

- A. offer B. supply C. deny D. give
2. Learning to understand different English accents can be **challenging** for beginners, but it becomes easier with practice.
- A. difficult B. hard C. simple D. tough
3. Students from non-English speaking countries often **face** difficulties when studying in British or American universities.
- A. meet B. avoid C. encounter D. experience
4. The number of English speakers in Asia continues to **increase** every year as more people learn it for work and education.
- A. grow B. rise C. decrease D. expand
5. Singapore has an **excellent** education system that produces students who speak English very well.
- A. wonderful B. terrible C. outstanding D. perfect

❖ COMMUNICATION

Exercise 8: Mark the letter A, B, C or D to indicate the option that best completes each of the following exchanges.

1. Two students talking about English class:

Lisa: "Which type of English does your teacher use - British or American?"

Tom: "_____"

- A. She teaches us American English.
B. I don't like math.
C. English is boring.
D. Yesterday was fun.

2. Friends discussing language learning:

Sarah: "I find Australian English accent quite difficult to understand."

Mike: "_____"

- A. Australia is a beautiful country.
B. I agree. It takes time to get used to it.
C. I've never been to school.
D. The weather is nice today.

3. Classmates talking about English varieties:

Nam: "Did you know that Singapore has its own type of English called Singlish?"

Amy: "_____"

- A. Singapore is in Asia.
B. I don't eat spicy food.
C. Really? That's interesting!
D. My phone is broken.

4. Students discussing their English teacher:

David: "Our new English teacher is from India."

Emma: "_____"

- A. Great! We can learn about Indian English.
B. I hate vegetables.
C. The classroom is big.
D. Tomorrow is Monday.

5. Friends talking about English practice:

Kate: "Would you like to join our English speaking club?"

John: "_____"

- A. English is a subject.
B. I had lunch already.
C. My house is far.
D. Yes, I'd love to improve my speaking skills.

6. Discussing language difficulties:

Peter: "Why do British people say 'lift' while Americans say 'elevator'?"

Mary: "_____"

- A. They're the same thing, just different varieties of English.
- B. I don't like tall buildings.
- C. The lift is broken.
- D. America is big.

7. Talking about online learning:

Alex: "I'm taking an online course to learn British pronunciation."

Sophie: "_____"

- A. The internet is slow.
- B. That sounds useful for your studies.
- C. I don't have a computer.
- D. British food is strange.

8. Students discussing homework:

Ryan: "Can you help me understand this American idiom?"

Lucy: "_____"

- A. America has 50 states.
- B. I don't like homework.
- C. Sure, what does it say?
- D. The library is closed.

9. Talking about future plans:

Jenny: "I want to study in Canada to improve my English."

Mark: "_____"

- A. Canada is cold.
- B. That's a wonderful opportunity!
- C. I don't speak French.
- D. Snow is white.

10. Discussing English importance:

Teacher: "Why do you think English has become a global language?"

Student: "_____"

- A. Because it's widely used in business and education worldwide.
- B. I forgot my textbook.
- C. The exam was difficult.
- D. I like other subjects better.

Exercise 9: Mark the letter A, B, C or D to arrange the following sentences into a meaningful conversation.

1.

- a. Jack: Yes, but sometimes I get confused with the different vocabulary.
- b. Emma: Do you watch both British and American TV shows to learn English?
- c. Jack: Exactly! Like 'apartment' and 'flat' mean the same thing.
- d. Emma: I know! British say 'biscuit' but Americans say 'cookie'.
- e. Jack: That's why our teacher says we should learn both varieties.

- A. b - a - d - c - e
- B. b - a - c - d - e
- C. a - b - c - d - e
- D. d - c - b - a - e

2.

- a. Student: It was challenging! Indian English has a unique accent.
- b. Teacher: How was your online conversation with the student from India?
- c. Student: But it was great practice for understanding World Englishes.
- d. Teacher: That's the point! English sounds different around the world.
- e. Student: Yes, now I understand why we study different English varieties.
- f. Teacher: Did you manage to understand each other in the end?
- g. Student: Yes! We used simple words and spoke slowly.

- A. a - b - f - g - c - d - e
- B. b - a - f - g - c - d - e
- C. b - a - c - d - e - f - g
- D. f - g - b - a - c - d - e

3.

- a. Amy: Australian English! They say 'arvo' for afternoon.
 b. Tom: Which type of English do you find most interesting?
 c. Tom: That's cool! I like how Singaporeans mix English with other languages.
 d. Amy: You mean Singlish? That's really unique!
 e. Tom: Yes! It shows how English changes in different countries.
 f. Amy: Our world has so many different Englishes now.

- A. b - a - c - d - e - f B. a - b - c - d - e - f
 C. b - c - a - d - e - f D. f - e - b - a - c - d

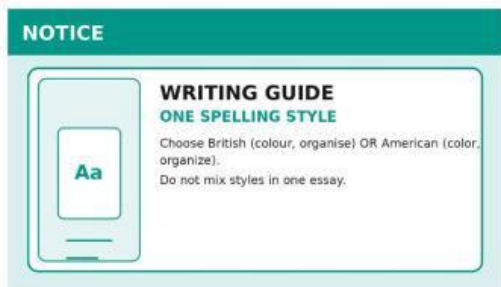
❖ READING

Exercise 10: Look at the sign or the notice. Choose the best answer (A, B, C or D) for these questions.



1. What does the sign say?

- A. You can enter the event for free today.
 B. All accents are welcome and you should respect different pronunciations.
 C. Only British English is allowed.
 D. You must pass a pronunciation test before joining.



2. What does the notice mean?

- A. You must always use British spelling.
 B. You should mix British and American spelling to show variety.
 C. Choose either British or American spelling and use it consistently.
 D. American spelling is not allowed in this class.



3. What does the sign say?

- A. Subtitles are only in Vietnamese.
 B. There are English subtitle options (UK/US/AUS) you can choose.
 C. Only US English subtitles are available.
 D. You must pay extra to turn on subtitles.

On the first day, Maya joined a discussion group with students from Australia, India, Nigeria, and the Philippines. She was shocked when she couldn't understand half of what they said. The Australian boy kept saying "G'day" and "no worries," which confused her. The Indian girl spoke very fast with an unfamiliar accent. Maya felt embarrassed and stayed quiet during lunch.

That evening, Maya considered calling her parents to come home. She thought her English wasn't good enough. However, her roommate from Kenya noticed her sadness and shared her own story. She explained that everyone speaks English differently, and that's perfectly normal.

The next day, Maya decided to embrace the diversity. She asked her new friends to explain their unique expressions and shared Vietnamese-English words like "motorbike" instead of "motorcycle." Soon, everyone was teaching each other their versions of English. By the end of the camp, Maya had learned that English isn't just one language but many varieties that reflect different cultures.

Maya returned home with a broader perspective and started a club at her school to celebrate World Englishes.

1. Why was Maya feeling confident at first?

- A. She had visited Singapore before
- B. She had studied British English for five years and got excellent grades
- C. She knew all the other participants
- D. She was the only one who received a scholarship

2. What was Maya's initial reaction when she couldn't understand other students?

- A. She immediately complained to the camp organizers
- B. She laughed about the situation
- C. She felt embarrassed and stayed quiet during lunch
- D. She pretended to understand everything

3. Why did Maya ultimately decide to stay at the camp?

- A. Her parents forced her to continue
- B. The camp fee was non-refundable
- C. Her Kenyan roommate helped her understand that different English varieties are normal
- D. She wanted to win a prize

4. How did Maya handle the challenging situation?

- A. She only spoke with British English speakers
- B. She asked friends to explain their expressions and shared her own
- C. She stopped participating in group discussions
- D. She used a translation app for everything

5. What does Maya realize about English by the end of the camp?

- A. That only British English is correct
- B. That she should give up learning English
- C. That English has many varieties that reflect different cultures
- D. That Asian students can't speak English well

Exercise 14: Four phrases/sentences have been removed from the text below. Choose the correct answer to complete the text. Write only the letter A-D in each blank.

1.

My English Language Exchange Experience

Last summer, I joined an online language exchange program connecting students from different English-speaking countries. (1) _____.

In my first meeting, I talked with Tom from Australia. He kept saying "mate" and "reckon," which I'd never heard in my English textbooks. (2) _____. Tom laughed and explained these were common Australian expressions.

The next week, I met Priya from India. (3) _____. She taught me that Indians say "do the needful" meaning "do what is necessary" and "out of station" meaning "out of town."

My favorite session was with a group from Singapore, Jamaica, and Canada. We discovered that we all spoke English differently but could still understand each other perfectly. (4) _____.

This experience changed how I view English - it's not just one language but a beautiful mix of many varieties.

Choose the correct answer to complete the text. Write only the letter A-D in each blank.

- A. Her English sounded musical with a unique rhythm and accent
 - B. At first, I thought he was speaking incorrectly
 - C. I was nervous because I had only learned American English at school
 - D. We spent hours sharing our local English words and having fun with the differences
- 2.

Teaching English in Different Countries

My name is David, and I'm from New Zealand. I've been teaching English in various Asian countries for five years, experiencing different varieties of English along the way.

My first job was in South Korea. The students there were surprised by my Kiwi accent. (1) _____. They had only heard American English from movies and TV shows before meeting me.

Next, I taught in the Philippines, where English is an official language. (2) _____. They mixed English with Tagalog words naturally, creating their own unique version called "Taglish."

In Thailand, I noticed students preferred British spelling but American pronunciation. (3) _____. One student explained that their textbooks were British but their teachers learned from American media.

My current school in Malaysia celebrates all English varieties. (4) _____. Students learn that whether someone says "lift" or "elevator," "petrol" or "gas," they're all speaking correct English. This approach helps students become confident global communicators.

Choose the correct phrases to complete the text:

- A. The students spoke English fluently but differently from what I expected
- B. They kept asking me to repeat words like "six" which I pronounce as "sux"
- C. This interesting combination reflected their diverse English influences
- D. We have "English Variety Day" where students present different English accents

❖ WRITING

Exercise 15: Reorder the words to make correct sentences. (Focus on Past Continuous Tense)

1. were/ students/ Australian/ the/ learning/ slang/ English/ words/ new/

→ _____

2. accent/ was/ British/ teacher/ the/ explaining/ her/ to/ class/ the/

→ _____

3. watching/ I/ American/ was/ movies/ improve/ to/ pronunciation/ my/

→ _____

4. Indian/ were/ sharing/ they/ English/ expressions/ unique/ yesterday/

→ _____

5. was/ Singapore/ she/ studying/ in/ Singlish/ about/ learning/ while/

→ _____

6. Nigerian/ students/ were/ the/ teaching/ Pidgin/ us/ Nigerian/ words/

→ _____

7. different/ comparing/ we/ were/ English/ varieties/ morning/ this/

→ _____

8. Canadian/ was/ having/ he/ trouble/ the/ understanding/ accent/ first/ at/

→ _____

9. practicing/ were/ you/ English/ which/ of/ type/ yesterday/?/

→ _____

10. Irish/ was/ guide/ the/ speaking/ quickly/ too/ tourists/ for/ the/

→ _____

Exercise 16: Write the correct sentences using the suggested words.

1. The American teacher / explain / different pronunciations / when / I / arrive

→ _____

2. We / practice / British spelling / all morning / yesterday

→ _____

3. The Australian students / not / use / formal English / during / break time