REVISION FOR THE 1st MID-TERM TEST

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 5

| Fathers in today families are spending more time with their children than at any point in the past | | | | | | |
|---|--|--|--|--|--|--|
| 100 years. (1) the number of hours the average woman spends at home with her children has | | | | | | |
| declined since the early 1900s, as more and more women enter the workforce, there has been a | | | | | | |
| decrease in the number of children per family and an increase in (2) attention to each child. As | | | | | | |
| a result, mothers today in the United States, (3) those who work part- or full-time, spend | | | | | | |
| | | ners did in the 1920s. People | | | | |
| | | their own adult children | | | | |
| | | | | | | |
| | | nore time helping with home | | | | |
| | | ey've ever been. An infant | | | | |
| | han today. A parent then | was 27 per cent more likely | to lose an older teen | | | |
| (5) death. | | | | | | |
| | B. Besides | C. Although | D. However | | | |
| Question 2: A. single | B. unique | C. including | D. isolated | | | |
| Question 3: A. adding | B. counting | C. including | D. taking | | | |
| Question 4: A. interchang | ge B. report | C. tell | D. speak | | | |
| Question 5: A. to | B. with | C. for | D. to | | | |
| Mark the letter A, B, C, o | r D on your answer sheet | to indicate the word that d | iffers from the other | | | |
| three in the position of p | rimary stress in each of th | ne following questions fron | n 6 to 7 | | | |
| Question 6: A. manageme | ent B. confidence | C. teenager | D. assignment | | | |
| Question 7: A. enroll | B. assign | C. teenager C. admire | D. suffer | | | |
| Mark the letter A, B, C, | , or D on your answer s | sheet to show the underlin | ned part that needs | | | |
| correction from 8 to 10 | | | - | | | |
| Question 8: Robots in the | e home might not be enou | igh creative to do the cooking | g, plan the meal and | | | |
| so on. | | | | | | |
| A. do. | B. might | C. enough creative | D. the home | | | |
| Question 9: I feel both ex | xcited and nervously beca | use I have got a date with La | ara tomorrow. | | | |
| | B. feel | C. excited | D. date with | | | |
| • | arted this class. I have m | nade several <u>new friends</u> , a | nd their helping me | | | |
| quite a lot. | | | | | | |
| | B. their helping | C. started | D. new friends | | | |
| | | et to indicate the word wh | | | | |
| | | ch of the following questio | | | | |
| Question 11: A. weighed | - | C. played | D. rained | | | |
| | e B. discipl <u>i</u> ned | C decisive | D. determine | | | |
| | | t to indicate the word(s) OP | _ | | | |
| | 장에 가는 이 이 이 아이들이 아름다고 있다면 있다면 하는데 하는데 하는데 하는데 하는데 하는데 되었다. | 그 마다는 이 시간에 되었다면 하는데 | 1 OOTTE III IIIcaning | | | |
| to the underlined word(s) in each of the following questions from 13 to 14 Question 13: I can't concentrate on my work because of the noise caused by my children. | | | | | | |
| A. neglect | B. abandon | C. allow | D. focus | | | |
| 0 | | | | | | |
| 1 Table 1 | No. | ning the election, like a lot of | | | | |
| A. fed up | B. pessimistic | C. satisfied | D. unhappy | | | |
| | or D on your answer she | et to indicate the correct a | iswer to each of the | | | |
| following questions Question 15: In case you're suffered from the injury, you see the doctor today. | | | | | | |
| | | | 3. O 000 | | | |
| A. have better | B. ought | C. must | D. had better | | | |
| Question 16: In spite of being the new resident in this area, he always tries to with his neighbours. | | | | | | |
| A. argue | B. catch up | C. put up | D. get along well | | | |
| | | - | 500 TO 100 TO 10 | | | |



| Question 17: Although my best friend now lives in Da Nang, we still try to keep in touch each | | | | | |
|--|---|---|---|--|--|
| other. | _ | | _ : | | |
| A. with | B. on | C. up to | D. for | | |
| Question 18: We g | | | 0 | | |
| | B. have to | | D. ought to | | |
| Question 19: Tom soun | | | | | |
| | B. to be angry | - | D. angry | | |
| | | | a sympathetic ear. | | |
| A. give | B. lend | C. bring | D. borrow | | |
| Question 21: It is important from early on in | | learn self-sufficiency, | develop high self-esteem and be | | |
| A. motivated | | C. motivationa | al D. motivating | | |
| | | | nily. He never about way of | | |
| life. | | | ,, | | |
| A. gives his opini | ion | B changes his mind | 1 | | |
| C. gives his view | | D keeps in mind | B. changes his mind D. keeps in mind | | |
| Question 23:I wish I cou | | | | | |
| | B. burden | | D. gap | | |
| | | | new ideas. They're very | | |
| | ed B. open-minded | | | | |
| | * | _ | ges it at least 4 times a month. | | |
| | B. lifestyle | | | | |
| | | | | | |
| | rises when jack and h | is parents have consid | lerable disagreement on his | | |
| choice of university. | D conflict | C | D | | |
| | B. conflict | | | | |
| - 1.0 CONTROL OF CONTR | | | pay money for your son. | | |
| A. nave to | b. mustn t | C. snould | D. don't have to | | |
| Mark the letter A R C | or D on your answe | r sheet to indicate th | e word(s) CLOSEST in meaning | | |
| to the underlined word | - | | e word(s) CLOSEST in meaning | | |
| Question 28: When I w | | - | la mannare | | |
| A. norms | . 1 | C. etiquettes | | | |
| | | | | | |
| | | | lings - not just my older brother, | | |
| but my sister, whom I h | | | | | |
| A. harmonized | | C annia stable | D tourth feel | | |
| | B. opposed | C. contactable | D. truthful | | |
| | C, or D on your answ | er sheet to indicate | D. truthful the sentence that best combines | | |
| each pair of sentences i | c, or D on your answ | er sheet to indicate t | the sentence that best combines | | |
| each pair of sentences i Question 30: Instead, T | C, or D on your answ n the following quest om was excited about | er sheet to indicate t tions the good news. He se | the sentence that best combines eemed to be indifferent to it. | | |
| each pair of sentences i Question 30: Instead, T | c, or D on your answ | er sheet to indicate t tions the good news. He se | the sentence that best combines eemed to be indifferent to it. | | |
| each pair of sentences i Question 30: Instead, T A. Tom seemed to be | C, or D on your answ n the following quest om was excited about | er sheet to indicate to the second news. He seed news because he wa | the sentence that best combines eemed to be indifferent to it. as excited about it. | | |
| each pair of sentences in Question 30: Instead, The A. Tom seemed to be B. In spite of being experience. | c, or D on your answ n the following quest om was excited about indifferent to the goo | er sheet to indicate to tions the good news. He so d news because he wanten | the sentence that best combines eemed to be indifferent to it. as excited about it. be indifferent. | | |
| each pair of sentences i Question 30: Instead, T A. Tom seemed to be B. In spite of being ex C. Because of being e | c, or D on your answ n the following quest om was excited about indifferent to the good cited about the good | er sheet to indicate to tions the good news. He so d news because he wa news, Tom seemed to news, Tom seemed to | the sentence that best combines eemed to be indifferent to it. as excited about it. be indifferent. o be indifferent. | | |
| each pair of sentences i Question 30: Instead, T A. Tom seemed to be B. In spite of being ex C. Because of being e | c, or D on your answ n the following quest om was excited about indifferent to the good acited about the good accited about the good accited about the good | er sheet to indicate to tions the good news. He seed to the good news he wanews, Tom seemed to news, Tom seemed to news, Tom seemed to news, Tom seemed to news, Tom seemed to the top to the seemed | the sentence that best combines eemed to be indifferent to it. as excited about it. be indifferent. o be indifferent. | | |
| each pair of sentences if Question 30: Instead, T A. Tom seemed to be B. In spite of being ex C. Because of being ex D. Instead of being ex Question 31: I have sor | c, or D on your answ n the following quest om was excited about indifferent to the good acited about the good accited about the good accited about the good | rer sheet to indicate to tions the good news. He seed to news, Tom seemed to tite them. | the sentence that best combines eemed to be indifferent to it. as excited about it. be indifferent. o be indifferent. | | |
| each pair of sentences if Question 30: Instead, T A. Tom seemed to be B. In spite of being ex C. Because of being ex D. Instead of being ex Question 31: I have sor | c, or D on your answ n the following quest om was excited about indifferent to the good cited about the good excited about the good excited about the good ne letters. I have to writers that I have to writers | rer sheet to indicate to tions the good news. He seed to news, Tom seemed to tite them. | the sentence that best combines eemed to be indifferent to it. as excited about it. be indifferent. o be indifferent. | | |
| each pair of sentences i Question 30: Instead, T A. Tom seemed to be B. In spite of being ex C. Because of being ex D. Instead of being ex Question 31: I have som A. I have so many let B. I have some letters | c, or D on your answ n the following quest om was excited about indifferent to the good actited about the good actited about the good actited about the good ne letters. I have to write ters that I have to write | rer sheet to indicate to tions the good news. He seed to news, Tom seemed to tite them. | the sentence that best combines eemed to be indifferent to it. as excited about it. be indifferent. o be indifferent. | | |
| each pair of sentences if Question 30: Instead, T A. Tom seemed to be B. In spite of being ex C. Because of being ex D. Instead of being ex Question 31: I have som A. I have so many let | c, or D on your answ n the following quest om was excited about indifferent to the good acited about the good are letters. I have to write ters that I have to write so I mustn't write. | rer sheet to indicate to tions the good news. He seed to news, Tom seemed to tite them. | the sentence that best combines eemed to be indifferent to it. as excited about it. be indifferent. o be indifferent. | | |



Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following sentences

Question 33: The last time I went to the museum was a year ago.

- A. A year ago, I often went to the museum.
- B. I have not been to the museum for a year.
- C. My going to the museum lasted a year.
- D. At last I went to the museum after a year.

Question 34: Candidates all over the world took part in the competition with great enthusiasm.

- A. It is with great enthusiasm which candidates all over the world take part the competition.
- B. It was great enthusiasm that candidates all over the world took part in the competition.
- C. It was with great enthusiasm that candidates all over the world took part in the competition.
- D. It is great enthusiasm that candidates all over the world took part in the competition.

Question 35:You are not allowed to use mobile phone in the examination room

- A. You mustn't use mobile phone in the examination room
- B. You shouldn't use mobile phone in the examination room
- C. You ought to use mobile phone in the examination room
- D. You shouldn't have used mobile phone in the examination room

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions

Many young people strive to be independent. That means you are able to take care of yourself, and you don't have to rely on anyone else. However, to live independently, you need a number of life skills in order not to depend on your parents and older brothers or sisters. One of the most important skills is time management which can help you build your confidence and self-esteem. With good time management skills, you can perform your daily tasks, including your responsibilities at school and at home with pleasing results. Moreover, you will not feel stressed when exam dates are approaching. These skills can also help you act more independently and responsibly, get better grades at school and have more time for your family and friends.

Developing time-management skills is not as challenging as you may think. Firstly, make a plan for things you need to do, including appointments and deadlines. Using a diary or apps on mobile devices will remind you of what you need to do and when you need to accomplish it. Secondly, prioritize your activities. You need to decide which tasks are the most urgent and important and then, concentrate on these first. This way, you may not be at a loss to deal with too much work at the same time. Thirdly, develop routines because routines, when established, take less time for you to do your tasks.

Time management skills are not hard to develop; once you master them, you will find out that they are great keys to success and you can become independent.

Question 36: What is the main idea of the passage?

- A. Young people need a lot of life skills to be independent.
- **B.** Mastering time-management skills can bring many benefits and there are three steps to develop them.
- C. Teenagers can have more confidence and self-esteem if they have good time-management skills.
 - D. Teenager should live independently.

Question 37: Which of the following is NOT mentioned as benefits of good time-management?

- A. Get better grades at school and have more time for other activities.
- **B.** Complete the daily tasks with the best result.
- C. Be more confident and self-esteemed.
- D. Make you become successful and independent.

Question 38: How can you prioritize your activities?



| A. Take advantag | ge of mobile devices to | remind what to do first. | |
|---------------------|--------------------------|-----------------------------|----------------|
| B. Try to establish | n routines. | | |
| C. Concentrate or | n the most urgent and i | mportant tasks first. | |
| D. Make schedul | e for things you need to | o do. | |
| | does the word accomp | | |
| A. complete | B. duty | C. involve | D. arrange |
| Question 40: What | is the author's viewpo | int on developing time-mana | gement skills? |
| A. It's easier to m | aster than people think | c. | |
| B. It's hard but yo | ou can master them we | 11. | |
| C. It's so demand | ling that you should ma | aster them. | |
| D. It's very challe | enging to buildtime -ma | anagement skills. | |
| | | | |
| | | | |
| | | THE END | |

