ocean clean.
3. When coral turns white, it is a sign of a healthy and thriving ecosystem.
4. The author suggests that the Great Barrier Reef is only important to the animals that live there.
5. Protecting the reef is presented as a crucial action for the benefit of future generations.

Task 4: Listen and Complete the Missing Information

Instruction: Listen to the passage for the final time. Complete the summary below by writing ONE word in each blank.

The Great Barrier Reef is a giant underwater (1) _____ where living things and their surroundings work together. The reef is built by tiny coral creatures, which create homes for countless (2) _____. The coral provides food and shelter, keeping smaller creatures safe from (3) _____ fish. Healthy reefs also help by filtering out bad stuff like pollution. The reef helps people by providing (4) _____ in fishing and tourism. We must protect this awesome (5) _____ for the future.

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