

GE8 2026 UNIT 3 MY CITY 1

A. VOCABULARY

Read and complete the sentences with the words in the box:

raised walkways	bustling	vibrant	drab	green spaces
convenience store	neighbourhood	overlooks	traffic congestion	narrow
apartment block	car-free	lively	pavement	grocery store

My uncle's family lives in a tranquil _____ which is nestled in a suburb of Hanoi.

_____ are essential for urban areas as they clean the air and reconnect people with the natural world.

The _____ in Gardens by the Bay in Singapore help people to move around the garden while enjoying panoramic views of the surrounding greenery.

In Vietnam, it's not uncommon for motorbike riders to use the _____ when there's a traffic jam to bypass the gridlock.

I live in an _____ which offer stunning views of the city.

If this was my room, I would paint the walls pink to make them less _____.

My mom usually shops for food at this _____.

If you want a late-night snack, I'm sure there'll be something for you at the _____ at the end of the street.

_____ is a common issue in Thailand, particularly in big cities like Bangkok.

The _____ streets of Hanoi are what make the city charming and unique on its own way.

In my opinion, both Hanoi and Saigon are _____ cities whose streets are full of people most of the time.

My mother prefers to live in a _____ neighborhood where restaurants are open until midnight.

Ho Chi Minh City is known for its _____ streets and active nightlife.

My city has designated some areas as " _____ zones" to promote walking, cycling, and a cleaner environment.

We decided to choose the hotel room which _____ the enchanting emerald lake.

B. USE OF ENGLISH

1. Read and reorder the words;

didn't/ the café/ went/ we/ like/ to/ I/. _____

are/ lots/ places/ of/ go/ to/ to/ there/. _____

is/ that/ who/ you're/ in/ the writer/ interested/? _____

talk/ it's/ thing/ difficult/ a/ about/ to/. _____

put/ there/ my computer/ isn't/ on/ a table/ to/. _____

she/ listening/ is/ song/ that/ to/ likes/ the/? _____

good/ think/ where/ from/ I/ it's/ know/ your/ to/ food/ comes/. _____

2. Complete the sentences by writing the suitable PREPOSITIONS. There's an example:

E.g.: *She has no idea what her son is interested.....* → *She has no idea what her son is interested **in**.*

That's something you've probably never heard _____.

I wasn't sure which bus stop to get off _____.

There are plenty of things for people in this neighborhood to complain _____.

There's always someone you can share your story _____.

There aren't enough parks and spaces to relax _____.

I think this is the most crowded place I've ever been _____.

I'm not sure she's the person you can talk _____.

Don't overthink. There's nothing to worry _____.

3. SECOND CONDITIONAL: Rewrite the sentences without changing the meaning:

If I had more free time, I would learn to play the guitar. (**wish**)

The center would be a lot nicer if cars weren't allowed. (**unless**)

I wish my room were wider. (**if only**)

I wouldn't go to the party unless you came with me. (**if**)

C. READING

You are going to read a magazine article about a university student tutoring a teenager. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

Bridging the Gap

When I signed up for the 'Future Steps' mentoring programme, my head was buzzing with idealistic visions. I was a second-year university student with a couple of afternoons free each week, and I firmly believed that my boundless enthusiasm would be enough to transform a young person's academic life. The charity paired volunteers with children from underprivileged neighbourhoods who were struggling at school. Having excelled in maths, I assumed that explaining basic algebra to a twelve-year-old would be an absolute breeze. I pictured myself as an inspiring figure, dispensing wisdom to a grateful student who simply needed a bit of gentle encouragement to unlock their true potential.

However, my rosy expectations were instantly shattered during my very first session with Leo. When we were introduced in the cramped community centre library, he barely made eye contact. He slumped in his plastic chair, his arms tightly folded across his chest, and stared fiercely at a blank spot on the wall. My carefully prepared icebreakers—asking about his favourite subjects or weekend hobbies—were met with monosyllabic grunts or complete silence. I tried producing colourful worksheets and interactive quizzes, but he simply pushed them away. It became abundantly clear that Leo had absolutely no intention of engaging with an unfamiliar person.

As the weeks dragged on, our Tuesday afternoon meetings morphed into a stressful ordeal. I would spend hours planning engaging lessons, only to have them completely ignored. My initial optimism rapidly evaporated, replaced by a sinking feeling of inadequacy. If I had possessed more professional experience, I might have known how to break through his stubborn silence. Instead, I seriously considered asking the programme coordinator to reassign Leo to

1 What was the writer's initial expectation about the mentoring programme?

- (A) She thought her positive attitude would easily guarantee success.
- (B) She hoped to gain professional experience working with teenagers.
- (C) She expected the charity to provide her with interactive teaching materials.
- (D) She was anxious about teaching complex maths to a struggling student.

2 What does the writer say about her first meeting with Leo?

- (A) She felt intimidated by his fiercely folded arms and angry staring.
- (B) She realised he was completely unwilling to interact with a stranger.
- (C) She was frustrated that the community centre was too cramped for teaching.
- (D) She assumed his silence was due to him not understanding the worksheets.

3 What does 'this' refer to in paragraph 3?

- (A) the feeling of lacking professional experience
- (B) the process of asking for a different student
- (C) the ongoing rejection of her teaching efforts
- (D) the difficult task of planning engaging lessons

another volunteer. Enduring **this** felt like hitting my head against a brick wall. I was convinced that he resented my presence and that I lacked the fundamental skills required to help him.

The turning point happened entirely by accident. During our fourth session, I was frantically searching through my backpack for a calculator when my personal notebook tumbled out, landing face-up on the desk. Stuck to the front cover was a brightly coloured decal of 'Chronos', the main character from an obscure, notoriously difficult strategy video game I played to unwind. For the first time since we had met, Leo's eyes widened, and he leaned forward. "You play *Shattered Realms*?" he asked, his voice barely above a whisper, yet laced with unmistakable curiosity.

Caught off guard, I nodded and admitted that I had been stuck on a particularly challenging level for days. Suddenly, the silent, uncooperative boy vanished. Leo enthusiastically grabbed a pencil and began sketching out the level's map, explaining a complex sequence of moves required to defeat the boss. As he animatedly described the resource management aspect of the game, a brilliant idea formulated in my head. I smoothly steered the conversation, using the game's internal currency system as a real-world example to explain the exact algebra concepts he had been struggling with. For the next hour, we worked through the equations together, and he grasped the logic instantly.

Walking home that evening, the heavy cloud of self-doubt had completely lifted. I realised that my previous approach had been entirely flawed. I had been so focused on acting like a traditional teacher that I had forgotten the most crucial element of mentoring: building a genuine human connection. Leo wasn't incapable of learning; he simply needed a bridge between his world and the academic curriculum. From that day on, our sessions were filled with lively debates and problem-solving. I had set out to teach him maths, but ultimately, he taught me the true meaning of patience and finding common ground.

4 What can be inferred about the video game *Shattered Realms*?

- (A) It was well-known among teenagers in underprivileged neighbourhoods.
- (B) It served as an unexpected link between the writer and the student.
- (C) It distracted the writer from finding her calculator in her backpack.
- (D) It was an educational game designed specifically to teach strategy.

5 How did the writer use the video game during the lesson?

- (A) She promised to help him beat a difficult level if he concentrated on maths.
- (B) She let him draw a map of the game instead of doing his actual homework.
- (C) She pretended to be stuck on a level to make him feel smarter and more confident.
- (D) She linked its internal systems to the mathematical subject Leo was studying.

6 What is the writer's main conclusion about her mentoring experience?

- (A) Discovering a way to relate to a student is the key to successful teaching.
- (B) Traditional teaching methods are completely useless when working with teenagers.
- (C) Volunteers should always be prepared to teach subjects outside the curriculum.
- (D) A mentor's primary role is to maintain strict discipline at all times.

