**Mark letter A, B, C, or D to indicate the word whose underlined part is pronounced differently from that of the others in each group.**

**Câu 1. A.** fabulous **B.** popular **C.** culture **D.** regular

**Câu 2. A.** Luxury **B.** cultural **C.** drumhead **D.** pollution

**Mark letter A, B, C or D to indicate the word whose main stress position is placed differently from that of the others in each group**

**Câu 3. A.** cathedral **B.** handicraft **C.** pottery **D.** skyscraper

**Câu 4. A.** communicate **B.** innovation **C.** occasional **D.** industrial

**Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word.**

**Câu 5.** Their classmates are writing letters of **acceptance.**

 **A.** admission **B.** refusal **C.** confirmation **D.** agree

**Câu 6.** In developing countries, a lot of people are still living in **poverty.**

 **A.** difficulty **B.** health **C.** wealth **D.** illiteracy

**Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word.**

**Câu 7.** Set a small goal and achieve it before moving on to the next one.

 **A.** hold **B.** accomplish **C.** pass **D.** find

**Câu 8.** Let’s wait here for her; I’m sure she’ll turn up before long.

 **A.** enter **B.** arrive **C.** return **D.** visit

**Mark the letter A, B, C, or D to indicate the correct word or phrase to complete each of the sentences.**

**Câu 9.** When serving this dish, don’t forget to \_\_\_\_\_\_\_a little pepper on the food.

 **A.** puree **B.** spread **C.** marinate **D.** sprinkle

**Câu 10.** If you come to England, it will be a good \_\_\_\_\_\_\_ for you to improve your English.

 **A.** possible **B.** advantage **C.** experience **D.** opportunity

**Câu 11.** He is one of the most famous \_\_\_\_\_\_\_ in the world.

 **A.** environment **B.** environmentally **C.** experience **D.** environmentalist

**Câu 12.** Have you been to Antelope Canyon? That place is \_\_\_\_\_\_\_\_!

 **A.** the sky’s the limit **B.** written in the stars

 **C.** out of this world **D.** over the moon

**Câu 13. Matt:** “Would you mind lending me your bike?” **Elena:** “ \_\_\_\_\_\_\_\_.”

 **A.** No, not at all **B.** Yes, let’s **C.** Yes, here it isal  **D.** Good idea

**Câu 14. Ba:** “Let’s play chess” **Nick:** “\_\_\_\_\_\_\_\_”

 **A.** Do not say anything about it. **B.** With pleasure.

 **C.** Not at all. **D.** That's a good idea!

**Câu 15.** \_\_\_\_\_\_\_\_ they are delicious, hamburgers and French fries are too high in fat.

 **A.** Because **B.** However **C.** Although **D.** Despite

**Câu 16.** They would like to live in a country \_\_\_\_\_\_\_ there is a lot of sunshine.

 **A.** where **B.** which **C.** when **D.** that

**Câu 17.** They \_\_\_\_\_\_\_ a five-day tour in Malaysia before they enjoyed the Tet festival last year.

 **A.** had spent **B.** spend **C.** spent **D.** would spend

**Câu 18.** I remember \_\_\_\_\_\_ you before but I forgot where.

 **A.** meeting **B.** to meet **C.** meet **D.** met

**Câu 19.** She is used to dealing \_\_\_\_\_\_\_ all kinds of people in her job.

 **A.** up **B.** to **C.** for **D.** with

**Câu 20.** She turned \_\_\_\_\_\_\_\_\_ the new job in New York because she didn't want to move.

 **A.** off **B.** up **C.** down **D.** on

**Mark the letter A, B, C, or D to indicate the part that is incorrect.**

**Câu 21.** Astronaut candidates whose are in their 30s and 40s can apply to become a NASA astronaut.

 **A.** a **B.** whose **C.** to **D.** in

**Câu 22.** Nam with his friends are watching a football match on television at the moment.

 **A.** are watching **B.** On **C.** a **D.** his

**Read the following passage and mark the letter A, B, C, or D to indicate the correct word that completes each blank.**

English is a Germanic language that originated from England. It is also a (1) \_\_\_\_\_\_\_\_ language in the other home countries of the United Kingdom, in the United States, Canada, Australia, New Zealand, Republic of Ireland, South Africa, and numerous other countries. 380 million people speak English as their first language. English has “lingua franca” status in many parts of the world (2) \_\_\_\_\_\_\_\_ the military, economic, scientific, political and cultural influence of the “British Empire” in the 18thand 19th centuries and that of the “United States” from the mid - 20th century to the present. The global influence of English comes from cinema, music, airlines, broadcasting, science, and the Internet in recent decades. English is now the most widely learned (3) \_\_\_\_\_\_\_language in the world. Many students worldwide need to learn some English and business English is required in many fields and occupations. (4) \_\_\_\_\_\_\_people speak and learn English everywhere, the language is considered a “(5) \_\_\_\_\_\_language.” It is also, by international treaty, the official language for aircraft/airport communication. Its acceptance as a first or second language is the main indication of its global status.

**Câu 23. A.** native **B.** fundamental **C.** natural **D.** essential

**Câu 24. A.** because **B.** although **C.** because of **D.** despite

**Câu 25. A.** second **B.** first  **C.** primary **D.** official

**Câu 26. A.** Moreover **B.** Since **C.** Therefore **D.** Although

**Câu 27. A.** regional **B.** national **C.** global **D.** modern

**Read the following passage and mark letter A, B, C, or D to indicate the correct answer to each of the questions that follow.**

We need to eat to meet our nutritional needs, but people often make their food choices for reasons other than nutrition. The availability of foods and their cost, the taste and appearance of foods, personal food likes and dislikes, convenience, religious and cultural practices and traditions, health and medical conditions, etc. are reasons why people eat the foods that they eat.

The foods in people’s diets around the world are very different from each other, but all good diets must be composed of a variety of different foods that provide all of the food energy and other nutrients in the amounts needed. For most people, a good meal will be based on a starchy food, sometimes referred to as a “staple” food, as it forms the basis or main portion of the meal, and a variety of other foods (side dishes) that provide the additional protein, vitamins and minerals needed for a good, healthy diet.

Staple foods are usually starchy carbohydrates such as rice, pasta, bread, couscous, maize (corn), potatoes, and foods made from wheat, rice, rye, barley or oats. The other foods eaten with the meal should include generous amounts of vegetables and fruits; good amounts of legumes; smaller amounts of meat, poultry, eggs or fish and milk and milk products, such as cheese and yoghurt. The greater the variety of side dishes served with the staple food, the greater the chance that all the needed nutrients are included in the meal.

**Câu 28.** The text is mainly about \_\_\_\_\_\_\_\_\_.

 **A.** the different reasons we eat what we eat and a healthy diet

 **B.** what we should eat to be healthy

 **C.** the careful food choices we need to make

 **D.** eating habits and dining customs

**Câu 29.** According to the first paragraph, people tend to eat \_\_\_\_\_\_\_\_\_.

 **A.** the foods that are unhealthy **B.** foods that are rich in nutrients

 **C.** more food than their body needs **D.** the foods they like

**Câu 30.** A healthy, balanced diet consisting of several food groups provides \_\_\_\_\_\_\_\_\_.

 **A.** all the required nutrients in proper amounts

 **B.** only a small amount of carbohydrate

 **C.** everything you need to satisfy your hunger

 **D.** large quantities of protein

**Câu 31.** What is a staple food?

 **A.** A food that is high in nutrients but low in calories.

 **B.** A food that makes up a significant portion of a person’s diet

 **C.** A food that plays an important role in a healthy diet.

 **D.** A food that provides a large amount of starch.

**Câu 32.** Which is not considered as a starchy carbohydrate?

 **A.** spaghetti **B.** fruit salad **C.** breakfast cereals **D.** toast

**Mark the letter A, B, C, or D to indicate the sentence that is CLOSEST in meaning to the original one.**

**Câu 33. “I would be grateful if you could send me further details of the job.”, he said to me.**

 **A.** He politely asked me to send him further details of the job.

 **B.** He suggested sending me further details of the job.

 **C.** He advised me to send him further details of the job.

 **D.** He thanked me for sending him further details of the job.

**Câu 34. As she works in the daytime, she doesn’t have time to take care of her children.**

 **A.** If she doesn’t work in the daytime, she will have time to take care of her children.

 **B.** If she didn’t work in the day time, she can have time to take care of her children.

 **C.** She will have time to take care of her children unless she works in the daytime.

 **D.** She would have time to take care of her children if she didn’t work in the daytime.

**Câu 35. We should move the furniture to higher places because of the flood.**

 **A.** The furniture should because of the flood be moved to higher places.

 **B.** The furniture to higher places because of the flood should be moved.

 **C.** The furniture to higher places should be moved because of the flood.

 **D.** The furniture should be moved to higher places because of the flood.

**Câu 36. He arrived late, but he finished his work earlier than the others.**

 **A.** Though he arrived late, but he finished his work earlier than the others.

 **B.** Because he arrived late, he finished his work earlier than the others.

 **C.** Although he arrived late, he finished his work earlier than the others.

 **D.** He arrived late, so he finished his work earlier than the others.

**Mark the letter A, B, C, or D to indicate the sentence that is BEST written from the words/phrases given.**

**Câu 37. Susan/ be/ sorry/ lose/ her/ temper.**

 **A.** Susan was sorry that losing her temper

 **B.** Susan was sorry of losing her temper.

 **C.** Susan was sorry to lose her temper.

 **D.** Susan was sorry for lose her temper.

**Câu 38. Linh/ be/ not/ so/ good /at /play/ chess/ as/ Nam.**

 **A.** Linh isn’t as bad at playing chess as Nam.

 **B.** Nam is worse at playing chess than Linh.

 **C.** Nam isn’t as good at playing chess as Linh.

 **D.** Linh isn’t so good at playing chess as Nam.

**Câu 39. I/ wish/ my/ school/ have/ playground equipments/ and/ extra activities.**

 **A.** I wish my school will have playground equipment and extra activities.

 **B.** I wish my school had had playground equipment and extra activities.

 **C.** I wish my school had playground equipment and extra activities.

 **D.** I wish my school can have playground equipment and extra activities.

**Câu 40. My farther/ not use/ smoke/,but/ now/ he/ do.**

 **A.** My farther didn’t used to smoke, but now he does.

 **B.** My farther didn’t use to smoke, but now he does.

 **C.** My farther didn’t use to smoking, but now he does.

 **D.** My farther didn’t used to smoking, but now he does

***------ HẾT ------***

***ĐÁP ÁN***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. C | 2. D | 3. A | 4. B | 5. B | 6. C | 7. B | 8. B | 9. D | 10. D |
| 11. D | 12. C | 13. A | 14. D | 15. C | 16. A | 17. A | 18. A | 19. D | 20. C |
| 21. B | 22. A | 23. A | 24. C | 25. A | 26. B | 27. C | 28. A | 29. D | 30. A |
| 31. B | 32. B | 33. A | 34. D | 35. C | 36. C | 37. C | 38. D | 39. C | 40. B |