

G12 - REVISION FOR THE 1ST MID-TERM SEMESTER – UNIT 2

- I. Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 6.

Discover the Beauty of Cultural Diversity!

What makes our world unique?

From colourful costumes to tasty cuisines, every culture tells a story. (1) _____ globalisation connects us, (2) _____ country still keeps its own cultural identity.

Why should we care?

Because learning (3) _____ others helps us appreciate diversity and reduce (4) _____ or anxiety when we travel.

Let's celebrate!

Join (5) _____ like bamboo dancing or food fairs. They (6) _____ your heart and bring people together.

Keep up with global trends!

Explore new festivities, admire local customs, and taste each region's speciality. Every moment is a chance to grow.

Together, we build a multicultural world!

Celebrate differences – Connect the world!

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|---|--------------------------------------|--------------------------------------|--------------------------------------|
| 1. A. If | B. However | C. Because | D. Although |
| 2. A. much | B. each | C. many | D. some |
| 3. A. on | B. with | C. in | D. about |
| 4. A. confusion | B. promotion | C. celebration | D. decoration |
| 5. A. extracurricular activities school | B. extracurricular school activities | C. school extracurricular activities | D. school activities extracurricular |
| 6. A. disturb | B. ignore | C. captivate | D. disappoint |

- II. Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 7 to 12.

International Youth Day Celebrated with Multicultural Parade in Da Nang

Da Nang's seaside boulevard turned into a sea of colours (7) _____ last Sunday as thousands joined a multicultural parade marking *International Youth Day 2025*. The event, which aimed to promote global friendship among young people, featured students from over 20 countries.

Participants wore traditional (8) _____ and carried flags representing their cultural origins. Many said they felt proud to share their (9) _____ through dance and music, while others enjoyed discovering new customs and lifestyles.

The highlight came when an energetic group of Indonesian students (10) _____ the stage with a lively "tug of war" performance that drew cheers from the crowd.

Organisers believe the parade helped reduce anxiety about cultural differences and (11) _____ mutual understanding. "Such events remind us that diversity makes the world brighter," said Nguyen Lan, a local volunteer (12) _____ helped coordinate the show

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|-----------------|----------------|-----------------|----------------|
| 7. A. the | B. a | C. an | D. no article |
| 8. A. costumes | B. instruments | C. dishes | D. handicrafts |
| 9. A. ability | B. popularity | C. speciality | D. identity |
| 10. A. made up | B. took over | C. carried on | D. took off |
| 11. A. strength | B. strong | C. strengthened | D. strengthen |
| 12. A. who | B. whom | C. whose | D. which |

II. Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

13. a. Minh: Yes, last month we had a Multicultural Day where students wore traditional costumes and shared their countries' specialities. It was really exciting!
b. Anna: Have you ever joined any cultural exchange event at school.
c. Anna: That sounds great! I think such events help us understand different customs and appreciate how diverse our world is.
A. b – a – c B. a – c – b C. a – b – c D. c – a – b
14. a. Tom: Sounds fun! I like learning about traditions from other countries because it helps me understand their lifestyles better.
b. Linh: I just met my new neighbor from Thailand yesterday. She's so friendly!
c. Tom: Really? That's nice. Did you talk about cultural differences?
d. Linh: Yes, a bit. She told me about Songkran, the water festival, and I shared how we celebrate Tet in Vietnam.
e. Linh: Exactly. The more we know about different cultures, the less confusion and misunderstanding we have.
A. d – a – e – c – b B. b – a – d – c – e C. e – c – d – a – b D. b – c – d – a – e
15. Dear Minh,
a. I hope next year we can volunteer together at the same event.
b. I even joined a group from Japan to learn their tea ceremony. It was peaceful and meaningful.
c. What amazed me most was how people could connect so easily despite different languages.
d. It reminded me that kindness and respect are what truly unite us.
e. Meeting so many exchange students at the Global Village event was truly eye-opening.
Best,
Linh
A. e – a – c – b – d B. b – a – c – d – e C. e – b – c – d – a D. b – c – d – a – e
16. a. It's amazing how much we can learn just by sharing a home with someone from a different background.
b. Later, she explained that in her culture, silence can also show deep respect.
c. That small moment made me rethink how I express politeness in daily life.
d. Living with a roommate from another country taught me that habits can mean different things across cultures.
e. At first, I felt confused when she greeted elders with a bow instead of words.

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

17. a. Through her art, she captures the harmony between tradition and modern life in Vietnam.
b. Tran Thu Ha, a young Vietnamese painter, has gained global attention for her multicultural perspective.
c. Her paintings often show women in traditional ao dai standing beside urban skylines.
d. What makes her work special is the way she connects local identity with global creativity.
e. Many international galleries have exhibited her pieces, proving that cultural diversity can be expressed through art.
- A. b-a-e-c-d B. b-c-a-d-e C. c-e-a-b-d D. c-a-d-e-b

III. Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 18 to 22.

In today's interconnected world, communication between people from different cultural backgrounds has become more frequent than ever. However, cultural diversity can sometimes lead to misunderstanding if individuals fail to interpret messages correctly. For instance, while Westerners value directness, many Asian cultures prefer indirect expressions, (18) _____. Because of this, what is meant as honesty in one culture may appear rude in another. Language is not the only factor influencing communication. Nonverbal cues such as gestures, eye contact, and personal space vary greatly across societies. For example, (19) _____, it may seem disrespectful in others. Understanding these subtle differences requires cultural awareness and sensitivity. Education plays a key role in fostering intercultural competence. Schools that offer multicultural programs encourage students to learn about traditions and values from other nations (20) _____. Such learning experiences reduce anxiety and increase respect for diversity. In workplaces, international companies often train employees to adjust their communication styles (21) _____. If understanding is lacking, even small differences may lead to tension. Ultimately, embracing diversity helps create a world (22) _____ despite their differences.

18. A. which may confuse people from other cultures
B. since direct speech always ensures mutual understanding
C. though both sides try to avoid expressing disagreement
D. if communication occurs among people of the same background
19. A. maintaining eye contact to show confidence in some countries
B. keeping eye contact is considered confidence in some countries
C. while maintaining eye contact shows confidence in some countries
D. some countries consider eye contact as a sign of respect
20. A. because such programs reduce the need for critical thinking in class
B. when students already understand the world's major traditions
C. although not every student enjoys learning about global cultures
D. so that they can interact successfully with people from other cultures
21. A. so as to prevent conflicts and build cooperation
B. so that conflicts and cooperation be built and prevented
C. rather than prevent conflict and build cooperation

- D. while preventing conflicts and cooperation built
- 22. A. which mutual respect is highly regarded by people living together
- B. where people live and work together with mutual respect
- C. living and working together via respect that goes both ways
- D. who choose to ignore differences between groups

IV. Read the following passage about coffee and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 23 to 30.

In the digital age, people no longer need to share physical spaces to form communities. Instead, small groups gather online around shared interests, from gaming to fashion or even obscure memes. These groups—known as *digital microcultures*—develop their own norms, humour, and values that can be as **distinctive** as those of traditional societies. **While they exist in virtual spaces, their cultural impact often extends into the real world,** influencing language, trends, and even political attitudes.

Unlike large mainstream cultures, microcultures thrive on exclusivity and belonging. Members often use insider references, slang, or emojis to signal identity and inclusion. This process, known as *cultural coding*, helps strengthen group cohesion. However, it can also create digital boundaries that exclude outsiders. Whereas traditional communities rely on family ties or geography, these new collectives are defined by shared emotion and constant online interaction.

Moreover, microcultures evolve rapidly because information spreads instantly. A meme that begins on one forum can inspire a global trend within days. Yet, such speed may also lead to cultural fragmentation. When algorithms push users toward highly specific interests, people risk living inside echo chambers that reinforce their own perspectives rather than **broaden them**.

Nevertheless, digital microcultures represent an important form of cultural innovation. They allow individuals from diverse backgrounds to express creativity and build belonging in virtual spaces. Understanding how these communities form and function is essential, not only for digital communication researchers but also for educators.

23. The phrase **distinctive** in paragraph 1 is closest in meaning to _____.
A. common B. unique C. ordinary D. simple
24. Which of the following is **NOT** mentioned as a feature or example of digital microcultures ?
A. They use shared humour and slang
B. They influence political attitudes
C. They depend on family ties and geography
D. They create a sense of belonging among members
25. The word **“them”** in paragraph 3 refers to _____.
A. chambers B. perspectives C. interests D. users
26. Which of the following best paraphrases the underlined sentence in paragraph 1?
A. Though online, microcultures still shape life.
B. Because they’re virtual, they have little influence.
C. Microcultures act like offline communities.
D. Their influence stays within online spaces
27. The word **broaden** in paragraph 3 is opposite in meaning to ?

- A. limit B. develop C. strengthen D. extend

28. Which of the following statements is **NOT TRUE** according to the passage?
- A. Microcultures are shaped by shared interests online.
B. They often influence trends and language in real life.
C. They evolve slowly because they depend on geography.
D. They use cultural coding to create a sense of belonging.
29. In which paragraph does the author mention the emotional basis of new online communities ?
- A. Paragraph 1 B. Paragraph 2 C. Paragraph 3 D. Paragraph 4
30. Where does the author explain the importance of understanding microcultures for educators and policymakers?
- A. Paragraph 1 B. Paragraph 2 C. Paragraph 3 D. Paragraph 4

- V. Read the following passage about powering and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 31 to 40.

AI and Cultural Bias: How Artificial Intelligence Reinforces Stereotypes

Artificial intelligence (AI) has rapidly transformed modern life, shaping how people learn, work, and communicate. [I] From automated hiring systems and online translations to facial recognition and image generators, AI now influences countless daily decisions. [II] While many view these systems as neutral and purely data-driven, they often inherit the hidden values and cultural assumptions of their human creators. [III] Instead of eliminating prejudice, AI can unintentionally reproduce and even strengthen existing cultural stereotypes. [IV].

Clear examples appear in large language and image models. When asked to create an image of a “nurse,” AI often produces women, while prompts such as “engineer” or “CEO” yield men in suits. These tendencies reflect historical biases embedded in online data, which overwhelmingly portray certain professions or traits as belonging to specific genders or cultures. Similarly, facial recognition software tends to misidentify individuals from ethnic minorities because its training datasets contain mostly lighter-skinned faces. Such patterns reveal how limited data representation translates into biased technological outcomes.

The consequences extend far beyond technical errors. When AI continuously links certain roles or values with one group, it subtly shapes how society perceives identity and competence. For instance, biased recruitment algorithms may repeatedly reject applicants from particular backgrounds, while social media systems can amplify dominant cultural narratives and silence diverse perspectives. These invisible mechanisms risk reinforcing inequality under the appearance of fairness.

Addressing cultural bias in AI requires more than coding solutions. Developers must diversify training datasets, include interdisciplinary teams, and conduct regular fairness audits. At the same time, educators and policymakers should raise awareness about algorithmic influence to help citizens think critically about AI-generated content. Only by acknowledging that technology reflects human values can we design artificial intelligence that promotes inclusion, equity, and respect across cultures instead of repeating old prejudices.

31. According to the passage, what happens when AI systems are trained on data with limited diversity ?

- A. They automatically correct cultural inequalities in society
 - B. They produce neutral and balanced outputs across all groups
 - C. They reflect and reinforce the biases present in the data
 - D. They exclude all human values to maintain fairness
32. The word **influence** in paragraph 4 is closest in meaning to?
- A. controls B. affects C. replaces D. limits.
33. Which of the following best summarises paragraph 2 ?
- A. It outlines how online data can balance gender roles across different cultures.
 - B. It describes the steps developers use to remove gender bias from algorithms.
 - C. It argues that facial recognition is more accurate for minorities than for majorities.
 - D. It explains how biased datasets cause AI to reproduce stereotypes in its outputs
34. According to paragraph 3, what is one social risk of biased AI systems ?
- A. They may unfairly exclude qualified candidates from some groups.
 - B. They reduce inequality by treating every individual in the same way.
 - C. They encourage people to challenge and question dominant cultural values.
 - D. They make automated decisions seem more neutral and transparent to users.
35. What does the author suggest as a key solution to AI bias?
- A. Designing faster algorithms that process data automatically.
 - B. Involving diverse teams and conducting fairness audits.
 - C. Replacing human programmers with fully automated systems.
 - D. Using social media feedback instead of technical reviews.
36. The phrase **these invisible mechanisms** in paragraph 3 refers to _____.
- A. the recruitment and social media systems that spread bias
 - B. cultural narratives that promote equality
 - C. developers who ignore ethical responsibilities
 - D. educators who raise awareness about technology
37. Which of the following best paraphrases the underlined sentence in paragraph 1?
- A. AI systems are free from human influence because they rely on data alone.
 - B. Despite appearing objective, AI reflects the biases of the people who built it.
 - C. AI systems ignore human culture and operate independently.
 - D. The creators of AI successfully remove all cultural elements from their models.
38. What can be inferred from the passage about AI and society?
- A. People's uncritical trust in AI can lead to unfair outcomes.
 - B. AI developers have completely solved the problem of bias.
 - C. Most users understand how algorithms shape cultural norms.
 - D. AI bias affects only technological sectors, not education or hiring.
39. Where would the following sentence best fit in the paragraph 1 ?
- "This shows that technological progress alone cannot guarantee fairness."**
- A. [I] B. [II] C. [III] D. [IV]
40. Which of the following best summarises the passage?

- A. Artificial intelligence has helped reduce social and cultural prejudice by producing more neutral and data-driven human decisions across modern life.
- B. Artificial intelligence reflects human bias and therefore must be guided by ethical awareness and diverse perspectives to ensure fairness.
- C. Cultural stereotypes in artificial intelligence can improve system performance by recognising and adapting to global differences among users.
- D. Most bias in artificial intelligence comes from technical flaws in coding rather than the influence of human judgement or cultural values.