

## MÔN TIẾNG ANH LỚP 11 The 1st end-of-term test 3

Họ, tên: .....

Lớp: .....

[FIX]

### Find Your Rhythm at Liberty Dance Center!

At Liberty Dance Center, we believe dance is for everyone! Whether you're a preschooler spinning for the first time, an adult looking for fun, ([1P]) \_\_\_\_\_ a competitor ready to shine, we have the perfect program for you.

We celebrate diversity and inclusivity by offering special programs like Darby's Dancers, ([2P]) \_\_\_\_\_ children with special needs. Here, no one ([3P]) \_\_\_\_\_ as "not good enough." Instead, we focus on creating a positive, supportive space ([4P]) \_\_\_\_\_ all dancers feel welcomed and valued. Dance at Liberty isn't about being perfect—it's about learning, growing, and having fun. With patience, love, and a ([5P]) \_\_\_\_\_ environment, our skilled instructors help students build confidence, friendships, and skills that last a lifetime.

As Misty Lown says, "We don't teach kids to make great dancers, we teach dance to make great kids." Join us at Liberty Dance Center and experience the joy of dance. ([6P]) \_\_\_\_\_ the first step today—your dance journey starts here!

**Câu 1.**

**A.** or **B.** and  
**C.** nor **D.** but

**Câu 2.**

**A.** are supporting **B.** which are supported  
**C.** supporting **D.** supported

**Câu 3.**

**A.** was judged **B.** judges  
**C.** is judged **D.** is being judged

**Câu 4.**

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

**Câu 5.**

**A.** nurture **B.** nurtured  
**C.** nurturer **D.** nurturing

**Câu 6.**

**A.** Take **B.** Do  
**C.** Have **D.** Make

[FIX]

### Join eMpowering Youths Across ASEAN: Cohort 4!

Are you ready to ([1P]) \_\_\_\_\_ a role that makes a real difference? The ASEAN Foundation and Maybank Foundation invite you to be part of eMpowering Youths Across ASEAN (EYAA) – a program that ([2P]) \_\_\_\_\_ young leaders from all 10 ASEAN countries to create positive changes.

**Who can join?**

- Youth aged 19-35
- Passionate ([3P]) \_\_\_\_\_ volunteering and community development

**What's in it for you?**

- Regional ([4P]) \_\_\_\_\_ & Training: Gain skills in project planning and awareness campaigns
- Hands-On Experience: Implement projects in Arts & Culture, Education, Environment, or Community Building
- Teamwork: ([5P]) \_\_\_\_\_ with local organisations and fellow volunteers

- Impact Communities: ([6P]) \_\_\_\_\_ 2018, EYAA has empowered 175 youth leaders and improved the lives of over 38,000 people.

Be a part of building a sustainable future and contributing to the UN Sustainable Development Goals!

**Stay tuned for application details!**

Together, we can have a meaningful change.

#EYAA #Volunteerism #ASEANYouth

**Câu 7.**

**A.** call off  
**C.** carry out

**B.** step into  
**D.** turn down

**Câu 8.**

**A.** intends  
**C.** promotes

**B.** unites  
**D.** devotes

**Câu 9.**

**A.** with  
**C.** on

**B.** for  
**D.** about

**Câu 10.**

**A.** Arrangement  
**C.** Monitor

**B.** Orientation  
**D.** Operation

**Câu 11.**

**A.** Consult  
**C.** Innovate

**B.** Collaborate  
**D.** Dedicate

**Câu 12.**

**A.** By  
**C.** In

**B.** Since  
**D.** For

**Câu 13.** a. Noah: Same here. I might need to get a new fan or something.

b. Noah: Mia, I couldn't sleep at all last night. It was so hot!

c. Mia: Me too! I even tried opening the windows, but it didn't help.

**A.** a - b - c  
**C.** a - c - b

**B.** b - a - c  
**D.** b - c - a

**Câu 14.** a. Ava: Not yet. I check my email every day!

b. Ava: Same here. Let's hope we both get in.

c. Noah: Fingers crossed! Let me know as soon as you hear something.

d. Noah: Me too. I'm so nervous.

e. Noah: Ava, have you heard anything about the scholarship results yet?

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

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

**Câu 15.** a. Another strategy is enhancing disaster preparedness by sharing knowledge and resources.

b. This reduces reliance on fossil fuels and supports a cleaner, more sustainable energy system for the region.

c. ASEAN countries collaborate to address climate change through regional efforts and joint strategies.

d. For example, ASEAN nations work together on early warning systems and coordinated responses to natural disasters like floods and typhoons.

e. One approach is promoting the use of renewable energy, such as solar and wind power, to lower greenhouse gas emissions.

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

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

**Câu 16.** a. In 50 years, global warming may drastically change the world.

b. Extreme weather, such as intense storms and prolonged droughts, may increase.

c. Coastal areas may become uninhabitable due to rising sea levels, forcing many people to leave their homes.

d. These conditions could harm agriculture, reducing food supplies and threatening global food security.

e. This movement could lead to overpopulation in safer regions and strain on resources.

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

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

**Câu 17.** Dear Dr. Jenifer,

- a. Thank you for your attention and valuable advice.
- b. I hope this letter reaches you in good health. I am writing to request your guidance on resolving frequent disagreements with my parents.
- c. Although I deeply respect their opinions, I feel overwhelmed as I want to make independent decisions.
- d. We often have conflicts about my personal choices, particularly regarding my education and leisure activities.
- e. I would greatly appreciate your suggestions on how to improve our understanding and reduce these conflicts.

Yours sincerely,

Isabella Marie Thompson

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

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

[FIX]

Adolescence is an important time for developing healthy habits that support mental well-being. These include getting enough sleep, staying physically active, and learning how to solve problems and handle emotions. ([1P]) \_\_\_\_\_ at home, school, and in the community is also very important.

Many factors can influence a teenager's mental health. ([2P]) \_\_\_\_\_. Stress can come from dealing with tough situations, trying to fit in with friends, or discovering their identity. Social media and gender roles can increase this stress by ([3P]) \_\_\_\_\_. Their relationships with family and friends, bullying, violence, and financial problems are also significant factors.

Some teenagers face bigger challenges than others. Teens who live in dangerous or stressful places are more likely to have mental health problems. ([4P]) \_\_\_\_\_. For example, teens with long-term illnesses, disabilities, or autism often have a hard time. Pregnant teens, young parents, or those in early or forced marriages are also at higher risk.

Providing access to support and services ([5P]) \_\_\_\_\_.

**Câu 18.**

- A.** This has a safe and supportive environment
- C.** A safe and supportive environment is provided
- B.** Having a safe and supportive environment
- D.** When having a safe and supportive environment

**Câu 19.**

- A.** The likelihood of mental health issues rises as one recovers from more difficulties
- C.** The more challenges they face, the higher the risk of mental health problems
- B.** People are more likely to experience mental health issues despite their pleasant lives
- D.** Being faced a lot of challenges, people are at risk of mental health problems

**Câu 20.**

- A.** making teens feel their lives do not match their expectations
- C.** making teens to feel their lives do not match their expectations
- B.** making teens feel their lives not matching their expectations
- D.** to make teens feel their lives do not match their expectations

**Câu 21.**

- A.** Those who may be in danger treated unfairly or left out
- C.** Those who are treated unfairly or left out may also be at risk
- B.** They may be at risk from which are treated unfairly or left out
- D.** People treating unfairly or leaving out may also be at risk

**Câu 22.**

- A.** is essential for helping teenagers manage challenges and stay mentally healthy
- C.** is to manage challenges and stay mentally healthy for teenagers to grow up
- B.** which is essential to help teenagers to manage challenges and stay mentally healthy
- D.** of importance for helping teenagers manage challenges and stay mentally healthy

[FIX]

- 1. An ice sheet is a massive layer of ice that covers a large area for a long time. During the last Ice Age, most of the earth was covered by ice sheets. Today, there are only two remaining ice sheets in the world: the Antarctic ice sheet and the Greenland ice sheet. These ice sheets form when snow builds up over time, and most of the earth's freshwater is trapped in them.

2. The Antarctic ice sheet is **enormous**, reaching depths of up to 3 miles and covering about 5.4 million square miles. This area is almost the size of the entire continent of Antarctica. If all the ice in the Antarctic ice sheet melted, the sea level would rise by about 200 feet. The Greenland ice sheet is much smaller, covering roughly 656,000 square miles, but **it** still holds a significant amount of ice.

3. These ice sheets are melting faster than new snow that can replace the ice. Scientists believe that global warming is playing a significant role in this **accelerated** melting. Global warming refers to the rise in the Earth's average temperature, which is mostly caused by human activities. The burning of fossil fuels, like coal and oil, releases greenhouse gases such as carbon dioxide into the atmosphere. These gases trap heat, which increases temperatures and speeds up the melting process.

4. The melting of ice sheets has serious consequences. **As ice melts and flows into the ocean, the sea level rises.** This could lead to flooding in coastal cities like New York City, Miami, and New Orleans. Additionally, the melting ice will mix freshwater with seawater, reducing the ocean's salinity. This change can harm marine ecosystems, affecting the plants and animals that rely on stable salt levels to survive.

**Câu 23.** Which of the following is NOT true about the Antarctic ice sheet?

- A. It is one of Earth's two ice sheets at present.
- B. It contains almost all of the Earth's freshwater.
- C. It is nearly as large as the Antarctic continent.
- D. It is far greater than the ice sheet in Greenland.

**Câu 24.** The word **enormous** in paragraph 2 could be best replaced by

**A.** huge      **B.** pure  
**C.** wide      **D.** deep

**Câu 25.** The word **it** in paragraph 2 refers to

**A.** the sea level      **B.** the Antarctic ice sheet  
**C.** the Greenland ice sheet      **D.** the continent of Antarctica

**Câu 26.** The word **accelerated** in paragraph 3 is OPPOSITE in meaning to

**A.** simple      **B.** slow  
**C.** soft      **D.** clean

**Câu 27.** Which of the following best paraphrases the underlined sentence in paragraph 4?

**A.** The melting ice is adding more water to the ocean due to the rising sea level. **B.** Sea levels rise as a consequence of ice melting and pouring into the ocean.

**C.** The increase in sea levels has a direct effect on the speed of ice melting. **D.** The increasing melting of ice contributes to sea levels to rise significantly.

**Câu 38** Which of the following is TRUE according to the passage?

**Cau 28.** Which of the following is TRUE according to the passage?

- A.** The water that melts ice goes into the ocean, raising the salt of the seawater. **B.** The melting of both ice sheets could result in a 200-foot rise in sea levels.
- C.** Following Earth's most recent Ice Age, these two ice sheets were created. **D.** The primary reason for the faster ice melting process is human activities.

**Câu 29.** In which paragraph does the author mention the impact of ice melting on living organisms?

**A.** Paragraph 1      **B.** Paragraph 2  
**C.** Paragraph 3      **D.** Paragraph 4

**Câu 30.** In which paragraph does the author mention concerns about the speed of ice melting?

**A. Paragraph 1** **B. Paragraph 2**  
**C. Paragraph 3** **D. Paragraph 4**

**[FIX]**

1. [I] All organisms have a preferred range of temperatures where they can live comfortably. [II] As a result, species are typically found in specific regions. [III] However, due to the greenhouse effect, the planet is warming, and many places are becoming too hot for certain plants and animals to survive. [IV]

2. To adapt to these changes, species are moving to colder areas, often further from the tropics or to higher altitudes. Scientists have studied these movements by comparing historical maps of species' locations to their current distributions. For example, a study in the Andes mountains revealed that bird species had shifted approximately 40 metres higher over 32 years. Similar trends have been observed in other species, such as moose, coffee plants, and mangrove trees, which are also relocating to cooler habitats.

**3. Despite these movements, many species are unable to migrate quickly enough to escape rising temperatures.** Human activities, such as deforestation and urban development, create barriers that restrict their ability to move. Consequently, some species are **confined** to regions that are now too hot for them to thrive. This often leads to poor health, slower growth, and in some cases, extinction.

**4.** If one species migrates but the other species it relies on does not, it may struggle to find food or other resources. For instance, a bird that feeds on berries from a specific tree may face starvation if the tree does not move with it. Additionally, as species move higher into mountains, the available space becomes limited, leaving some with no suitable habitat.

**5.** Over time, these changes alter the entire ecosystem. Forests and other natural environments today differ greatly from how they looked 50 years ago, and this trend is likely to continue. In very hot regions, like the Amazon, extreme temperatures may leave only a few heat-tolerant species, leading to a significant decline in biodiversity.

**Câu 31.** Where in paragraph 1 does the following sentence best fit?

**While some species thrive in warm climates, others require cooler environments.**

**A. [I]** **B. [II]**  
**C. [III]** **D. [IV]**

**Câu 32.** The word **their** in paragraph 2 refers to \_\_\_\_\_.

**A. locations'** **B. species'**  
**C. scientists'** **D. maps'**

**Câu 33.** The word **revealed** in paragraph 2 could be best replaced by \_\_\_\_\_.

**A. searched** **B. showed**  
**C. studied** **D. sent**

**Câu 34.** Which of the following is NOT mentioned as a species that shifts its habitat in paragraph 2?

**A. Mangrove trees.** **B. Coffee plants.**  
**C. Moose in the Andes.** **D. Birds in the Andes.**

**Câu 35.** Which of the following best paraphrases the underlined sentence in paragraph 3?

**A. Not all species, nevertheless, can move quickly enough to stay away from the warming climate.** **B. The effects of rising temperatures continue to affect many species, in spite of their migration.**  
**C. Many species try to move as fast as possible, yet they fail to avoid the harms of global warming.** **D. However, many creatures find it tough to move fast enough to avoid the warming temperatures.**

**Câu 36.** The word **confined** in paragraph 3 is OPPOSITE in meaning to \_\_\_\_\_.

**A. separate** **B. free**  
**C. clear** **D. uncaught**

**Câu 37.** Which of the following best summarises paragraph 4?

**A. Migration does not always guarantee survival, as plants and animals depend on each other and habitats.** **B. When the creatures move to new habitats, they have negative effects on the local food chain and habitat.**  
**C. Obtaining adequate food and acceptable habitats must be an ongoing problem for migratory species.** **D. Migrating is to escape the rising warmth but still facing a lack of food due to species depending on each other.**

**Câu 38.** Which of the following is NOT mentioned in the passage?

**A. Species that are unable to migrate face a higher risk of extinction than usual.** **B. If global warming goes on, biodiversity in the Amazon jungle will be destroyed.**  
**C. Deforestation and urbanisation prevent species from moving during migration.** **D. Species typically move to cooler climates in order to avoid global warming.**

**Câu 39.** Which of the following can be inferred from the passage?

**A. Human activities cause climate change, threatening the survival of species and ecosystems.** **B. Climate change pushes many species to extinction due to disruptions in the food chain.**  
**C. Changes in the habitat of one species will affect all other species in the ecosystem.** **D. Global warming forces species to find new ways to adapt in order to survive and thrive.**

**Câu 40.** Which of the following best summarises the passage?

**A. Despite having to adapt to new environments and food sources due to global warming, species that relocate to cooler regions continue to face health risks and the possibility of extinction.** **B. Due to**

global warming, species are forced to move to cooler areas, but human activities and disrupted ecosystems obstruct their survival, leading to extinction risks and biodiversity loss.

**C.** Many species are finding it difficult to adapt as a result of obstacles like urbanisation and deforestation, despite the fact that global warming is driving them to relocate to cooler regions. **D.** By relocating to cooler regions and adjusting to new food sources and environments, species combat global warming and prevent health declines that negatively impact biodiversity.