**Họ tên học sinh:**   **Lớp:**

**Ngày thi:**   **Điểm:**

***Mark the letter A, B, C, or D on your answer sheet to indicate the word that differs from the other three in the position of primary stress in each of the following questions.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Câu 1:** | **A**. continue | **B**. realize | **C**. demonstrate | **D**. opposite |
| **Câu 2:** | **A**. activity | **B**. attentiveness | **C**. explanation | **D**. ability |
| **Câu 3:** | **A**. mental | **B**. special | **C**. happy | **D**. retard |
| **Câu 4:** | **A**. organize | **B**. determine | **C**. develop | **D**. exhibit |
| **Câu 5:** | **A**. reason | **B**. idea | **C**. welcome | **D**. visit |

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Câu 6**: A person with a \_\_\_\_\_ is unable to pronounce some certain sounds.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. deafness | **B**. mute | **C**. lisp | **D**. blindness |

**Câu 7**: Suffering \_\_\_\_\_ a speech disorder can have negative social effects, especially \_\_\_\_\_ young children.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. from / among | **B**. with / in | **C**. for / of | **D**. with / for |

**Câu 8**: Someone who is totally unable to speak due to a speech disorder is considered \_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. deaf | **B**. blind | **C**. lisp | **D**. mute |

**Câu 9**: \_\_\_\_\_ first time is always \_\_\_\_\_ hardest.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. A / no article | **B**. no article / the | **C**. the / the | **D**. The / no article |

**Câu 10**: A molecule of water comprises two atoms of hydrogen and one atom of oxygen,

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. consists of | **B**. exhibits | **C**. displays | **D**. passions |

**Câu 11**: Many people oppose corporal punishment when educating young children although several of them are naughty.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. agree with | **B**. disapprove of | **C**. are in favor of | **D**. appreciate |

**Câu 12**: The progress of science and technology has changed our view points and \_\_\_\_\_ a way to further knowledge.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. eaten up | **B**. picked up | **C**. looked up | **D**. opened up |

**Câu 13**: He had \_\_\_\_\_ no effort to finish the work so the boss did not agree to offer him a promotion.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. done | **B**. made | **C**. determined | **D**. earned |

**Câu 14**: Many Vietnamese people \_\_\_\_\_ from disability due to dioxin during the war struggling for freedom and independence.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. determine | **B**. suffer | **C**. cope | **D**. face |

**Câu 15**: She is \_\_\_\_\_ I have ever met.

|  |  |
| --- | --- |
| **A**. the most awful woman that | **B**. the most awful woman, whom |
| **C**. the most awful woman, which | **D**. the most awful woman, who |

**Câu 16**: \_\_\_\_\_ pretty funny.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. You said | **B**. You said that | **C**. What you said was | **D**. The thing |

**Câu 17**: \_\_\_\_\_ a new student.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. The room came | **B**. The room came into | **C**. Into the room came | **D**. Came into the room |

**Câu 18**: Robin Hood stole from \_\_\_\_\_ poor.

|  |  |
| --- | --- |
| **A**. rich and gave | **B**. the rich and gave to the |
| **C**. the rich and giving | **D**. rich and the |

**Câu 19**: She cannot be at work. No one in the office \_\_\_\_\_ her since the lunch time.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. has seen | **B**. saw | **C**. had seen | **D**. would see |

**Câu 20**: A cold wind \_\_\_\_\_ for the last three days.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. has been blowing | **B**. blows | **C**. is blowing | **D**. blew |

**Câu 21**: Many people with serious visual impairments can travel independently \_\_\_\_\_ is considered to be the international symbol of blindness.

|  |  |
| --- | --- |
| **A**. by using a cane, which | **B**. by using a cane, that |
| **C**. by being used a cane | **D**. by used a cane, which |

**Câu 22**: Designers have developed a number of tools \_\_\_\_\_.

|  |  |
| --- | --- |
| **A**. for the used by the blind people | **B**. for used to by blind people |
| **C**. are used for blind people | **D**. for the use of blind people |

**Câu 23**: Mother Theresa devoted \_\_\_\_\_.

|  |  |
| --- | --- |
| **A**. her life and helped poor | **B**. her life to helping the poor |
| **C**. her help and life of the poor | **D**. to help poor |

**Câu 24**: You are the first person \_\_\_\_\_ I am funny.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. to tell me | **B**. telling me that | **C**. who telling me | **D**. that tells me to be |

**Câu 25**: Children \_\_\_\_\_ have always been part of our communities.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. disabled | **B**. disabilities | **C**. which are disabled | **D**. with disabilities |

**Câu 26**: Special Education includes school-based activities \_\_\_\_\_ family and community activities.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. as well as | **B**. as long as | **C**. both | **D**. neither |

**Câu 27**: The earlier special education was provided, \_\_\_\_\_ the outcome for the child and the family.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. best | **B**. the best | **C**. the better | **D**. the good |

**Câu 28**: Special Education \_\_\_\_\_ a different quality in different countries.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. has | **B**. has to | **C**. that have | **D**. which has |

**Câu 29**: The fact that he was not offered the position \_\_\_\_\_.

|  |  |
| --- | --- |
| **A**. which made him very upset | **B**. made him very upset |
| **C**. that made him very upset | **D**. making him being upset |

**Câu 30**: Mrs. Pike \_\_\_\_\_ very attractive when she was young, but now she looks pale because of the illness.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. is used to being | **B**. used to be | **C**. was used for being | **D**. use to be |

***Choose the best sentence that can be made from the words given.***

**Câu 31**: I / write / complain / poor quality / service / English for Children course.

|  |
| --- |
| **A**. I am writing to complain about the poor quality of your service in the English for Children course. |
| **B**. I am writing to complain about the poor quality that you service in the English for Children course. |
| **C**. I am always writing to complain about the poor quality of which your service in the English for Children course. |
| **D**. As a result, I am writing to complain about the poor quality of your service in the English for Children course. |

**Câu 32**: You / advertise / newspaper / there / less than 20 children / class / more than 30 of them / share a stuffy room

|  |
| --- |
| **A**. Although you have ever advertised in the newspaper that there are less than 20 children in a class, but actually more than 30 of them have to share a stuffy room. |
| **B**. You have ever advertised in the newspaper that there are less than 20 children in a class, but actually more than 30 of them have to share a stuffy room. |
| **C**. Even if you have ever advertised in the newspaper that there are less than 20 children in a class, but actually more than 30 of them have to share a stuffy room. |
| **D**. You have ever advertised in the newspaper which there are less than 20 children in a class, furthermore more than 30 of them have to share a stuffy room. |

**Câu 33**: teacher / not well-qualified / enthusiasm / teach / my child / wrong pronunciations and spellings

|  |
| --- |
| **A**. The teacher is not well-qualified and enthusiasm if he taught my child some wrong pronunciations and spellings. |
| **B**. As if the teacher is not well-qualified and enthusiasm, he taught my child some wrong pronunciations and spellings. |
| **C**. Due to the teacher is not well-qualified and enthusiasm, he taught my child some wrong pronunciations and spellings. |
| **D**. The teacher is not well-qualified and enthusiasm. He taught my child some wrong pronunciations and spellings. |

**Câu 34**: I / you / give / refund / you / change the teacher / reduce / number of the children

|  |
| --- |
| **A**. I would like you to give me a refund in order that you have to change the teacher and reduce the number of the children. |
| **B**. I would like you to give me a refund so as you to change the teacher and reduce the number of the children. |
| **C**. I would like you to give me a refund otherwise you have to change the teacher and reduce the number of the children. |
| **D**. I would like you to give me a refund in case you have to change the teacher and reduce the number of the children. |

**Câu 35**: I / hope / hear / you / soon / get / quick resolution of this problem.

|  |
| --- |
| **A**. I hope that I will hear from you soon and get a quick resolution of this problem. |
| **B**. I hope hearing from you soon and get a quick resolution of this problem. |
| **C**. I hope that I will hear from you soon and getting a quick resolution of this problem. |
| **D**. With the fact that I hope that I will hear from you soon and get a quick resolution of this problem. |

***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.***

**Câu 36 - 40**:

The Braille system, devised in 1821 by Louis Braille, is a method that is widely used by blind people to read and write. It was based on a method of communication originally developed by Charles Barbier, in response to Napoleon’s demand for a code that soldiers could use to communicate silently and without light at night called night writing. Barbier’s system was too complex for soldiers to learn, and was rejected by the military. In 1821 he visited the National Institute for the Blind in Paris, France, where he met Louis Braille. Louis identified the major failing of the code, which was that the human finger could not encompass the whole symbol without moving, and so could not move rapidly from one symbol to another. His modification was to use a 6 dot cell - the braille system - which revolutionized written communication for the blind. Though Braille is thought to be the main way blind people read and write, in Britain, for example, out of the reported 2 million visually impaired population, it is estimated that only around 15-20 thousand people use Braille. Younger people are turning to electronic text on computers instead, a more portable communication method that they can also use with their friends. A debate has started on how to make Braille more attractive to users and for more teachers to be available to teach it. Approximately 600 years before the invention of Braille, a Syrian Muslim had created his own system. The distinguished blind Arab professor, Zain-Din A1 Amidi, in the 14th century, improvised a method by which he identified his books and made notes. Although he was blind soon after birth, he led a studious life, interesting himself particularly in foreign languages.

(Câu 36) The Braille system \_\_\_\_\_.

|  |
| --- |
| **A**. is used by the dumb |
| **B**. was devised based on night writing by Charles Barbier |
| **C**. cannot be used to write |
| **D**. cannot be used by those who suffer visual impairment |

(Câu 37) The Braille system \_\_\_\_\_.

|  |  |
| --- | --- |
| **A**. was discovered by Napoleon | **B**. was divised by Louis Braille in 1821 |
| **C**. was created by Charles Barbier in 1821 | **D**. was created in response to Napoleon’s demand |

(Câu 38) Nowadays, \_\_\_\_\_.

|  |
| --- |
| **A**. all the blind in the world are using the braille system to communicate |
| **B**. no one use the braille system |
| **C**. young blind people perfer using electronic text on computers to the braille system |
| **D**. there are no computer programs for the blind |

(Câu 39) According to the writer, \_\_\_\_\_.

|  |
| --- |
| **A**. the braille system is quite perfect and needs no more improvement |
| **B**. there are more and more teachers can use the braille system |
| **C**. the braille system need improving |
| **D**. the braille system should be left out |

(Câu 40) Before the invention of Braille, \_\_\_\_\_.

|  |
| --- |
| **A**. the blind cannot communicate |
| **B**. there are no blind people |
| **C**. only Napoleon’s soldiers had a system for the blind |
| **D**. a Syrian Muslim had created his own system |

***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.***

**Câu 41 - 50**:

123 Oxford Street  
WW3, London  
Customer Service Dept.  
Jones’ Electrical Ltd.  
London  
Dear Sir or Madam:  
I am writing to (41)                      about the trouble that I have suffered since the time I bought a computer (42)                      your branch. It seemed to work perfectly in the shop but when I got (43)                      home I found that it was (44)                      . I can use it only to type. It is almost out of working (45)                      when I operate Excel and Power Point. It is even worse that I cannot save (46)                      files that I have created. The color of the monitor is not clear and beautiful as (47)                      .  
I took the computer back to the shop (48)                      I bought it but they refused to exchange it although I gave them the (49)                      showing price and date of purchase and the manufacturer’s guarantee.  
Please refund me the money or exchange another computer.  
I hope (50)                      from you soon.  
Yours,  
Peter

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (41) | **A**. compliment | **B**. complain | **C**. entertain | **D**. ask |
| (42) | **A**. on | **B**. against | **C**. from | **D**. into |
| (43) | **A**. a | **B**. an | **C**. the | **D**. no article |
| (44) | **A**. fault | **B**. faults | **C**. faulting | **D**. faulty |
| (45) | **A**. order | **B**. range | **C**. arrangement | **D**. management |
| (46) | **A**. a | **B**. any | **C**. some | **D**. many |
| (47) | **A**. advertised | **B**. advertising | **C**. advertiser | **D**. advertisement |
| (48) | **A**. which | **B**. in that | **C**. where | **D**. in where |
| (49) | **A**. card | **B**. name card | **C**. credit card | **D**. receipt |
| (50) | **A**. hear | **B**. to hear | **C**. hearing | **D**. heard |

**----- HẾT -----**

**Họ tên học sinh:**   **Lớp:**

**Ngày thi:**   **Điểm:**

***Mark the letter A, B, C, or D on your answer sheet to indicate the word that differs from the other three in the position of primary stress in each of the following questions.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Câu 1:** | **A**. continue | **B**. realize | **C**. demonstrate | **D**. opposite |
| **Câu 2:** | **A**. activity | **B**. attentiveness | **C**. explanation | **D**. ability |
| **Câu 3:** | **A**. mental | **B**. special | **C**. happy | **D**. retard |
| **Câu 4:** | **A**. organize | **B**. determine | **C**. develop | **D**. exhibit |
| **Câu 5:** | **A**. reason | **B**. idea | **C**. welcome | **D**. visit |

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Câu 6**: A person with a \_\_\_\_\_ is unable to pronounce some certain sounds.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. deafness | **B**. mute | **C**. lisp | **D**. blindness |

**Câu 7**: Suffering \_\_\_\_\_ a speech disorder can have negative social effects, especially \_\_\_\_\_ young children.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. from / among | **B**. with / in | **C**. for / of | **D**. with / for |

**Câu 8**: Someone who is totally unable to speak due to a speech disorder is considered \_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. deaf | **B**. blind | **C**. lisp | **D**. mute |

**Câu 9**: \_\_\_\_\_ first time is always \_\_\_\_\_ hardest.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. A / no article | **B**. no article / the | **C**. the / the | **D**. The / no article |

**Câu 10**: A molecule of water comprises two atoms of hydrogen and one atom of oxygen,

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. consists of | **B**. exhibits | **C**. displays | **D**. passions |

**Câu 11**: Many people oppose corporal punishment when educating young children although several of them are naughty.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. agree with | **B**. disapprove of | **C**. are in favor of | **D**. appreciate |

**Câu 12**: The progress of science and technology has changed our view points and \_\_\_\_\_ a way to further knowledge.

|  |  |  |  |
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| **A**. eaten up | **B**. picked up | **C**. looked up | **D**. opened up |

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|  |  |  |  |
| --- | --- | --- | --- |
| **A**. done | **B**. made | **C**. determined | **D**. earned |

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|  |  |  |  |
| --- | --- | --- | --- |
| **A**. determine | **B**. suffer | **C**. cope | **D**. face |

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|  |  |
| --- | --- |
| **A**. the most awful woman that | **B**. the most awful woman, whom |
| **C**. the most awful woman, which | **D**. the most awful woman, who |

**Câu 16**: \_\_\_\_\_ pretty funny.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. You said | **B**. You said that | **C**. What you said was | **D**. The thing |

**Câu 17**: \_\_\_\_\_ a new student.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. The room came | **B**. The room came into | **C**. Into the room came | **D**. Came into the room |

**Câu 18**: Robin Hood stole from \_\_\_\_\_ poor.

|  |  |
| --- | --- |
| **A**. rich and gave | **B**. the rich and gave to the |
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|  |  |  |  |
| --- | --- | --- | --- |
| **A**. has seen | **B**. saw | **C**. had seen | **D**. would see |

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|  |  |  |  |
| --- | --- | --- | --- |
| **A**. has been blowing | **B**. blows | **C**. is blowing | **D**. blew |

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|  |  |
| --- | --- |
| **A**. by using a cane, which | **B**. by using a cane, that |
| **C**. by being used a cane | **D**. by used a cane, which |

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|  |  |
| --- | --- |
| **A**. for the used by the blind people | **B**. for used to by blind people |
| **C**. are used for blind people | **D**. for the use of blind people |

**Câu 23**: Mother Theresa devoted \_\_\_\_\_.

|  |  |
| --- | --- |
| **A**. her life and helped poor | **B**. her life to helping the poor |
| **C**. her help and life of the poor | **D**. to help poor |

**Câu 24**: You are the first person \_\_\_\_\_ I am funny.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. to tell me | **B**. telling me that | **C**. who telling me | **D**. that tells me to be |

**Câu 25**: Children \_\_\_\_\_ have always been part of our communities.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. disabled | **B**. disabilities | **C**. which are disabled | **D**. with disabilities |

**Câu 26**: Special Education includes school-based activities \_\_\_\_\_ family and community activities.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. as well as | **B**. as long as | **C**. both | **D**. neither |

**Câu 27**: The earlier special education was provided, \_\_\_\_\_ the outcome for the child and the family.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. best | **B**. the best | **C**. the better | **D**. the good |

**Câu 28**: Special Education \_\_\_\_\_ a different quality in different countries.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. has | **B**. has to | **C**. that have | **D**. which has |

**Câu 29**: The fact that he was not offered the position \_\_\_\_\_.

|  |  |
| --- | --- |
| **A**. which made him very upset | **B**. made him very upset |
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**Câu 30**: Mrs. Pike \_\_\_\_\_ very attractive when she was young, but now she looks pale because of the illness.

|  |  |  |  |
| --- | --- | --- | --- |
| **A**. is used to being | **B**. used to be | **C**. was used for being | **D**. use to be |

***Choose the best sentence that can be made from the words given.***

**Câu 31**: I / write / complain / poor quality / service / English for Children course.

|  |
| --- |
| **A**. I am writing to complain about the poor quality of your service in the English for Children course. |
| **B**. I am writing to complain about the poor quality that you service in the English for Children course. |
| **C**. I am always writing to complain about the poor quality of which your service in the English for Children course. |
| **D**. As a result, I am writing to complain about the poor quality of your service in the English for Children course. |

**Câu 32**: You / advertise / newspaper / there / less than 20 children / class / more than 30 of them / share a stuffy room

|  |
| --- |
| **A**. Although you have ever advertised in the newspaper that there are less than 20 children in a class, but actually more than 30 of them have to share a stuffy room. |
| **B**. You have ever advertised in the newspaper that there are less than 20 children in a class, but actually more than 30 of them have to share a stuffy room. |
| **C**. Even if you have ever advertised in the newspaper that there are less than 20 children in a class, but actually more than 30 of them have to share a stuffy room. |
| **D**. You have ever advertised in the newspaper which there are less than 20 children in a class, furthermore more than 30 of them have to share a stuffy room. |

**Câu 33**: teacher / not well-qualified / enthusiasm / teach / my child / wrong pronunciations and spellings

|  |
| --- |
| **A**. The teacher is not well-qualified and enthusiasm if he taught my child some wrong pronunciations and spellings. |
| **B**. As if the teacher is not well-qualified and enthusiasm, he taught my child some wrong pronunciations and spellings. |
| **C**. Due to the teacher is not well-qualified and enthusiasm, he taught my child some wrong pronunciations and spellings. |
| **D**. The teacher is not well-qualified and enthusiasm. He taught my child some wrong pronunciations and spellings. |

**Câu 34**: I / you / give / refund / you / change the teacher / reduce / number of the children

|  |
| --- |
| **A**. I would like you to give me a refund in order that you have to change the teacher and reduce the number of the children. |
| **B**. I would like you to give me a refund so as you to change the teacher and reduce the number of the children. |
| **C**. I would like you to give me a refund otherwise you have to change the teacher and reduce the number of the children. |
| **D**. I would like you to give me a refund in case you have to change the teacher and reduce the number of the children. |

**Câu 35**: I / hope / hear / you / soon / get / quick resolution of this problem.

|  |
| --- |
| **A**. I hope that I will hear from you soon and get a quick resolution of this problem. |
| **B**. I hope hearing from you soon and get a quick resolution of this problem. |
| **C**. I hope that I will hear from you soon and getting a quick resolution of this problem. |
| **D**. With the fact that I hope that I will hear from you soon and get a quick resolution of this problem. |

***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.***

**Câu 36 - 40**:

The Braille system, devised in 1821 by Louis Braille, is a method that is widely used by blind people to read and write. It was based on a method of communication originally developed by Charles Barbier, in response to Napoleon’s demand for a code that soldiers could use to communicate silently and without light at night called night writing. Barbier’s system was too complex for soldiers to learn, and was rejected by the military. In 1821 he visited the National Institute for the Blind in Paris, France, where he met Louis Braille. Louis identified the major failing of the code, which was that the human finger could not encompass the whole symbol without moving, and so could not move rapidly from one symbol to another. His modification was to use a 6 dot cell - the braille system - which revolutionized written communication for the blind. Though Braille is thought to be the main way blind people read and write, in Britain, for example, out of the reported 2 million visually impaired population, it is estimated that only around 15-20 thousand people use Braille. Younger people are turning to electronic text on computers instead, a more portable communication method that they can also use with their friends. A debate has started on how to make Braille more attractive to users and for more teachers to be available to teach it. Approximately 600 years before the invention of Braille, a Syrian Muslim had created his own system. The distinguished blind Arab professor, Zain-Din A1 Amidi, in the 14th century, improvised a method by which he identified his books and made notes. Although he was blind soon after birth, he led a studious life, interesting himself particularly in foreign languages.

(Câu 36) The Braille system \_\_\_\_\_.

|  |
| --- |
| **A**. is used by the dumb |
| **B**. was devised based on night writing by Charles Barbier |
| **C**. cannot be used to write |
| **D**. cannot be used by those who suffer visual impairment |

(Câu 37) The Braille system \_\_\_\_\_.

|  |  |
| --- | --- |
| **A**. was discovered by Napoleon | **B**. was divised by Louis Braille in 1821 |
| **C**. was created by Charles Barbier in 1821 | **D**. was created in response to Napoleon’s demand |

(Câu 38) Nowadays, \_\_\_\_\_.

|  |
| --- |
| **A**. all the blind in the world are using the braille system to communicate |
| **B**. no one use the braille system |
| **C**. young blind people perfer using electronic text on computers to the braille system |
| **D**. there are no computer programs for the blind |

(Câu 39) According to the writer, \_\_\_\_\_.

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| --- |
| **A**. the braille system is quite perfect and needs no more improvement |
| **B**. there are more and more teachers can use the braille system |
| **C**. the braille system need improving |
| **D**. the braille system should be left out |

(Câu 40) Before the invention of Braille, \_\_\_\_\_.

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| **A**. the blind cannot communicate |
| **B**. there are no blind people |
| **C**. only Napoleon’s soldiers had a system for the blind |
| **D**. a Syrian Muslim had created his own system |

***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.***

**Câu 41 - 50**:

123 Oxford Street  
WW3, London  
Customer Service Dept.  
Jones’ Electrical Ltd.  
London  
Dear Sir or Madam:  
I am writing to (41)                      about the trouble that I have suffered since the time I bought a computer (42)                      your branch. It seemed to work perfectly in the shop but when I got (43)                      home I found that it was (44)                      . I can use it only to type. It is almost out of working (45)                      when I operate Excel and Power Point. It is even worse that I cannot save (46)                      files that I have created. The color of the monitor is not clear and beautiful as (47)                      .  
I took the computer back to the shop (48)                      I bought it but they refused to exchange it although I gave them the (49)                      showing price and date of purchase and the manufacturer’s guarantee.  
Please refund me the money or exchange another computer.  
I hope (50)                      from you soon.  
Yours,  
Peter

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (41) | **A**. compliment | **B**. complain | **C**. entertain | **D**. ask |
| (42) | **A**. on | **B**. against | **C**. from | **D**. into |
| (43) | **A**. a | **B**. an | **C**. the | **D**. no article |
| (44) | **A**. fault | **B**. faults | **C**. faulting | **D**. faulty |
| (45) | **A**. order | **B**. range | **C**. arrangement | **D**. management |
| (46) | **A**. a | **B**. any | **C**. some | **D**. many |
| (47) | **A**. advertised | **B**. advertising | **C**. advertiser | **D**. advertisement |
| (48) | **A**. which | **B**. in that | **C**. where | **D**. in where |
| (49) | **A**. card | **B**. name card | **C**. credit card | **D**. receipt |
| (50) | **A**. hear | **B**. to hear | **C**. hearing | **D**. heard |

**----- HẾT -----**