

Exercise 3: Read the following advertisement and mark the letter A, B, C, or D to indicate the option that best fits each numbered blank.

SCREEN-FREE EVENING CHALLENGE

Do you find it difficult to relax before bed? Join our Screen-Free Evening Challenge, (1) _____ to help students improve their sleep habits without making unrealistic demands. Participants choose one hour each evening when phones, tablets, and computers are put away.

During that hour, students try a (2) _____ activity such as reading, stretching, drawing, or preparing for the next day. A simple tracking card makes it easier to notice (3) _____ in sleep quality and morning energy.

The challenge also includes a short workshop and a personalised (4) _____ for reducing late-night screen use. Take responsibility (5) _____ your routine and (6) _____ a practical change this week!

Question 1:

A. designed B. designing C. is design D. which designing

Question 2:

A. restful B. restlessly C. rest D. rested

Question 3:

A. improvements B. improve C. improving D. improved

Question 4:

A. action plan B. plan action C. action planned D. planned action

Question 5:

A. for B. with C. on D. to

Question 6:

A. make B. do C. take D. put

Exercise 4: Read the following leaflet and mark the letter A, B, C, or D to indicate the option that best fits each numbered blank.

BUILD A BETTER BREAKFAST

Practical choices for busy school mornings

A good breakfast does not need to be complicated. (1) _____, it should contain enough energy and nutrients to support concentration until lunchtime. Combining whole grains, protein, fruit, and a drink is a practical starting point.

Some packaged breakfast foods contain a large (2) _____ of added sugar. Read the label and compare products instead of relying on pictures on the front of the box. Choose portions that are (3) _____ for your age and activity level.

- Keep quick ingredients readily (4) _____, such as yoghurt, fruit, eggs, or whole-grain bread.
- Prepare simple (5) _____ the night before when mornings are busy.
- If you are not hungry early, try to (6) _____ a smaller breakfast gradually rather than skipping it every day.

Question 1:

A. Instead B. However C. For example D. Otherwise

Question 2:

A. amount B. number C. quality D. level

Question 3:

A. suitable	B. infectious	C. resistant	D. contagious
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Question 4:

A. available	B. diagnosed	C. processed	D. prescribed
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Question 5:

A. meals	B. symptoms	C. vaccines	D. inflammations
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Question 6:

A. start with	B. come down with	C. cut out	D. wear out
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Exercise 5: Read the passage below and choose the best word or phrase to fill in each blank.

Why Hydration Matters

Water supports almost every system in the body. It helps control temperature, carry nutrients, and remove waste. Even mild (1) _____ can make people feel tired or reduce concentration. The amount of water a person needs depends on age, weather, activity level, and the food they eat.

A useful habit is to drink small amounts throughout the day instead of waiting until you feel extremely (2) _____. During exercise or hot weather, fluid (3) _____ usually increases. Water is often the best choice, although milk and water-rich foods can also contribute.

People sometimes believe that every drink hydrates the body equally. In fact, beverages with a high sugar (4) _____ may provide unnecessary calories. Large amounts of caffeine can also affect sleep and may not be suitable for everyone.

One simple way to monitor hydration is to keep a reusable bottle nearby and (5) _____ how often it is refilled. Headaches, a dry mouth, and dark urine may be (6) _____ of insufficient fluid, although these signs can have other causes. Anyone with continuing symptoms should seek medical (7) _____.

Good hydration does not require extreme rules. A realistic routine, adjusted to personal needs, is easier to (8) _____. It can support physical performance, mental well-being, and recovery (9) _____ exercise. Like other healthy habits, drinking enough water works best when practised (10) _____.

Question 1:

A. dehydration	B. vaccination	C. immunity	D. inflammation
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Question 2:

A. thirsty	B. restful	C. contagious	D. sedentary
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Question 3:

A. intake	B. diagnosis	C. resistance	D. prescription
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Question 4:

A. content	B. symptom	C. recovery	D. maintenance
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Question 5:

A. record	B. transmit	C. prescribe	D. diagnose
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Question 6:

A. symptoms	B. portions	C. calories	D. vaccines
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Question 7:

A. advice	B. hygiene	C. fibre	D. moderation
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Question 8:

- | | | | |
|-------------|------------|-------------|------------|
| A. maintain | B. consume | C. sanitise | D. relieve |
|-------------|------------|-------------|------------|

Question 9:

- | | | | |
|----------|----------|----------|----------|
| A. after | B. since | C. among | D. until |
|----------|----------|----------|----------|

Question 10:

- | | | | |
|-----------------|-----------------|--------------|----------------|
| A. consistently | B. contagiously | C. medically | D. resistantly |
|-----------------|-----------------|--------------|----------------|

Exercise 6: Read the passage below and choose the best word or phrase to fill in each blank.

Stress, Rest, and Recovery

Stress is a natural response to challenge. In short periods, it can help people focus and react quickly. Problems may appear when stress continues for a long time and the body has too little opportunity to (1) _____. Students may then notice headaches, poor sleep, irritability, or difficulty concentrating.

Effective stress management begins (2) _____ recognising what causes pressure. Some problems can be solved directly, for example by planning homework or asking for help. Others cannot be removed immediately, so students need healthy ways to respond (3) _____ them.

Physical activity is one useful method because it can relieve tension and improve mood. However, an exercise programme should be suitable (4) _____ the individual. Very intense training without enough rest may wear a person (5) _____ rather than help. Sleep is equally important because the body uses it for repair and memory (6) _____.

Relaxation techniques can also be beneficial. Slow breathing, mindfulness, or a quiet walk may help the mind wind (7) _____. These methods work best when practised regularly instead of only during a crisis. Keeping track (8) _____ mood and sleep can reveal patterns and support realistic changes.

Students should not feel that they must manage serious stress alone. If symptoms continue, affect daily life, or become difficult to control, it is sensible to seek professional (9) _____. Talking to a trusted adult can be the first step. A balanced approach combines action, rest, supportive relationships, and self-compassion. It is not about avoiding every challenge; it is about building the (10) _____ to deal with challenges safely. Over time, these habits can have a positive effect (11) _____ both mental and physical well-being and help students make steady (12) _____ without becoming exhausted. The goal is to maintain health (13) _____ the long term.

Question 1:

- | | | | |
|------------|-------------|------------|-------------|
| A. recover | B. transmit | C. consume | D. diagnose |
|------------|-------------|------------|-------------|

Question 2:

- | | | | |
|---------|-------|-------|---------|
| A. with | B. on | C. at | D. from |
|---------|-------|-------|---------|

Question 3:

- | | | | |
|-------|--------|-------|-------|
| A. to | B. for | C. by | D. of |
|-------|--------|-------|-------|

Question 4:

- | | | | |
|--------|-------|---------|-------|
| A. for | B. to | C. with | D. at |
|--------|-------|---------|-------|

Question 5:

- | | | | |
|--------|-------|--------|---------|
| A. out | B. up | C. off | D. down |
|--------|-------|--------|---------|

Question 6:

A. maintenance B. prescription C. dehydration D. vaccination

Question 7:

A. down B. out C. up D. over

Question 8:

A. of B. to C. with D. for

Question 9:

A. advice B. portion C. fibre D. calorie

Question 10:

A. resilience B. consumption C. diagnosis D. hygiene

Question 11:

A. on B. to C. for D. with

Question 12:

A. progress B. inflammation C. immunity D. intake

Question 13:

A. in B. at C. on D. with

Exercise 7: Mark the letter A, B, C, or D to indicate the best arrangement of the five or six utterances/sentences to make a meaningful exchange or text.

Question 1:

- a. Linh: I keep waking up tired even though I go to bed early.
 - b. Quang: Do you use your phone after the lights are off?
 - c. Linh: Yes, usually for about forty minutes.
 - d. Quang: That may be affecting your sleep quality.
 - e. Linh: What should I try first?
 - f. Quang: Put the phone outside your room for a week and see whether you feel better.
- A. a – b – c – d – e – f B. f – e – d – c – b – a C. b – c – d – e – f – a D. a – f – e – d – c – b

Question 2:

- a. Nurse: Of course. What seems to be the problem?
 - b. Student: I have had a sore throat since yesterday.
 - c. Nurse: Do you also have a fever?
 - d. Student: No, but I feel unusually tired.
 - e. Student: Could I speak to the school nurse, please?
 - f. Nurse: I will check your temperature and advise you what to do next.
- A. f – d – c – b – a – e B. a – b – c – d – f – e C. e – f – d – c – b – a D. e – a – b – c – d – f

Question 3:

- a. First, choose a goal that is small enough to achieve.
 - b. A habit tracker can help you make a lasting change.
 - c. Next, record the action each day for two weeks.
 - d. Then, review what made the habit easy or difficult.
 - e. Finally, adjust the goal and continue for another week.
- A. a – c – d – e – b B. b – e – d – c – a C. b – a – c – d – e D. e – d – c – a – b

Question 4:

- a. Mai: That is a good idea. Could you show me the label?

- b. Nam: I am choosing a breakfast cereal, but some contain a lot of sugar.
- c. Mai: Compare the amount of sugar per 100 grams.
- d. Nam: This one has less sugar and more fibre.
- e. Mai: Then it is probably the better everyday choice.

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

Question 5:

- a. Teacher: Stop immediately if you feel sharp pain.
- b. Student: How many squats should a beginner do?
- c. Teacher: Start with eight to ten slow repetitions.
- d. Student: Should I add more every day?
- e. Teacher: Increase gradually and allow time for recovery.
- f. Student: I understand. I will focus on correct form first.

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

Question 6:

- a. However, the programme did not ban any food.
- b. The school introduced a four-week healthy-lunch project.
- c. Instead, students learnt to compare portions and ingredients.
- d. They also prepared one simple meal in small groups.
- e. At the end, most participants said they felt more confident about food choices.

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

Question 7:

- a. Dad: Yes, please. I have been carrying these boxes for an hour.
- b. Hoa: Would you like me to help you move the last box?
- c. Dad: Put it beside the table, not on top of the smaller boxes.
- d. Hoa: No problem. Where should I put it?
- e. Dad: Thank you. That will prevent the contents from being damaged.

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

Question 8:

- a. Because of this, she decided to change one habit at a time.
- b. Anh realised that strict plans were difficult to maintain.
- c. She began by drinking water instead of a soft drink at lunch.
- d. After two weeks, the new choice felt natural.
- e. She then added a ten-minute walk after school.
- f. This gradual approach helped her stick to the routine.

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

Question 9:

- a. Minh: I have a headache and cannot concentrate.
- b. Lan: How much water have you had today?
- c. Minh: Only one small glass since breakfast.
- d. Lan: Try drinking some water and resting for a few minutes.
- e. Minh: I will. If it continues, I will visit the nurse.

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

Question 10:

- a. As a result, fewer students bought energy drinks in the afternoon.
- b. The science club investigated caffeine consumption at school.
- c. Members collected anonymous information from 300 students.
- d. They presented the findings during assembly.
- e. The presentation explained how caffeine can affect sleep.
- f. The canteen then displayed clearer information beside drinks.

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

Exercise 8: Read the article. Four sentences have been removed. Choose the sentence (a–d) that best completes each gap (1–4).

Understanding Food Labels

Food labels provide information that can help shoppers compare products. The front of a package may use attractive pictures or health claims, but the detailed label gives more reliable evidence. (1) _____

The ingredient list is usually arranged by weight, with the largest ingredient first. This means that a product listing sugar near the beginning probably contains a considerable amount. (2) _____

Nutrition panels normally show energy, fat, sugar, salt, protein, and other nutrients. To compare two products fairly, use the figures for the same quantity, such as per 100 grams. (3) _____

Labels are useful tools, but they do not divide food into simply good or bad. Portion size, frequency, and the whole diet also matter. (4) _____

- a. Therefore, reading beyond the advertising message is an important first step.
- b. Different names such as syrup or concentrate may also refer to added sugars.
- c. Otherwise, differences in serving size can make the comparison misleading.
- d. The aim is to make informed choices and consume less nutritious products in moderation.

Exercise 9: Read the following passage and mark the letter A, B, C, or D to indicate the option that best fits each numbered blank.

Vaccines and Community Protection

Vaccines train the immune system to recognise particular germs. After vaccination, the body can respond more quickly if it meets the same germ again, (1) _____ reducing the chance of severe illness. Vaccination can also protect people who cannot receive certain vaccines for medical reasons.

No medical treatment is completely free from side effects, but vaccines are tested and monitored (2) _____. Common reactions are usually mild and temporary. Serious concerns should be discussed with a qualified health professional rather than answered through unreliable online posts.

High vaccination rates make it more difficult for a contagious disease to (3) _____ through a community. This form of protection is especially important in schools and other places where many people have close contact. However, vaccination does not replace basic (4) _____ such as handwashing, covering coughs, and staying home when seriously unwell.

Public-health decisions should be based on accurate evidence. Clear communication helps people understand both individual benefits and shared responsibility. When communities combine vaccination with sensible preventive behaviour, they are better (5) _____ to control outbreaks.

Question 1:

- | | | | |
|------------|-------------|-----------|------------|
| A. thereby | B. although | C. unless | D. whereas |
|------------|-------------|-----------|------------|

Question 2:

- | | | | |
|--------------|------------|---------|-------------|
| A. carefully | B. careful | C. care | D. careless |
|--------------|------------|---------|-------------|

Question 3:

- | | | | |
|-----------|-------------|--------------|------------|
| A. spread | B. maintain | C. prescribe | D. consume |
|-----------|-------------|--------------|------------|

Question 4:

- | | | | |
|------------|--------------|------------|--------------|
| A. hygiene | B. diagnosis | C. portion | D. longevity |
|------------|--------------|------------|--------------|

Question 5:

- | | | | |
|---------|------------|---------|-----------|
| A. able | B. ability | C. ably | D. enable |
|---------|------------|---------|-----------|

Exercise 10: Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each question.

Walking Meetings at Greenfield School

Greenfield School wanted staff and older students to sit less during the day. Instead of building a new gym, it tested a low-cost idea: short walking meetings. Small groups held selected discussions while walking around a safe path inside the school grounds.

The programme began with teachers. Meetings that required documents or detailed note-taking remained indoors, but brief planning discussions could take place outside. After two weeks, student council representatives joined the trial. They used walking meetings to discuss recycling, school events, and suggestions for the canteen.

Participants were asked to walk at a comfortable pace so that everyone could contribute. The route took about twelve minutes, and groups could stop at benches when necessary. The aim was not intense exercise. It was to replace some sitting time with gentle movement and fresh air.

At the end of six weeks, most participants said that they felt more alert during the meetings. Several students also reported that speaking while walking made formal discussions feel less stressful. However, the method was not suitable for every task or every person. Bad weather, mobility needs, and the need to use visual materials sometimes made an indoor meeting more practical.

The school decided to continue the idea as an option rather than a rule. It also added shaded seating and improved the path surface. The organisers concluded that healthy changes are more likely to last when they are flexible, inclusive, and connected to normal routines.

Question 1: What is the passage mainly about?

- | | |
|--|--|
| A. A school experiment that replaced some sitting with walking | B. A plan to construct a large sports centre |
| C. A competition between teachers and students | D. A medical treatment for stress |

Question 2: Which meetings remained indoors?

- | | |
|----------------------------------|--|
| A. All student council meetings | B. Every planning discussion |
| C. Meetings held in good weather | D. Those requiring documents or detailed notes |

Question 3: Why were participants asked to walk at a comfortable pace?

- A. So that meetings would finish in five minutes
B. So that only fit students could join
C. So that everyone could take part in the discussion
D. So that the route could become a race

Question 4: The word 'It' in paragraph 3 refers to _____.

- A. the group
B. the aim
C. the route
D. the bench

Question 5: What benefit did several students mention?

- A. Walking made formal discussion feel less stressful
B. They completed more written work
C. They avoided all bad weather
D. They learnt to run faster

Question 6: Why was the method not suitable in every situation?

- A. The path was longer than expected
B. Teachers refused to participate
C. Students disliked fresh air
D. Some tasks and individual needs required an indoor setting

Question 7: What can be inferred about the organisers?

- A. They believed intense exercise was necessary
B. They planned to remove indoor meeting rooms
C. They valued flexibility and inclusion
D. They wanted walking meetings to be compulsory

Question 8: Which title best fits the passage?

- A. Training for a Walking Competition
B. A Small Change to Reduce Sitting Time
C. The Fastest Route around School
D. Why Meetings Should Be Cancelled

Exercise 11: Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each question.

The Two-Minute Reset

During examination season, seventeen-year-old Tuan noticed that he often studied for long periods without moving. By late afternoon, his shoulders felt tense and his attention had fallen. He did not want a complicated fitness plan, so he tried a strategy recommended by his physical education teacher: a two-minute reset every forty minutes.

The reset was simple. Tuan stood up, looked away from the screen, rolled his shoulders, and walked to refill his water bottle. Sometimes he performed a few slow squats or stretched his legs. He used a quiet timer so that the breaks did not interrupt anyone else in the library.

At first, Tuan worried that frequent breaks would reduce his study time. After one week, however, he found that he returned to work more quickly and spent less time staring at the page without understanding it. The breaks also reminded him to drink water and adjust his sitting position.

Tuan did not treat the reset as a complete exercise programme. He still cycled to school and played basketball twice a week. The short breaks simply made his study routine less sedentary. On days when he had to complete a practice examination under timed conditions, he took the break before or after the test rather than in the middle.

After a month, two classmates copied the idea. They changed the activities to suit their own needs, which pleased the teacher. She explained that the most useful routine is not necessarily the most difficult one; it is the routine that a person can follow safely and consistently.

Question 1: Why did Tuan begin using the two-minute reset?

- A. Long study periods caused tension and reduced attention
- B. He wanted to train for a race
- C. The library required exercise
- D. He had stopped cycling to school

Question 2: Which action was part of the reset?

- A. Running around the library
- B. Lifting heavy weights
- C. Leaving school for forty minutes
- D. Walking to refill a water bottle

Question 3: What did Tuan initially fear?

- A. His classmates would exercise too much
- B. He would forget how to cycle
- C. The breaks would waste study time
- D. The timer would be too quiet

Question 4: The phrase 'staring at the page' suggests that Tuan was _____.

- A. sleeping at the desk
- B. looking without understanding effectively
- C. reading extremely quickly
- D. writing detailed notes

Question 5: How did the reset affect his hydration?

- A. It reminded him to drink water
- B. It made him avoid all drinks
- C. It replaced his water bottle
- D. It increased his caffeine intake

Question 6: Why did Tuan not interrupt timed practice examinations?

- A. He had stopped using the strategy
- B. The teacher banned all movement
- C. He could not hear the timer
- D. He adapted the routine to the task

Question 7: What did the teacher approve of?

- A. Choosing the hardest possible routine
- B. Replacing sport with short breaks
- C. Students adapting the routine to personal needs
- D. Everyone doing identical exercises

Question 8: What is the main lesson of the passage?

- A. Only competitive sport improves concentration
- B. A simple routine can be effective when followed consistently
- C. Study breaks must always last exactly two minutes
- D. Students should avoid examinations

Exercise 12: Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each question.

From Clean Water to Longer Lives

In the nineteenth century, rapidly growing cities faced serious public-health problems. Crowded housing, unsafe water, and poor waste disposal allowed infectious diseases to spread easily. Doctors could treat some symptoms, but they did not yet understand every cause of disease. [I]

One major improvement came from safer water and sanitation systems. When communities protected water sources and removed waste more effectively, deaths from diseases such as cholera fell. These changes often saved more lives than individual medical treatments because they reduced exposure for entire populations. [II]

Scientific understanding also developed. Researchers showed that microscopic organisms could cause disease, which strengthened support for hand hygiene, sterilisation, and safer food preparation. Vaccination programmes later protected people from several serious infections. Antibiotics transformed the treatment of some bacterial diseases, although their incorrect use has created the modern problem of antibiotic resistance.

Public health continued to expand beyond infection control. Better nutrition, safer workplaces, education, and maternal care contributed to longer lives. In many countries, attention then shifted towards long-term conditions such as heart disease, diabetes, and illnesses linked to tobacco or inactivity. [III]

The history of public health shows that progress rarely depends on one discovery. Medical treatment matters, but so do housing, education, clean environments, and responsible behaviour. [IV] The challenge today is to preserve earlier achievements while responding to new risks, including unequal access to care, misinformation, and resistant bacteria.

Question 1: Where does the sentence 'As a result, prevention became as important as treatment.' best fit?

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

Question 2: What was one effect of improved sanitation?

- A. More crowded housing B. Lower vaccination rates
C. Greater antibiotic resistance D. Fewer deaths from water-borne diseases

Question 3: Why could sanitation changes save many lives?

- A. They replaced all doctors B. They increased food consumption
C. They reduced exposure across whole communities D. They cured every patient immediately

Question 4: The word 'which' in paragraph 3 refers to _____.

- A. antibiotic resistance B. the discovery that organisms could cause disease
C. safer food preparation D. vaccination programmes

Question 5: What modern difficulty is associated with antibiotics?

- A. Bacterial resistance caused by incorrect use B. A complete lack of medical knowledge
C. The disappearance of all infections D. Unsafe drinking water in every city

Question 6: Which area is NOT mentioned as contributing to longer lives?

- A. Better nutrition B. Safer workplaces C. Maternal care D. Competitive entertainment

Question 7: The word 'shifted' in paragraph 4 is closest in meaning to _____.

- A. weakened B. refused C. moved D. disappeared

Question 8: Which statement is TRUE according to the passage?

- A. Antibiotics are effective against all viruses B. Public health later addressed both infections and long-term conditions
C. Doctors fully understood disease in the early nineteenth century D. Sanitation was less important than every individual treatment

Question 9: What can be inferred from the final paragraph?

- A. Future health progress requires coordinated action in several areas B. One discovery will solve every health problem
C. Housing has no relationship with health D. Misinformation is no longer a concern

Question 10: Which title best summarises the passage?

- A. Why Treatment Is the Only Solution B. The End of Infectious Disease
C. A History of Competitive Medicine D. Public Health: Many Changes behind Longer Lives