

### Test For Unit 3

*Choose the word whose underlined part differs from the other three in pronunciation.*

**Câu 1.**

- A. treasure                      B. healthy                      C. realistic                      D. ready

**Câu 2.**

- A. ahead                      B. unhappy                      C. exhibit                      D. homework

**Câu 3.**

- A. balance                      B. anxiety                      C. manage                      D. calendar

*Choose the word that differs from the other three in the position of the primary stress.*

**Câu 4.**

- A. construct                      B. assist                      C. avoid                      D. option

**Câu 5.**

- A. nutritious                      B. benefit                      C. concentrate                      D. regular

*Choose the correct answer to complete each of the following sentences.*

**Câu 6.** Students try to avoid \_\_\_\_\_ like phones and loud noises while studying.

- A. distractions                      B. interruptions                      C. recreations                      D. discomforts

**Câu 7.** It's important for teens to \_\_\_\_\_ real friends who support and encourage them.

- A. examine                      B. recognize                      C. motivate                      D. identify

**Câu 8.** Students make \_\_\_\_\_ by studying hard and completing their assignments on time.

- A. progress                      B. obedient                      C. openness                      D. productivity

**Câu 9.** It's important for students to \_\_\_\_\_ mistakes in their homework by checking it carefully.

- A. ignore                      B. understand                      C. frustrate                      D. minimize

**Câu 10.** If you finish your homework early, you \_\_\_\_\_ have more time to play outside.

- A. can                      B. must                      C. could                      D. should

**Câu 11.** You mustn't give up if you \_\_\_\_\_ a question difficult.

- A. finds                      B. found                      C. find                      D. will find

**Câu 12.** What \_\_\_\_\_ you do if you \_\_\_\_\_ a mistake on your assignment?

- A. can - will make                      B. should - will make  
C. should - make                      D. can - made

**Câu 13.** She may ask the teacher for help if she \_\_\_\_\_ a problem.

- A. won't understand                      B. doesn't understand  
C. don't understand                      D. didn't understands

**Câu 14. Roana:** Could you say that again, please?

**Jimmy:** \_\_\_\_\_ We have to hand in our history report by the end of the week.

- A. Sure thing!                      B. Congrats!                      C. Good idea!                      D. My pleasure!

**Câu 15. Cee:** \_\_\_\_\_ What were you talking about?

**Mark:** I was mentioning the science experiment we need to conduct in the next class.

- A. That's terrible.                      B. That's my pleasure.  
C. Sorry to hear that.                      D. Sorry, I missed that.

*Choose the word that has the OPPOSITE meaning to the underlined part.*

**Câu 16.** When feeling pessimistic, teens may find it hard to see the positive aspects of their situation.

- A. energetic                      B. optimistic                      C. active                      D. flexible

**Câu 17.** When she has urgent homework, she needs to finish it quickly.

- A. uncommon                      B. unimportant                      C. uncertain                      D. unreliable

*Write the correct form of the words in brackets.*

**Câu 18.**

You can understand the lesson if you listen [.....] in class. (**care**)

**Câu 19.**

Teachers encourage students to check out [.....] videos online to enhance their learning.

*Read the passage and choose the correct answer.*

1. Peer pressure among teenagers happens when friends influence each other's thoughts and actions. Teenagers are often affected by peer pressure for several reasons. One reason is that their brains, especially those that control decision-making, still develop during adolescence. This might make them more likely to take risks without considering the consequences.
2. Besides, teenagers try to figure out who they are and how they fit in with others. They want to be accepted by their friends and might do things to be more like them. For example, they might start liking the same music or clothes. This desire to fit in and be liked by others can sometimes make teenagers do things they wouldn't normally do.
3. Additionally, teenagers often look for approval and support from their friends, especially when they feel unsure or unconfident. This need for approval can lead them to do things just to be accepted by their friends, even if they don't want to.
4. In conclusion, teenagers are influenced by their friends in many ways. Understanding how peer pressure works can help parents, teachers, and teenagers make better decisions during these critical growing years.

**Câu 20.** What is the main idea of the passage?

- A. Methods to cope with peer pressure for teenagers.  
B. Influences of peer pressure on teenage behavior.  
C. Studies on peer pressure on adolescent behavior.  
D. Challenges for teenagers in handling peer pressure.



**Câu 21.** How does brain development affect teenagers?

- A. Making decisions without thinking through effects.
- B. Seeking assistance in advance of making decisions.
- C. Taking part in risky activities on friends' advice.
- D. Persuading friends to take on uncommon tasks.

**Câu 22.** The word “they” in paragraph 2 refers to \_\_\_\_\_.

- A. things
- B. friends
- C. clothes
- D. teenagers

**Câu 23.** The word “approval” in paragraph 3 is closest in meaning to \_\_\_\_\_.

- A. respect
- B. limitation
- C. provision
- D. acceptance

**Câu 24.** Which of the following sentences is **not** true according to the passage?

- A. Teenagers who are unsure and lack confidence frequently ask adults for assistance.
- B. A common activity for teenagers at this age is self-exploration and social acceptance.
- C. Some teenagers are willing to try new things to gain acceptance from their friends.
- D. Parents need to understand how peer pressure operates to support their children.

**Choose the correct order to make a full paragraph.**

**Câu 25**

- a. Second, spending time every day reviewing their notes and finishing homework helps them understand their lessons well.
- b. By doing these things often, teens can do well in their studies and learn more effectively.
- c. First, they should go to class regularly and listen carefully to their teachers.
- d. Additionally, practicing more with online quizzes or studying with friends can make learning easier.
- e. There are some steps for teenagers to learn better.

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

**Câu 26**

- a. First, it's good to listen to everyone's ideas.
- b. For instance, one person can write, another can draw, and someone else can research information.
- c. Working in groups can be fun and helpful for teenagers.
- d. By working together like this, teenagers can finish their projects well and learn from each other.
- e. Additionally, it's important to be kind and supportive to each other.
- f. Second, dividing tasks makes the work easier.

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

**Câu 27.**

- a. Last but not least, checking how they're doing along the way helps them see their progress and keep going.
- b. Second, it's good to break their goal into smaller steps.

- c. Setting a goal is important for teenagers to achieve what they want.
- d. They can start practicing a little bit each day.
- e. By doing these things, teens can set goals and work on them little by little.
- f. First, they should think about what they want to do.

**A.** d - f - b - c - a - e

**B.** c - f - d - b - a - e

**C.** c - f - b - d - a - e

**D.** c - f - b - a - d - e

**Rewrite the sentences and keep their same meaning as the first ones. No more than FIVE WORDS in each blank.**

**Câu 28.** It's a good idea for her to talk to her mother when she feels stressed. (**should**)

→ If she feels stressed, she [.....].

**Câu 29.** Developing good study habits is important for teenagers. (**for**)

→ It is [.....] good study habits.

**Câu 30.** It's likely that Alex will improve his English when he reads books in English. (**may**)

→ If Alex reads books in English, he [.....].