**Tên:** ……..

**Lớp:** S9…

**Ngày giao bài:** Thứ ……, ngày ……/…….

**Từ vựng & Ngữ pháp:** ……

**Đọc:** ……

**Nghe:** ……

# FINAL TEST

## VOCABULARY & GRAMMAR

**I. Choose the correct meaning of the words in bold.**

1. Many students hate it when classmates **interrupt** the teacher during a lesson.
   A. finish something early
   B. stop someone while they are speaking
   C. ignore instructions
   D. sit quietly
2. After several years of poor diet and inactivity, he became **obese** and had to change his lifestyle.
   A. extremely thirsty
   B. extremely hungry
   C. very tired
   D. extremely overweight
3. The park rangers decided to **release** the endangered birds into the wild rather than keep them in captivity.
   A. hide away
   B. set free
   C. observe closely
   D. feed carefully
4. It is important for students to **analyse** data carefully and not jump to conclusions.
   A. guess without evidence
   B. summarise quickly
   C. study in detail
   D. repeat exactly
5. The civil servants launched a **petition** because they wanted better pay and working conditions.
   A. a formal warning
   B. a dedicated complaint
   C. a public request signed by many
   D. a short strike

**II. Complete the sentences with the correct form of the word in capitals.**

1. Poor _____ between the team members caused the project to fail. **(COMMUNICATE)**
2. The boy was _____ when he heard strange noises at night. **(TERRIFY)**
3. He was punished for being _____ to his teacher during class. **(RESPECTFUL)**
4. Eating too much sugar can cause serious health problems like _____. **(OBESE)**
5. The documentary highlighted the effects of _____ in poor communities. **(NUTRITION)**

**III. Do the following statements agree with the information in the passage? Write:**

- **TRUE if the statement agrees with the information**
- **FALSE if the statement contradicts the information**

**Tourism and Conservation Efforts**

As tourism grows, more people visit historic and natural places such as palaces, arenas, or ancient amphitheatres. These trips are often supported by local organisations that aim to protect the environment. They recommend using insect repellent and staying in proper accommodation to avoid damaging natural areas. Some areas are at risk of habitat loss, which can harm endangered species.


LIVEWORKSHEETS

To solve this, many scientists and conservationists work together. They study the effects of human activity and raise public awareness about threats like pollution and over-tourism. In some places, animals are protected in special enclosures before being released into the wild. These efforts are supported by strong infrastructure and experienced teams.

1. Amphitheatres are examples of popular places tourists visit. → _____
2. Using insect repellent can help avoid damaging the environment. → _____
3. Habitat loss only affects buildings and old tourist sites. → _____
4. Scientists keep animals in cages so tourists can take pictures. → _____
5. Conservationists try to educate people about protecting nature. → _____

**IV. Complete the sentences with the correct PARTICIPLE ADJECTIVE forms of the words in brackets.**

1. I felt completely _____ **(drain)** after the ten-hour hike through the jungle. The long climb was absolutely _____ **(exhaust)**.
2. His reaction to the news was quite _____ **(amuse)**; he laughed for several minutes. Everyone else seemed more _____ **(confuse)** than entertained.
3. We were deeply _____ **(move)** by the film's ending. Its powerful message was both _____ **(inspire)** and heartbreaking.
4. She looked _____ **(annoy)** when the speaker kept interrupting. The constant noise from the hallway was extremely _____ **(distract)**.
5. He gave a _____ **(convince)** argument during the debate, leaving the audience clearly _____ **(impress)**.

**V. Change the following sentences into passive voice.**

1. They close the museum every Monday for cleaning.
   → _____.
2. The company has launched a new eco-friendly product.
   → _____.
3. They postponed the meeting because of the storm.
   → _____.
4. Scientists have discovered a new species in the Amazon rainforest.
   → _____.
5. Did the chef prepare all the dishes before the guests arrived?
   → _____?


LIVEWORKSHEETS

## Test 1 Exam practice — Reading and Use of English • Part 5

You are going to read an article about a list of books for teenage readers. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

---

# World Book Day – the best teen reads

*by Genny Haslett, 24, English literature teacher at Bathampton Secondary School*

It is often suggested that teachers and librarians aren't pushing secondary school readers towards titles that challenge them enough, and so the organisers of World Book Day have announced a list which might provide some inspiration for anyone who's stuck for ideas. This list of popular books for young adults, voted for by 10,000 people across the UK, features a top 10 to 'shape and inspire' teenagers, and handle some of the challenges of adolescence.

All but one of the books have already been made into films, demonstrating that when a book makes it to the big screen, it often then acquires more readers thanks to the film's success. Of course, this isn't always the case, as with George Orwell's *1984*, where the rather mediocre film does not compare so favourably with the book's ability to conjure up a dark vision of life in a police state.

James Bowen's *A Streetcat Named Bob*, published in 2012, is one of the few relatively contemporary books here. It's also certainly for me the least predictable member of the list, but its extended stay on the bestseller list earned it – and its author – a devoted following. It is the touching story of Bob, the cat who helped a homeless man called James get his life back on track. Bob sits on James's shoulder and sleeps at his feet while he plays the guitar on the street, and soon becomes the centre of attention. What makes the story particularly powerful is that it is based on author James Bowen's real life.

Also on the list are J. K. Rowling's *Harry Potter* books. In this case it's actually the whole series rather than one particular title that makes the shortlist. Perhaps the judges struggled to agree which one book to pick. For me, the books are rather more pre-teen than the rest of the books on the list, which are aimed at a more mature readership.



But Harry Potter is a special case: as Harry gets older in each successive book in the series, the stories do become more complex and darker. In a way, readers themselves grow up with Harry and his friends. Rowling asks some tough questions about standing up to authority, challenging 'normal' views and many other subjects close to teenage readers' hearts. This should get rid of the idea that the whole series is just for young kids. In actual fact, half of all *Harry Potter* readers are over the age of 35, but that's another story.

The list goes right back to the nineteenth century with Charlotte Brontë's great romance *Jane Eyre*, showing that some books never grow old, though the majority are twentieth-century works such as Anne Frank's heartbreaking wartime memoir *The Diary of a Young Girl*, which even now I find hard to get through without shedding tears. Personally, I would have swapped J. R. R. Tolkien's *The Lord of the Rings* for one of the many classics that didn't make the final selection, *Lord of the Flies* perhaps, William Golding's nightmare vision of schoolboys stuck on an island.

Of course there'll always be some choices we don't agree with, but that's what I think makes a list like this so fascinating. I've been using it with my class of 16-year-olds, and I got them to evaluate it and make other suggestions for what to include or how it could be changed. But what I hope can really make a lasting difference is if it stimulates them to try out writers on the list, perhaps ones they haven't come across before, and be introduced to new styles of writing.


LIVEWORKSHEETS

**31** What criticism does the writer make in the first paragraph?

**A** World Book Day has been poorly organised.
**B** School librarians aren't working hard enough.
**C** Teenagers are reading books that are too easy.
**D** Teachers don't encourage pupils to read enough.

**32** What point is made about books which are made into films?

**A** The best books tend to be made into films.
**B** The film of a book makes more people read the book.
**C** Many people prefer to watch a film than read the book.
**D** It is useful to be able to compare the book and the film.

**33** What does the writer suggest about *A Streetcat Named Bob*?

**A** She is surprised that it is on the list.
**B** The book did not sell as well as it deserved to.
**C** It is the most recently published book on the list.
**D** It is the only autobiography on the list.

**34** How does the writer justify the presence of the *Harry Potter* books on the list?

**A** The books' fame can help the list get more attention.
**B** The later books in the series are more suitable for teenagers.
**C** Teenagers should read books that they will also enjoy as adults.
**D** It makes sense to have a whole series as well as individual books.

**35** Which book does the writer feel shouldn't be on the list?

**A** *Jane Eyre*
**B** *The Diary of a Young Girl*
**C** *The Lord of the Rings*
**D** *Lord of the Flies*

**36** What does the writer intend to do?

**A** be more fully developed in future
**B** prompt pupils to read more widely
**C** enable pupils to write more effectively
**D** provide a useful topic for discussion in class


LIVEWORKSHEETS

**Con làm bài nghe theo link/code sau:**
https://soundcloud.com/ms-chi-english/first-for-schools-trainer-2-test-1-part-3

# Test 1 Exam practice — Listening • Part 3

8 You will hear five short extracts in which teenagers are talking about finding a valuable object by chance. For questions **19–23**, choose from the list (**A–H**) what each speaker says about the experience.
Use the letters only once. There are three extra letters which you do not need to use.

---

**A** It led to a new interest for me.

**B** I managed to return it to its owner.

**C** I made a disappointing discovery about it.

**D** I helped to prevent it from getting lost again.

**E** I was tempted to keep it.

**F** It helped me to achieve what I'd always wanted.

**G** It gave me an idea for an invention.

**H** I was given a cash reward.

Speaker 1 ☐ **19**

Speaker 2 ☐ **20**

Speaker 3 ☐ **21**

Speaker 4 ☐ **22**

Speaker 5 ☐ **23**


LIVEWORKSHEETS