

ÔN TẬP KIỂM TRA CUỐI KÌ II

MÔN TIẾNG ANH E10

Năm học 2025-2026

I. NỘI DUNG ÔN TẬP

Unit 7: Creative arts

Từ vựng (Vocabulary): Music and film, Media habits, Compound nouns and adjectives

Ngữ pháp (Grammar):

- Reported speech – statements
- Reported speech – questions
- Reported speech – other reporting verbs
- Reported speech – other reporting structures

Viết (Writing):

- Write a review

Unit 8: Surviving disaster

Từ vựng (Vocabulary): Natural disasters, Words connected with natural disasters, Prepositional phrases with verbs

Ngữ pháp (Grammar):

- The passive
- The passive – verbs with two objects
- The passive with say, know, believe, etc.

Viết (Writing):

- Write an opinion essay – 2

Unit 9: Digital world

Từ vựng (Vocabulary): Everyday technology, Verbs connected with technology, phrasal verbs connected with technology and computers

Ngữ pháp (Grammar):

- Defining relative clauses
- Non-defining relative clauses
- Gerunds and infinitive – 2

Viết (Writing):

- Write a report

II. ĐỀ KIỂM TRA

- Thời gian làm bài: 90 phút.

- Hình thức làm bài: 80% trắc nghiệm (trắc nghiệm chọn đáp án đúng, điền từ, đúng/sai, nối, sắp xếp câu) gồm 40 câu và 20% tự luận gồm 1 câu (Writing).

- Các câu hỏi từ đơn giản đến nâng cao đòi hỏi HS phải có kiến thức cơ bản và cập nhật với khả năng trình bày logic.

III. LƯU Ý

- HS chủ động xây dựng đề cương lí thuyết nếu cần; tự ôn bài, đọc bài trong Student's Book, Workbook và tìm kiếm tư liệu liên quan để có thể có kiến thức phong phú.
- HS không dùng bút chì, bút xóa trong quá trình làm bài. Bài làm trình bày rõ ràng, ngắn gọn, viết sạch sẽ, đầy đủ thông tin cá nhân.

IV. TƯ LIỆU HỖ TRỢ

1. Ôn tập

- HS tự ôn tập, sử dụng các tài liệu do giáo viên cung cấp bao gồm đề cương, giáo trình Student's book, Workbook, bài tập phát tay. Tất cả các tài liệu này đã được đăng trên Google classroom.

2. Ví dụ mẫu

A. TRẮC NGHIỆM

I. Vocabulary

Choose the best answer (A, B, C or D) to complete the text.

I'm going on holiday next week, so I decided to treat myself to a (1) smartphone. I'm still getting used to it and trying to work out what it can do, but so far I'm really impressed. I love being able to connect to the Internet while I'm on the move. You just (2) the Internet icon and key in an address. It's got a big (3), so I can watch films on it and it's also got a built-in camera so that's one less thing to pack. I don't want to (4) it too much – I might not be able to pick (5) a signal where I'm going – but it's nice to have.

- | | | | |
|---------------------|-----------------------|--------------|---------------|
| 1. A steady | B brand-new | C live | D recorded |
| 2. A scroll | B pinch | C tap | D plug in |
| 3. A network | B touch screen | C remote | D flash drive |
| 4. A rely on | B believe in | C wait for | D listen to |
| 5. A off | B in | C out | D up |

Complete the text with these words. There are two extra words.

downloading	•	fast-moving	•	file-sharing
headphones	•	lighting	•	market
			•	thought-provoking

Will the new devices that we watch films on change the type of films that are made? Some films are meant to be seen in a cinema. Dramas on an epic scale with incredible special effects and (1)**fast-moving**..... action are best viewed on the big screen. However, young people especially are increasingly (2) ...**downloading**... films to watch at home on computers or small hand-held devices like tablets or even phones. They watch alone with their (3)**headphones**..... on and while the (4)**lighting**..... and camera work may be rather dull,

the stories can be more tailored to a specific audience, opening up a whole new

(5)**market**..... for filmmakers.

II. Grammar

Choose the correct alternatives to complete the text.

How would you like to stop (1) to do/doing exams? A technology institute in America has developed software that can predict how well a student will answer questions in maths tests by looking at their past performance. Their answers (2) had/are analysed to see where they go wrong and to get a picture of their overall knowledge. (3) That/It is hoped that in future the software will also be able to help students understand (4) when/why they struggle in certain areas and help them improve. However, some teachers are sceptical about the software, (5) which/who they say can't tell them how to teach students of different abilities and from different backgrounds and it will probably be some time before tests are eliminated altogether.

Complete the second sentence so it means the same as the first, using the word given. Do not change the word given. Use between two and five words.

1. One of my friends gave me that book for my birthday.

BY

I**was given that book by**..... one of my friends for my birthday.

2. 'You used my laptop,' my brother said to me.

OF

My brother**accused me of using**..... his laptop.

3. 'You must hand in your assignment tomorrow,' the teacher said.

HAD

The teacher told**me had to**..... hand in our assignment the next day.

4. My sister sang solo on stage once. I'll never forget it.

ALWAYS

I'll**always remember my sister singing**..... solo on stage.

5. They have built strong houses here because we're in the earthquake zone.

BEEN

Strong houses**have been built here**..... because we're in the earthquake zone.

III. Listening

Listen to five people talking about gadgets they couldn't live without. Match the speakers

(1–5) with the comments (A–F). There is one extra comment.

- Speaker 1**E**.....
 Speaker 2**D**.....
 Speaker 3**A**.....
 Speaker 4**F**.....
 Speaker 5**B**.....



- A I don't rely on my phone for daily conversations.
- B I have a good social life.
- C My favourite gadget isn't very pricey.
- D I once mislaid my favourite gadget.
- E It's difficult to identify just one favourite gadget.
- F I'm not concerned that my favourite gadget will cause me problems.

Listen again and complete the sentences with one word in each gap.

1. Speaker 1 says her relationship with her gadget is like being best**friends**..... with someone.
2. Speaker 2 doesn't use his phone only for**chatting**..... and texting.
3. Speaker 3 only uses her phone in**emergencies**.....
4. Speaker 4 knows that not everyone shares his taste in**music**.....
5. When Speaker 5's gadget broke, she lived on cereal and**sandwiches**..... for two weeks.

IV. Reading

Final: review

The camera focuses on a single shoe, a child's shoe, which is lying in the middle of an empty road. It casts a shadow on the tarmac. We can feel the intensity of the sun and its glare. Could the shoe have been flung from a car window or perhaps thrown by an angry toddler from the pavement? Who knows? We don't, not yet. The camera gets closer, and we can see that there are spots of red on the toe of the shoe – blood. Then we realise that what we thought was shadow on the road is something different. The colour changes from deep purple to dark red. We start to feel the tension. The camera widens its focus and we understand that the street is completely empty. There is no one on the pavement. Nothing moves, not even an old crisp bag or a leaf in the breeze. And then the silence hits us, and we shiver. This is how Sam Pickering's new disaster movie opens, and the shivers don't stop there; the film is full of very scary moments. In my opinion, this is a very special film, and I'm going to use a word that doesn't figure often in my vocabulary. I think it's a masterpiece.

The effect of this amazing film depends on shock and surprise, so I do not intend to say much more about the plot beyond the fact that it is very clever and very frightening. I'm not the sort of person who suffers from nightmares but after seeing *Final*, my sleep was uneasy for several nights. Pickering manages to touch us in all the most sensitive places and plays on our deepest fears. I defy anyone to leave the cinema with a smile on their faces. It's definitely not a feel-good film.

Final benefits from having a superb cast, led by Oscar® winner Brian Sneddon as the retired police captain and Faye Hunter as his troubled teenage daughter. There is a particularly tender scene between the two of them after the death of Brian's wife, Zena. However, for me, the biggest pull of the film is the use of advanced special effects. I cannot praise them enough. They are clever, magical, memorable and, most importantly, used in a way that carries the message of the film forward, not, as happens so often these days, an added extra. Through the camera's eyes, we see the power and majesty of nature from the depth of a tsunami to drought-besieged deserts, and yet this still cannot match the destructive power of man.

Do not wait to see this film on DVD. It demands to be seen on the big screen and if it doesn't claim a whole shelf of awards this coming year, I shall walk barefoot through the desert. No, on second thoughts, considering the subject matter of the film, maybe not! But seriously, this is one film NOT to be missed. It's an education, a visual feast and a true masterpiece.

Read a film review. Choose the best answers, A, B or C.

- 1 The focus of the opening scene of the film is
 - A a child.
 - B an object.**
 - C the weather.
- 2 The opening scene is scary because
 - A of the strange weather conditions.
 - B the sound of paper is the only thing you can hear.
 - C of the lack of movement.**
- 3 The writer will not tell us the plot because
 - A it is too violent.
 - B it would spoil the film.**
 - C it would give us bad dreams.
- 4 Brian Sneddon
 - A loses a family member in the film.**
 - B gives a good performance as a young policeman.
 - C has won an award for his part in the film.
- 5 The writer of the review

- A plans to visit the location of the film.
- B recommends getting the DVD as soon as possible.
- C predicts that the film will win several prizes.

6 In the writer's opinion, the film

- A contains beautiful images.
- B is most impressive for its acting.
- C should be shown in schools.

Read the review again. Are these statements True (T) or False (F)?

- 1 The writer's initial understanding about the shoe was inaccurate. T/F
- 2 There are no people to be seen in the town when the film opens. T/F
- 3 The film has a happy ending. T/F
- 4 The special effects are used to help convey the message of the film. T/F
- 5 The star of the film has never won an award before. T/F
- 6 The film's message is that natural forces are more destructive than humans. T/F

B. TỰ LUẬN

Writing

At school, you have been discussing the way technology affects people's lives and now your teacher has asked you to write an essay. Look at the notes and write your essay.

Has modern technology had more negative than positive effects on the way people communicate?

Write 220–250 words.

Example

In the modern era, technology has fundamentally transformed how we interact. While some argue that these advancements have weakened our personal connections, I believe that the benefits of digital communication significantly outweigh the drawbacks.

One of the most profound advantages is the abolition of distance. In the past, maintaining a relationship with someone in another country was difficult and expensive. Today, video-calling platforms allow us to see and hear loved ones in real-time, fostering a sense of closeness that letters or landlines never could. This has made the world feel like a smaller, more connected community.

However, we must consider the impact on the quality of face-to-face interactions. It is common to see friends sitting together in a café, all staring at their smartphones rather than engaging with one another. This "digital distraction" can lead to a lack of empathy and deep conversation. Furthermore, the rise of social media often encourages superficial interactions, where "likes" replace meaningful dialogue.

Despite these concerns, technology also provides a voice to the marginalized. Online forums and messaging groups allow individuals with niche interests or those facing specific challenges to find support networks they might not find in their local physical environment.

In conclusion, while it is true that technology can sometimes distract us from those right in front of us, its ability to bridge global gaps and build diverse communities is invaluable. If we learn to use these tools mindfully, their effect on communication remains overwhelmingly positive.

Marking criteria

Use the marking criteria below to give a score out of 10.

- 9–10** Complete, mainly accurate and appropriate.
- 7–8** No more than one omission, mainly accurate, rarely inappropriate.
- 5–6** No more than one omission, minor inaccuracies, sometimes inappropriate.
- 3–4** Several omissions, noticeable inaccuracies, often inappropriate.
- 1–2** Many omissions, mainly inaccurate, mostly inappropriate.
- 0** Too little or too incomprehensible to mark.

Speaking

Work with a partner. Discuss this statement.

There is very little that individuals can do about climate change.

Use some of these phrases:

- Do you see what I mean? / Are you following me?
- What I mean is ... / What I meant was ...
- Yes, that's exactly what I mean/meant.
- No, that's not quite what I mean/meant.
- Are you saying that ...? / If I understand you correctly, ...
- What do you mean when you say ...?
- Sorry, I'm not with you. / I don't understand what you're getting at.

Students' own answers

Marking criteria

Use the marking criteria below to give a score out of 10.

- 9–10** Full contribution. Basic and some complex structures, accurate and well-organised. Pronunciation mostly clear.
- 7–8** Adequate contribution. Basic and some complex structures, generally accurate and well-organised. Pronunciation mostly clear.

- 5–6 Adequate contribution. Basic structures, generally accurate and some organisation. Pronunciation mostly clear.
- 3–4 Limited contribution. Basic structures, often inaccurate but some organisation. Pronunciation mostly clear.
- 1–2 Very limited contribution. Basic structures, mostly inaccurate and little organisation. Pronunciation not always clear.
- 0 Contribution too small or too incomprehensible to mark.

----- **Hết** -----

Chúc các em ôn tập tốt và đạt hiệu quả cao!

