



**PEMANTAPAN PERSIAPAN ASESMEN DAERAH
SMP/MTs KABUPATEN SLEMAN
TAHAP - 1
TAHUN PELAJARAN 2023/2024**

Mata Pelajaran : Bahasa Inggris
Kelas : IX (Sembilan)
Hari/ Tanggal :
Waktu : 120 Menit

Read the following text.



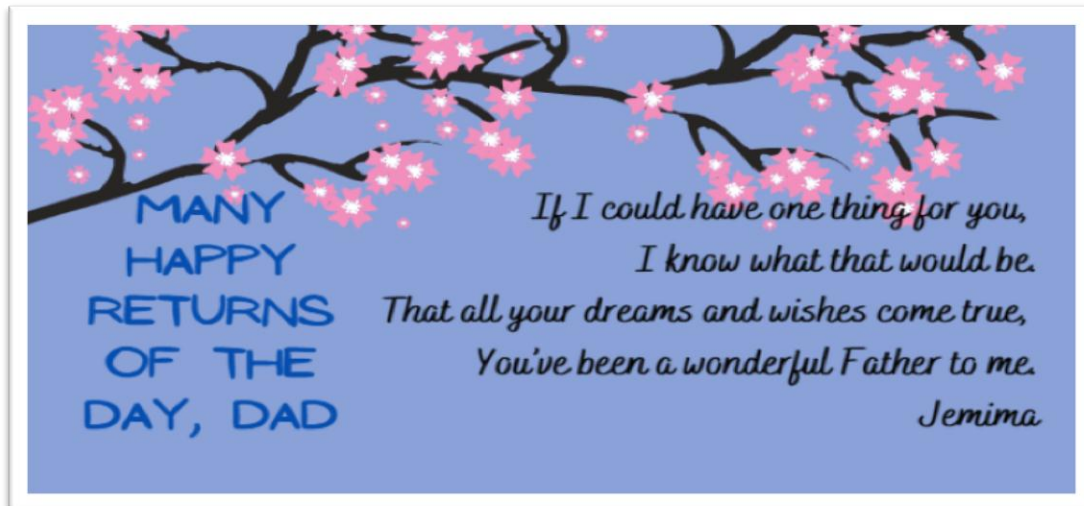
1. Where can we probably find such kind of text?
A. In an airport.
B. In a harbour.
C. In a railway station.
D. In a department store.

Read the following text.



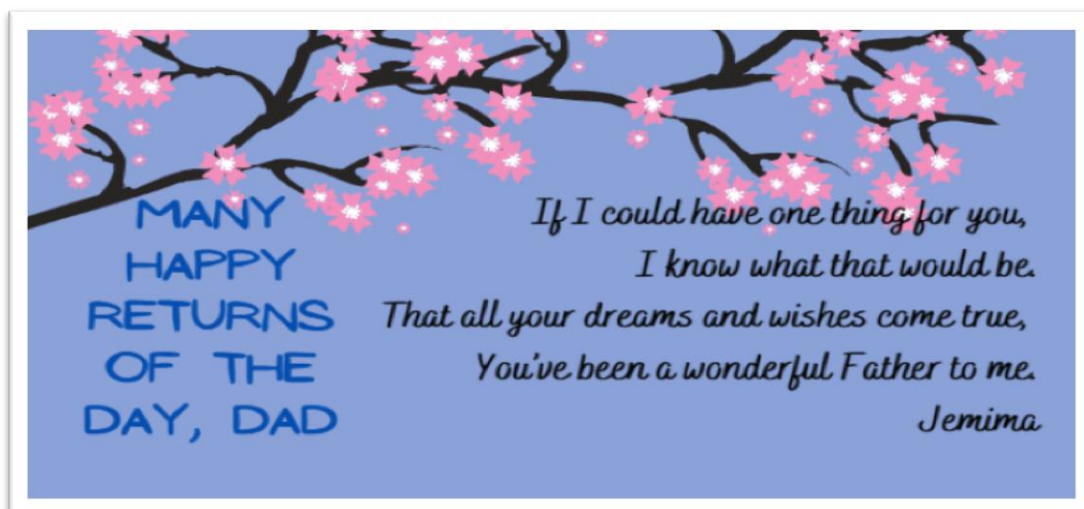
2. Based on the text, we know that the passengers are
- A. recommended to use baggage trolley in the area
 - B. allowed to enter the area without showing a passport
 - C. banned to bring a boarding pass to their next destination
 - D. permitted to enter the area with the requirements provided

Read the following text.



3. Which of the followings are in line with the text?
- (1). The sender writes the text to her father on Father's Day.
 - (2). The sender writes the card to her father on his birthday.
 - (3). The receiver probably gets the card every year.
 - (4). The receiver always gets the card every day.
- A. (1) and (3)
 - B. (1) and (4)
 - C. (2) and (3)
 - D. (2) and (4)


Read the following text.




4. "Many happy returns of the day, Dad."
- From the sentence we know that Jemima
- A. expects her father to be a great father
 - B. asks her father to celebrate Father's Day

- C. wishes her father to have days that full of happiness
- D. hopes for her father to get wonderful dreams and things

Read the following text.



SCHOOL HOLIDAY TENNIS CLINIC




At the
GLADSTONE TENNIS AND SQUASH
ASSOCIATION COURTS
MONDAY 2nd AND TUESDAY 3rd
JULY 2018

Total Cost—\$50.00

9.00 AM UNTIL 4.00 PM BOTH DAYS
2 FULL DAYS OF TENNIS, FUN & GAMES
PRICE INCLUDES LUNCH & A DRINK
ON TUESDAY

LOADS OF PRIZES TO BE WON

This clinic is presented by:





Robert McBean's
**tennis
school**

Further information please phone:
Rob McBean - 0412723608 - 07 49722772
robert.mcbean@bigpond.com

Taken from: <https://www.facebook.com/ClintonStateSchool/photos/1909127832440804>

5. Which of the following statements are in line with the text?
- (1). There is no prize for the winner in the activity.
 - (2). The school holiday tennis clinic was conducted in two days.
 - (3). The school holiday tennis clinic was conducted for eight hours.
 - (4). There is a payment if the students want to join the activity.
- A. (1) and (3)
 - B. (1) and (4)
 - C. (2) and (3)
 - D. (2) and (4)

Read the following text.



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6. "Loads of prizes to be won"
The expression means that the readers ...
- A. must prepare the prizes for the winner of the competition.
 - B. have to pay some money to get the winner and prizes.
 - C. will get prizes if they join and win the competition.
 - D. can get the prizes after paying the registration.

Read the following text.

Everyone has an idol in his/her life. For me, my idol is my mother. She is fifty years old. She loves her children. She looks like a Chinese or maybe a Japanese. Almost all of her siblings have slanting eyes. My mother is really beautiful with her white skin and slanting eyes. She has medium height. She looks more beautiful with her headscarf. Although she is beginning to get wrinkles round her eyes, but she is still the most beautiful woman for me.

In 2009, my father passed away. She becomes a single parent. My mother earns money to survive our life alone. She has worked as a teacher in our hometown. She works full time to fulfill her children needs. She always understands her children well and always gives her best for me and my young brother.

"What can I do to pay back my mom's love?" Now, I can only study hard in the college and be a good girl. I will do my best for her because she is my everything. My mother is the best mother in the world. I really love my mother.

7. What is the writer's intention of writing the text?
- A. To describe my mother as an idol.
 - B. To introduce the writer's idol in her life.
 - C. To tell how to earn money to survive life alone.
 - D. To persuade people to help the writer's mother.

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8. From the text we know that the writer's mother is a ... woman.

- (1). caring
- (2). boring
- (3). tough
- (4). humble

- A. (1) and (2)
- B. (1) and (3)
- C. (2) and (3)
- D. (3) and (4)

Read the following text.

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9. Which statements go with the text?

- (1). The writer's mother has two children.
- (2). The writer's mother does not have siblings.
- (3). The writer's mother works at school.

- (4). The writer's mother has slanting eyes and brown skin.
(5). The writer's mother always works hard.

- A. (1), (2) and (3)
B. (1), (3) and (5)
C. (2), (3) and (5)
D. (3), (4) and (5)

Read the following text.

Love love love this hillside restaurant

I came across this beautiful hillside restaurant on the same day we went to visit a UNESCO world heritage site, Prambanan temple, which was located nearby. It was a nice treat to sit back and relax at the restaurant with the most amazing view any visitors could asked for. Overlooking the villages below with vast rice fields and majestic Gunung Merapi, the most active volcano in Indonesia, and a glimpse of the tallest Prambanan temple. Listening to the wonderful songs of singing birds with a backdrop of a distant mosque praying time. The restaurant is surrounded by beautiful garden and birdlife.

We came here after spending 2-3 hours exploring the Prambanan temple site. We had a couple of refreshments and a nasi goreng seafood for a light snack. It is not cheap but it's worth that little bit extra for a nice experience surrounded by beautiful gardens and stunning views. And, the experience of getting there and back by passing through a local village with rice fields on either side of a narrow street. It's definitely worth making a trip to Abhayagiri restaurant.

Show less

Date of visit: March 2023

Taken from: https://www.tripadvisor.com/Restaurant_Review-g18203686-d3780670-Reviews-Abhayagiri_Venue_And_Dining_Sambirejo_Sleman_District_Yogyakarta_Region_Java.html

10. After reading the text, we know that the writer was ... of the restaurant.
- A. disappointed
B. contented
C. ashamed
D. terrified

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11. Which of the following statements is in line with the text?

- A. The restaurant is only surrounded by the beautiful garden.
- B. The restaurant is located far from Prambanan temple.
- C. The food of the restaurant is costly but it's worth.
- D. The atmosphere of the restaurant is boring.

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12. "... surrounded by beautiful garden and stunning views."

What is the similar meaning of the underlined word?

- A. hazardous
- B. gorgeous
- C. generous
- D. curious

Read the following text.

Last month, I got important lesson in my life. It was when I took the first exam. It didn't go well. I told myself, "Tomorrow must be better." The next day exam was conducted, but it wasn't easy, and I couldn't attempt all the questions. I said to myself, "Let's try the fortune tomorrow." Again I prepared well. I took the next exam, I was happy after the scores were out this time. I thought I'd got a good score, then I asked others, my score wasn't a great score. I studied all night for the exams, but it still didn't go well.

Next day, I had the last exam, I told myself, "Let's try this last time." The last exam was very difficult for everyone. I kept writing the answers until the invigilator call my name to stop writing and start scanning. Five minutes were left, it was a situation where late submissions weren't accepted, and then I hurriedly scanned the pdf of my answers and uploaded it. I just submitted it 12 seconds before the deadline.

On that day, I declared myself "self-discipline is important". What inspires me to do best in my life is that constant belief.

Adapted from: <https://www.quora.com/essays>

13. What does the text tell us about?

- A. The writer's experience on finding self-discipline.
- B. The writer's important thing in his/her life.
- C. The writer's constant belief as a student.
- D. The writer's result after having exams.

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Adapted from: <https://www.quora.com/essays>

14. Which of the following statements are in line with the text?
- (1). The writer had no preparation before doing exams.
 - (2). The writer studied all night for the exams to get a good score.
 - (3). The writer submitted the scanning 12 second after the deadline.
 - (4). The writer started scanning the pdf after the invigilator called her name.
- A. (1) and (3)
 - B. (1) and (4)
 - C. (2) and (3)
 - D. (2) and (4)

Read the following text.

Last month, I got important lesson in my life. It was when I took the first exam. It didn't go well. I told myself, "Tomorrow must be better." The next day exam was conducted, but it wasn't easy, and I couldn't attempt all the questions. I said to myself, "Let's try the fortune tomorrow." Again I prepared well. I took the next exam, I was happy after the scores were out this time. I thought I'd got a good score, then I asked others, my score wasn't a great score. I studied all night for the exams, but it still didn't go well.

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15. What is the main idea of the second paragraph?
- A. The writer had the last exam.
 - B. The writer submitted her last exam.
 - C. The writer had the first and second exam.
 - D. The writer declared the important of self-discipline.

Read the following text.

Easy Pea & Spinach Carbonara

Prep Time: 20 mins

Total Time: 20 mins

Servings: 4

Yield: 4 cups

Ingredients

- 1 ½ tablespoons extra-virgin olive oil
- ½ cup panko breadcrumbs, preferably whole-wheat
- 1 small clove garlic, minced
- 8 tablespoons grated cheese, divided
- 3 tablespoons finely chopped fresh parsley
- 3 large egg yolks
- 1 large egg
- ½ teaspoon ground pepper
- ¼ teaspoon salt
- 1 (9 ounce) package of fresh tagliatelle or linguine
- 8 cups baby spinach
- 1 cup peas (fresh or frozen)

Directions

1. Put 10 cups of water in a large pot and bring to a boil over high heat.
2. Meanwhile, heat oil in a large skillet over medium-high heat. Add breadcrumbs and garlic; cook, stirring frequently, until toasted, about 2 minutes. Transfer to a small bowl and stir in 2 tablespoons of cheese and parsley. Set aside.
3. Whisk the remaining 6 tablespoons of cheese, egg yolks, egg, pepper and salt in a medium bowl.
4. Cook pasta in the boiling water, stirring occasionally, for 1 minute. Add spinach and peas and cook until the pasta is tender, about 1 minute more. Reserve 1/4 cup of the cooking water. Drain and place in a large bowl.
5. Slowly whisk the reserved cooking water into the egg mixture. Gradually add the mixture to the pasta, tossing with tongs to combine. Serve topped with the reserved breadcrumb mixture.

16. Which of the following statements are in line with the text?

- (1). The breadcrumbs, garlic, cheese, and parsley are added to the boiling water.
- (2). The pasta, spinach, and peas are cooked together in boiling water.
- (3). The egg mixture is slowly combined with the reserved breadcrumb mixture.
- (4). The breadcrumb mixture is set aside and later added as a topping.

- A. (1) and (2).
- B. (1) and (3).
- C. (2) and (4).
- D. (3) and (4).

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5. Slowly whisk the reserved cooking water into the egg mixture. Gradually add the mixture to the pasta, tossing with tongs to combine. Serve topped with the reserved breadcrumb mixture.

17. The text is likely beneficial for

- A. cooking enthusiasts who are interested in gourmet Italian cuisine
- B. people who are looking for a quick and easy healthy pasta recipe
- C. parents who are searching for tips on managing children's healthy diet
- D. nutritionists who are seeking information on balanced meal preparation

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5. Slowly whisk the reserved cooking water into the egg mixture. Gradually add the mixture to the pasta, tossing with tongs to combine. Serve topped with the reserved breadcrumb mixture.

18. What will likely happen if only half reserved cooking water is whisked into the egg mixture?

- A. The egg mixture will curdle.
- B. The sauce will become thicker.
- C. The breadcrumbs will dissolve.
- D. The pasta will become overcooked.

Read the following text.

How to Use Graphs

When editing with Capcut, you can add graphs to your project to make your new creations more unique. Graphs in Capcut smoothen the shift between “Keyframes” and increase the image quality of your video. However, Graphs aren’t available for clips without “Keyframes” animation effects. Here’s how to add “Keyframes” in your video clip.

1. Open the Capcut app.
2. Tap on “New Project.”
3. Select a video clip you want to edit.
4. Specify a point in the video when you want the zoom effect to begin.

5. Bring up the “Editing Menu” by tapping the video layer.
6. Tap the “Keyframes” symbol.
7. Zoom and pan on the clip to indicate what you want to highlight.
8. Press the “Play” button to see the result.

Then, it is time to incorporate graphs into any video.

1. Open the Capcut app and tap on “New Project.”
2. Select a video clip you want to edit and perform the desired customizations.
3. Insert two “Keyframes.”
4. Transfer your video to the right side of your screen using the second “Keyframe.”
5. Put the video between your “Keyframes.”
6. Bring up the “Graphs” menu.
7. Choose from any of the “Graphs” options.
8. Tap on the “Pencil” symbol to edit it. Alternatively, you can modify your graph effect by clicking on the button after the “None” icon.
9. Play the video.
10. Export the video to your gallery with the “Upload” icon if you like the result.

19. What advantage do the readers gain from the text?
 - A. Learning how to create animated graphs in Capcut.
 - B. Discovering how to use the Capcut app for basic video editing.
 - C. Understanding how to add "Keyframes" to enhance their video clips.
 - D. Gaining insights into using graphs to improve the image quality in Capcut.

Read the following text.

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5. Put the video between your “Keyframes.”
6. Bring up the “Graphs” menu.
7. Choose from any of the “Graphs” options.
8. Tap on the “Pencil” symbol to edit it. Alternatively, you can modify your graph effect by clicking on the button after the “None” icon.
9. Play the video.

10. Export the video to your gallery with the "Upload" icon if you like the result.

20. Which of the following statements are in line with the steps to use graphs with Capcut?
- (1). To use graphs, you need to insert two "Keyframes" in your video.
 - (2). You can only add "Keyframes" to clips with animation effects.
 - (3). "Graphs" smoothen the shift between "Keyframes" and enhance video image quality.
 - (4). After adding "Keyframes," you should export the video to your gallery.
- A. (1) and (3).
B. (2) and (4).
C. (1), (2) and (3).
D. (1), (3) and (4).

Read the following text.

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5. Bring up the "Editing Menu" by tapping the video layer.
6. Tap the "Keyframes" symbol.
7. Zoom and pan on the clip to indicate what you want to highlight.
8. Press the "Play" button to see the result.

Then, it is time to incorporate graphs into any video.

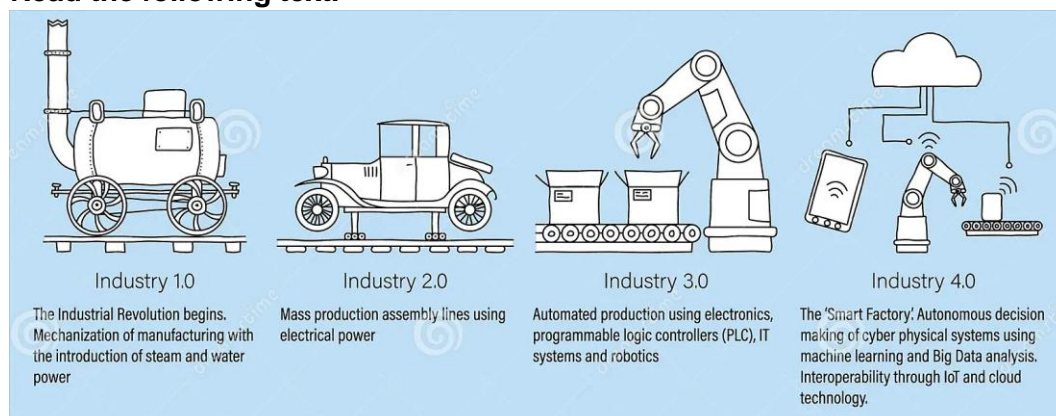
1. Open the Capcut app and tap on "New Project."
2. Select a video clip you want to edit and perform the desired customizations.
3. Insert two "Keyframes."
4. Transfer your video to the right side of your screen using the second "Keyframe."
5. Put the video between your "Keyframes."
6. Bring up the "Graphs" menu.
7. Choose from any of the "Graphs" options.
8. Tap on the "Pencil" symbol to edit it. Alternatively, you can modify your graph effect by clicking on the button after the "None" icon.
9. Play the video.
10. Export the video to your gallery with the "Upload" icon if you like the result.

21. "Select a video clip you want to edit and perform the desired customizations."

The word 'customizations' means ...

- A. creations
B. applications
C. modifications
D. implementations

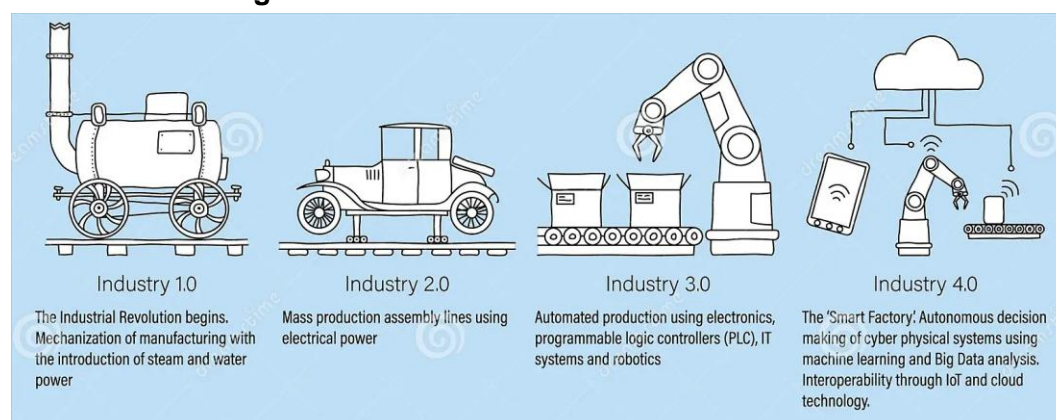
Read the following text.



22. What is the topic of the following text?

- A. The history of the Industrial Revolution.
- B. The progress of industrial technologies.
- C. The impact of mass production on society.
- D. The role of steam power in manufacturing.

Read the following text.

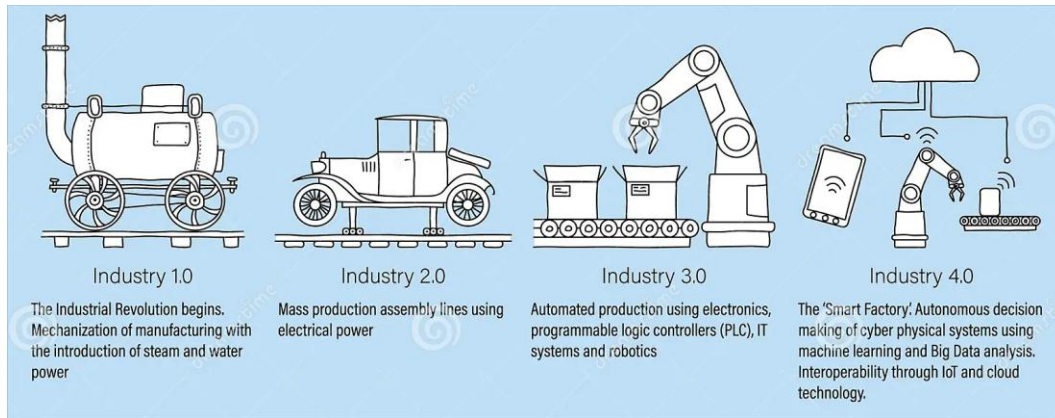


23. Which of the following statements are in line with the text?

- (1). The Industrial Revolution began with the introduction of electricity.
- (2). Industry 3.0 involved the use of electronics and robotics in production.
- (3). Industry 2.0 focused on steam power for manufacturing.
- (4). Industry 4.0 is characterized by mass production assembly lines.

- A. (1) and (2).
- B. (1) and (3).
- C. (2) and (4).
- D. (3) and (4).

Read the following text.



24. What advantage do the readers gain from this text?

- A. Learning about the history of mass production.
- B. Discovering the principles of quantum mechanics.
- C. Gaining insights into industrial technology development.
- D. Understanding the impact of the steam engine on industry.

Read the following text.

Once upon a time in a land of trains, there was a little blue engine. The little engine loved to help, but it was very small. One day, the big red engine asked for help to carry toys to the children on the other side of the mountain. The little blue engine wanted to help, but it wasn't sure if it could.

"I'm too small," the little engine said, "I don't know if I can."

But the toys and the big red engine asked nicely, "Please, little blue engine, can you help us?"

The little blue engine thought for a moment, then said, "I'll try!"

And so, the little blue engine started to pull the toys up the steep mountain. Chug, chug, chug, it went. It was tough, but the little blue engine kept saying, "I think I can, I think I can."

And with a final push, the little blue engine reached the top of the mountain. The children cheered, and the little blue engine felt proud.

From that day on, the little blue engine knew that even though it was small, it could do big things if it believed in itself. And it smiled and said, "I thought I could, I thought I could."

25. What does the writer want to teach us?

- A. The importance of sharing toys with others.
- B. The need to always ask for help when facing challenges.
- C. The value of believing in ourselves and showing resilience.
- D. The significance of being the biggest and strongest person.

Read the following text.

Once upon a time in a land of trains, there was a little blue engine. The little engine loved to help, but it was very small. One day, the big red engine asked for help to carry toys to the children on the other side of the mountain. The little blue engine wanted to help, but it wasn't sure if it could.

"I'm too small," the little engine said, "I don't know if I can."

But the toys and the big red engine asked nicely, "Please, little blue engine, can you help us?"

The little blue engine thought for a moment, then said, "I'll try!"

And so, the little blue engine started to pull the toys up the steep mountain. Chug, chug, chug, it went. It was tough, but the little blue engine kept saying, "I think I can, I think I can."

And with a final push, the little blue engine reached the top of the mountain. The children cheered, and the little blue engine felt proud.

From that day on, the little blue engine knew that even though it was small, it could do big things if it believed in itself. And it smiled and said, "I thought I could, I thought I could."

26. Which of the following statements are in line with the text?

- (1). The Little Blue Engine helped because it wanted to take a vacation.
- (2). The Little Blue Engine helped because it believed it could.
- (3). The Big Red Engine asked for help because it was too lazy.
- (4). The Big Red Engine asked for help to deliver toys to the children.

- A. (1) and (2).
- B. (2) and (4).
- C. (1), (2) and (4).
- D. (2), (3) and (4).

Read the following text.

Once upon a time in a land of trains, there was a little blue engine. The little engine loved to help, but it was very small. One day, the big red engine asked for help to carry toys to the children on the other side of the mountain. The little blue engine wanted to help, but it wasn't sure if it could.

"I'm too small," the little engine said, "I don't know if I can."

But the toys and the big red engine asked nicely, "Please, little blue engine, can you help us?"

The little blue engine thought for a moment, then said, "I'll try!"

And so, the little blue engine started to pull the toys up the steep mountain. Chug, chug, chug, it went. It was tough, but the little blue engine kept saying, "I think I can, I think I can."

And with a final push, the little blue engine reached the top of the mountain. The children cheered, and the little blue engine felt proud.

From that day on, the little blue engine knew that even though it was small, it could do big things if it believed in itself. And it smiled and said, "I thought I could, I thought I could."

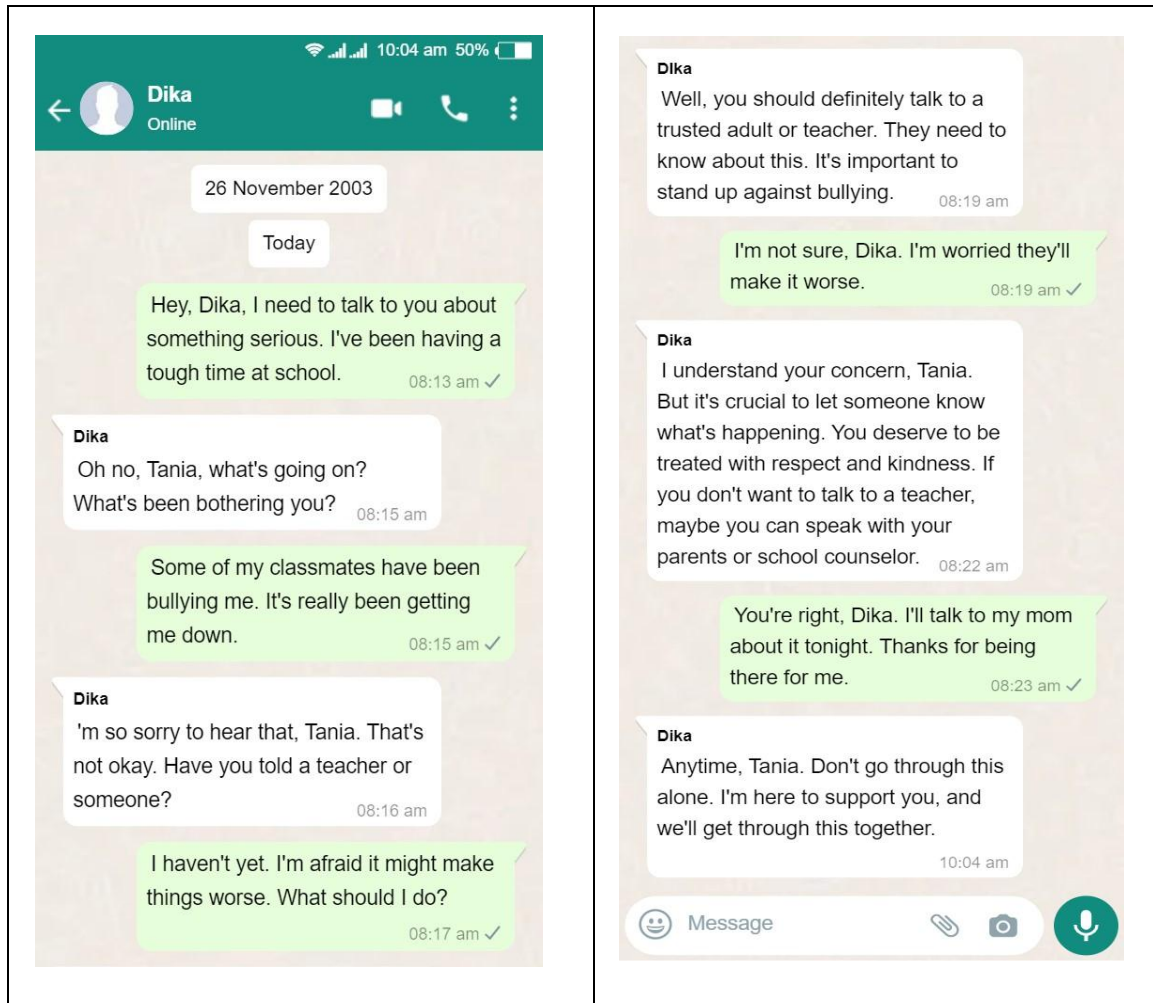
27. "Please, little blue engine, can you help us?"

What does the sentence mean?

- A. The blue engine refused to help.
- B. The red engine ordered the blue engine to help.

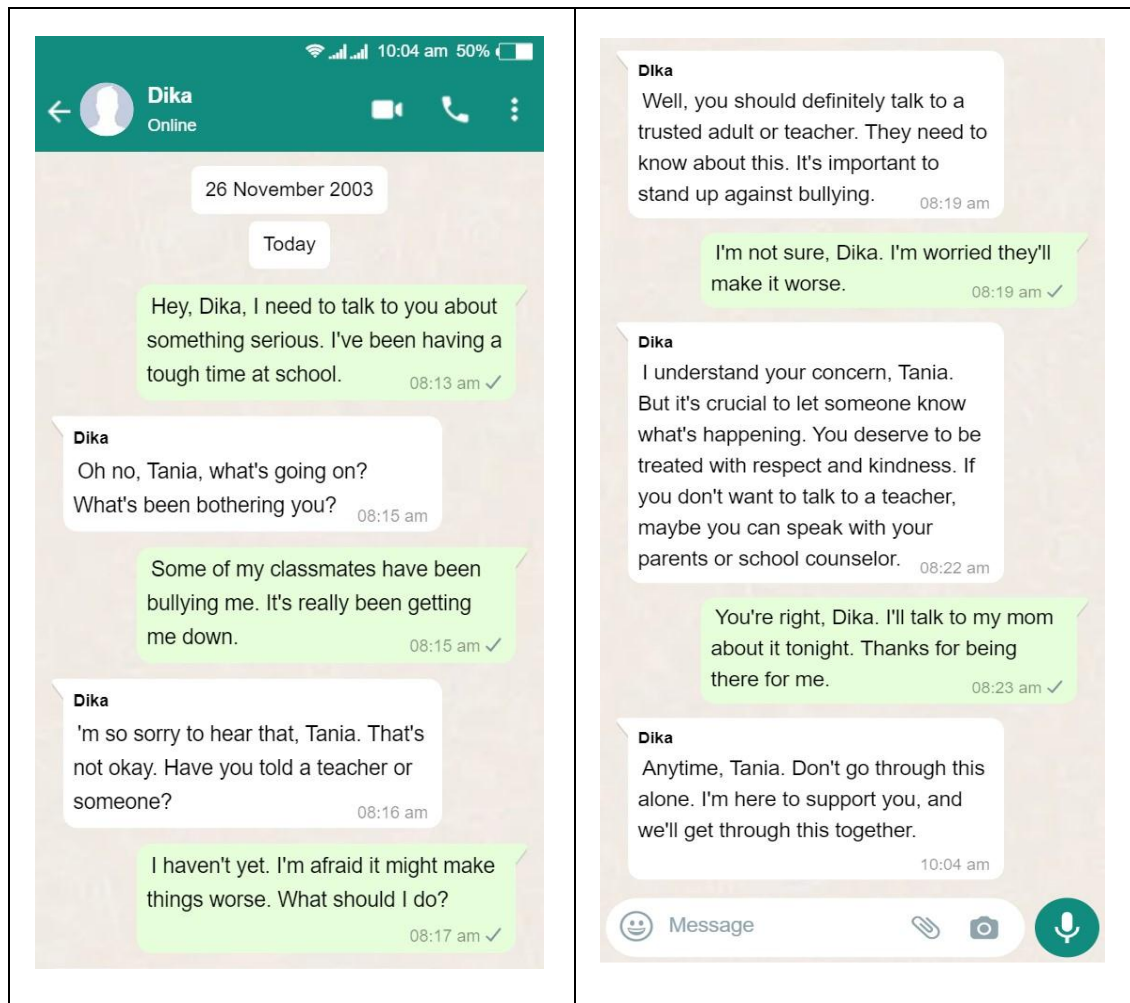
- C. The red engine asked the blue engine for assistance.
- D. The blue engine was too busy to help the red engine.

Read the following text!



28. What is the primary background of the chat?
- A. They plan a surprise for a friend.
 - B. Tania asks Dika for homework help.
 - C. Dika shares his counseling plan with Tania.
 - D. Tania shares her feeling about being.

Read the following text.



29. How does Tania likely feel after having a chat with Dika about the bullying issue?

- A. Relieved and supported.
- B. Indifferent and uncaring.
- C. Confused and doubtful.
- D. Angry and upset.

Read the following text.

Eye of the Tiger Song by Survivor

Rising up, back on the street
Did my time, took my chances
Went the distance, now I'm back on my feet
Just a man and his will to survive

So many times it happens too fast
You change your passion for glory
Don't lose your grip on the dreams of the past
You must fight just to keep them alive

It's the eye of the tiger
It's the thrill of the fight
Rising up to the challenge of our rival
And the last known survivor
Stalks his prey in the night
And he's watching us all with the eye of the tiger

Face to face, out in the heat
Hanging tough, staying hungry
They stack the odds 'til we take to the street
For the kill with the skill to survive

30. Who will probably be interested in listening to the song?

- A. Children and young teenagers.
- B. Individuals facing challenges and adversity.
- C. Senior citizens thinking about their past.
- D. Professional athletes and sports enthusiasts.

Read the following text.

Eye of the Tiger

Song by Survivor

Rising up, back on the street
Did my time, took my chances
Went the distance, now I'm back on my feet
Just a man and his will to survive

So many times it happens too fast
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Face to face, out in the heat
Hanging tough, staying hungry
They stack the odds 'til we take to the street
For the kill with the skill to survive

31. Which statement is in line with the song lyric?

- (1). The singer says it's important to change passion into popularity.
- (2). The very last survivor is hunting during the day.
- (3). The song tells us to never give up and to fight for our dreams.
- (4). The singer tells us he went a long way and now is standing up.

- A. (1) and (2).
- B. (1) and (4).
- C. (2) and (3).
- D. (3) and (4).

32. "Don't lose your grip on the dreams of the past."
What does it mean?
- A. Hold on to your past dreams and never let go.
 - B. Pursue new dreams and forget about the past.
 - C. Let go of old dreams to make room for new ones.
 - D. Forget about your past dreams and focus on the present.

Read the following text.

Once upon a time in a sunny meadow, there was a very thirsty crow. The sun was blazing, and its throat felt as dry as a desert. The crow looked all around for water, but there was none to be found. It hopped from tree to tree, hoping to spot a stream or a puddle, but it was all in vain.

Just when the crow was about to lose hope, it spotted a shiny pitcher sitting in the shade of a tall oak tree. Inside, there was a little water left, but the crow's beak couldn't reach it. It tried again and again, but the water was hard to reach.

The clever crow had an idea. It began picking up small pebbles with its beak, and with great determination, it dropped them into the pitcher, one by one. The pebbles splashed into the water, and with each pebble, the water level started to rise. The crow's eyes gleamed with hope.

After dropping many pebbles, the water level finally reached the top, and the crow was able to take a refreshing drink. It quenched its thirst and flew away, feeling triumphant and relieved.

33. What valuable qualities can one develop by reading the story?
- A. Living in a green environment.
 - B. Being patient and determined.
 - C. Consuming healthy drink.
 - D. Avoiding challenges.

Read the following text.

Once upon a time in a sunny meadow, there was a very thirsty crow. The sun was blazing, and its throat felt as dry as a desert. The crow looked all around for water, but there was none to be found. It hopped from tree to tree, hoping to spot a stream or a puddle, but it was all in vain.

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After dropping many pebbles, the water level finally reached the top, and the crow was able to take a refreshing drink. It quenched its thirst and flew away, feeling triumphant and relieved.

34. Which of the followings are the parts of the problem that the character faced in the story?
- (1). The crow noticed a water container.
 - (2). The water was too hot to drink.
 - (3). The crow couldn't find water.
 - (4). The day was extremely hot.
- A. (1) and (2)
 - B. (1) and (4)
 - C. (2) and (3)
 - D. (3) and (4)

Read the following text.

Once upon a time in a sunny meadow, there was a very thirsty crow. The sun was blazing, and its throat felt as dry as a desert. The crow looked all around for water, but there was none to be found. It hopped from tree to tree, hoping to spot a stream or a puddle, but it was all in vain.

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After dropping many pebbles, the water level finally reached the top, and the crow was able to take a refreshing drink. It quenched its thirst and flew away, feeling triumphant and relieved.

35. "It quenched its thirst and flew away, feeling triumphant and relieved."
- What is the closest meaning of the underlined word?
- A. Successful.
 - B. Arrogant.
 - C. Thankful.
 - D. Sorrow.

Read the following text.

Label A



Nutrition Facts	
4 Servings Per Container	
Serving Size 8 fl oz (240ml)	
Amount Per Serving	
Calories	70
	% Daily Value*
Total Fat 4.5g	6%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 180mg	8%
Total Carbohydrate 7g	3%
Dietary Fiber 1g	4%
Total Sugars 5g	
Includes 5g Added Sugars	10%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 429mg	35%
Iron 1mg	6%
Potassium 55mg	2%

INGREDIENTS: ALMONDMILK (WATER, ALMONDS), CANE SUGAR, CALCIUM CARBONATE, SUNFLOWER LECITHIN, SEA SALT, POTASSIUM CITRATE, NATURAL FLAVORS, LOCUST BEAN GUM, GELLAN GUM.

ALLERGEN STATEMENT:
CONTAINS ALMOND.

Label B



Nutrition Facts	
4 servings per container	
Serving size 1 cup (240mL)	
Amount Per Serving	
Calories	60
	% Daily Value*
Total Fat 2.5g	3%
Saturated Fat 0g	0%
Trans Fat 0g	
Polyunsaturated Fat 0.5g	
Monounsaturated Fat 1.5g	
Cholesterol 0mg	0%
Sodium 150mg	7%
Total Carbohydrate 8g	3%
Dietary Fiber <1g	2%
Total Sugars 7g	
Includes 7g Added Sugars	14%
Protein 1g	
Vitamin D 0mcg	0%
Calcium 450mg	35%
Iron 0.7mg	4%
Potassium 170mg	4%
Vitamin E 5mg	35%
Phosphorus 20mg	2%
Magnesium 15mg	4%

*The percent Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

36. Which of the following events will probably happen after someone reads the labels?

- (1). A man who needs high calcium will be more interested in product A.
- (2). A mother will buy product A for her baby who is allergic to nuts.
- (3). A man who is allergic to nuts will avoid to buy both products.
- (4). A woman who is in a low-calorie diet will choose product B.

- A. (1) and (3)
- B. (2) and (3)
- C. (2) and (4)
- D. (3) and (4)

Read the following text.

Label A



Nutrition Facts	
4 Servings Per Container	
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INGREDIENTS: ALMONDMILK (WATER, ALMONDS), CANE SUGAR, CALCIUM CARBONATE, SUNFLOWER LECITHIN, SEA SALT, POTASSIUM CITRATE, NATURAL FLAVORS, LOCUST BEAN GUM, GELLAN GUM.

ALLERGEN STATEMENT: CONTAINS ALMOND.

Label B



Nutrition Facts	
4 servings per container	
Serving size 1 cup (240mL)	
Amount Per Serving	
Calories	60
	% Daily Value*
Total Fat 2.5g	3%
Saturated Fat 0g	0%
Trans Fat 0g	
Polyunsaturated Fat 0.5g	
Monounsaturated Fat 1.5g	
Cholesterol 0mg	0%
Sodium 150mg	7%
Total Carbohydrate 8g	3%
Dietary Fiber <1g	2%
Total Sugars 7g	
Includes 7g Added Sugars	14%
Protein 1g	
Vitamin D 0mcg	0%
Calcium 450mg	35%
Iron 0.7mg	4%
Potassium 170mg	4%
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Phosphorus 20mg	2%
Magnesium 15mg	4%

*The percent Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

37. Which of the following descriptions are correct based on the labels?

- (1). The sodium in product A is lower than in product B.
- (2). Product B has higher sugar than product A.
- (3). Both products provide high vitamin D.
- (4). Neither product contain cholesterol.

- A. (1) and (2)
- B. (1) and (3)
- C. (2) and (3)
- D. (2) and (4)

Read the following text.

Label A



Nutrition Facts	
4 Servings Per Container	
Serving Size 8 fl oz (240ml)	
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Calories	70
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ALLERGEN STATEMENT: CONTAINS ALMOND.	

Label B



Nutrition Facts	
4 servings per container	
Serving size 1 cup (240mL)	
Amount Per Serving	
Calories	60
% Daily Value*	
Total Fat 2.5g	3%
Saturated Fat 0g	0%
Trans Fat 0g	
Polysaturated Fat 0.5g	
Monounsaturated Fat 1.5g	
Cholesterol 0mg	0%
Sodium 150mg	7%
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Potassium 170mg	4%
Vitamin E 5mg	35%
Phosphorus 20mg	2%
Magnesium 15mg	4%
*The percent Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

38. Which part of the texts shows the net weight of the product?

A.

Nutrition Facts	
4 Servings Per Container	
Serving Size 8 fl oz (240ml)	

B.

ALMONDMILK
DAIRY FREE
CARRAGEENAN FREE
SOY FREE

C.

32 FL OZ
(1 QT) 946 mL

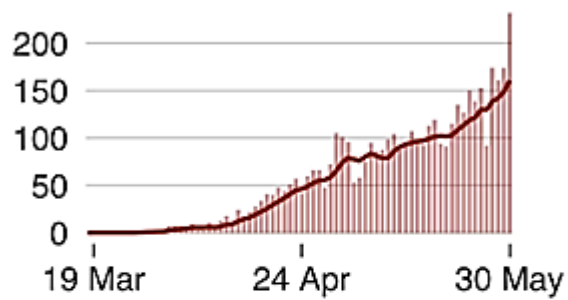
D.

Amount Per Serving
Calories **60**

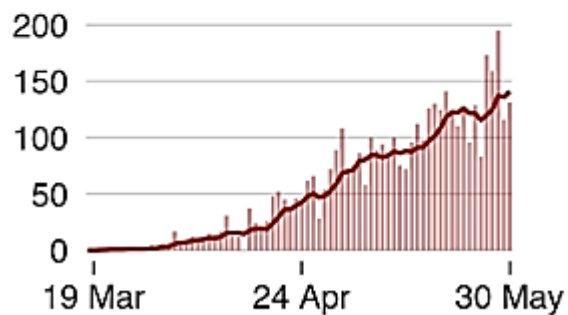
Read the following text.

Number of deaths per day during Covid 19 pandemic.

Russia



Peru



Note: — seven-day average

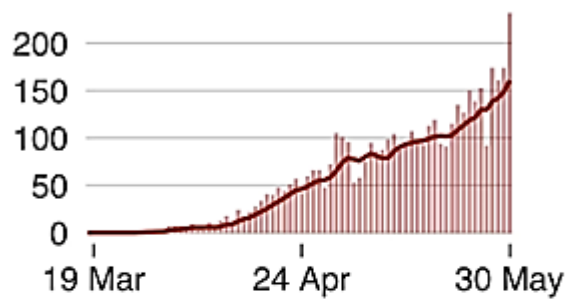
39. Based on the text, which statement is correct?

- A. On 19 May, there is no positive case both in Peru and Russia.
- B. On 24 May, the average number of deaths in Peru surpass 50.
- C. On 30 May, the number of deaths in Peru is higher than in Russia.
- D. Overall, the average number of deaths in Peru is higher than that of Russia.

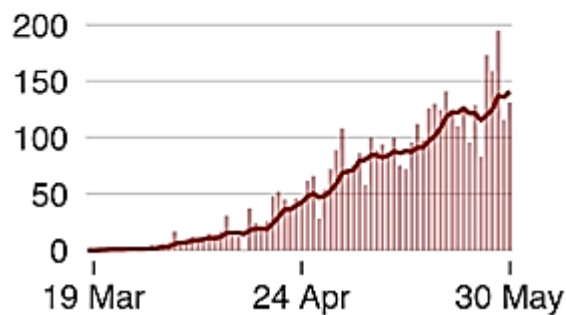
Read the following text.

Number of deaths per day during Covid 19 pandemic.

Russia



Peru



Note: — seven-day average

40. The Peruvian government has been more successful in controlling the spread of the Covid-19 virus than the Russian government.

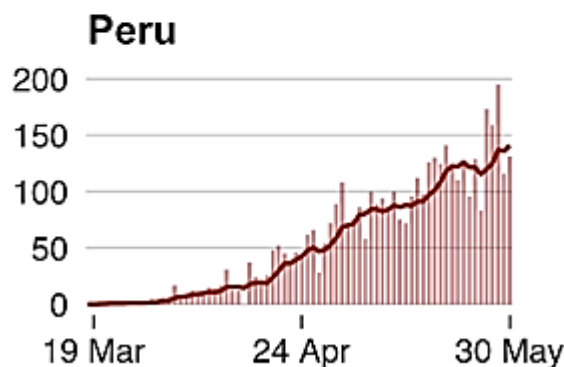
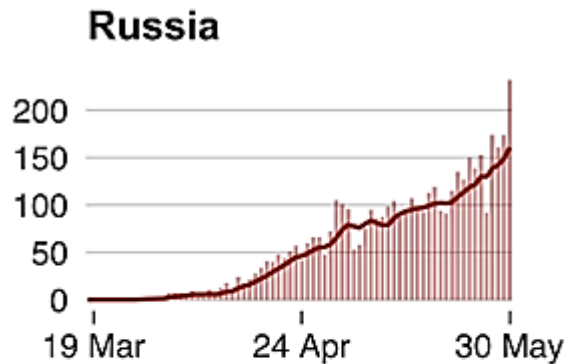
Which of the following data support the opinion above?

- (1). At the end of May, the death rate in Peru decreased while in Russia it rose.
- (2). At the beginning of March, the death rate in both countries was equally high.
- (3). There was no increase in the number of deaths in Peru during April.
- (4). The average number of deaths in Peru is lower than in Russia.

- A. (1) and (3)
- B. (1) and (4)
- C. (2) and (3)
- D. (2) and (4)

Read the following text.

Number of deaths per day during Covid 19 pandemic.



Note: — seven-day average

41. Based on the data in the two graphs, which of the following conditions is likely to occur?

- (1). More Peruvians and Russian would be willing to get vaccinated.
- (2). The Russian government would tighten quarantine on its citizens.
- (3). The Russian government would allow foreigners to enter the country.
- (4). Peruvian citizens would be permitted to travel abroad and stay in Russia.

- A. (1) and (2)
- B. (1) and (3)
- C. (2) and (3)
- D. (3) and (4)

Read the following text.

Web developers are like the architects of the internet. They are the ones who create and build the websites we see and use every day.

Web developers use special codes and programming languages to make websites work. It's a little bit like using magic spells, but instead of waving wands, they type on computers to make everything happen. They decide how a website looks, what buttons do when you click on them, and how fast a page loads.

There are different types of web developers. Some focus on how a website looks, making it pretty and easy to use. They're called "front-end developers." Others work behind the scenes, making sure all the technical stuff works smoothly. They're "back-end developers." Together, they make sure a website is both beautiful and functional.

Web developers are also great problem solvers. If something goes wrong on a

website, they figure out how to fix it. It's a bit like being a detective, but instead of solving mysteries, they solve website puzzles. In the world of the internet, web developers are the heroes who bring the web to life, making it a fun and exciting place for all of us to explore.

42. By reading the text, the readers will likely

- A. understand the comparison between web developers and architects of the internet
- B. know the detailed ways of creating websites and making it a fun and interesting read
- C. appreciate the problem-solving skills of web developers and how they contribute to the internet
- D. learn about the different types of web developers, such as front-end and back-end developers

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43. Which of the followings are parts of the writer's opinion?

- (1). Web developers excel at solving issues and challenges as well.
- (2). Web developers are the champions for giving life to the internet.
- (3). Web developers control a website's appearance and button functions.
- (4). Web developers utilize unique coding to make websites function properly.

- A. (1) and (2)
- B. (1) and (3)
- C. (2) and (3)
- D. (2) and (4)

Read the following text.

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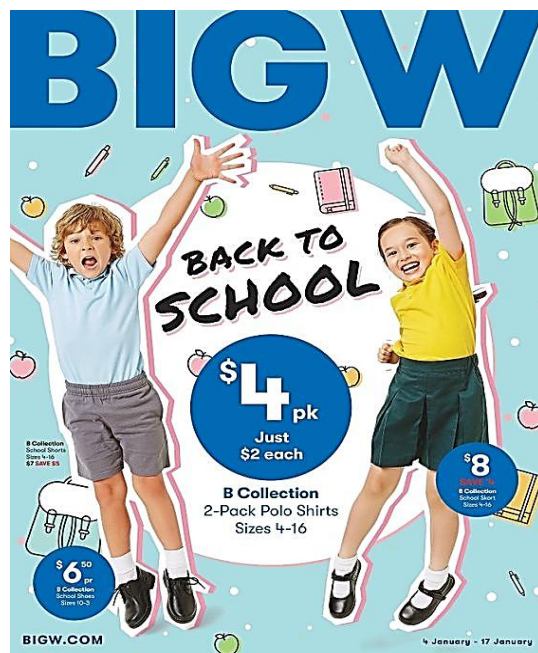
Web developers are also great problem solvers. If something goes wrong on a website, they figure out how to fix it. It's a bit like being a detective, but instead of solving mysteries, they solve website puzzles. In the world of the internet, web developers are the heroes who bring the web to life, making it a fun and exciting place for all of us to explore.

44. What is the most suitable topic for the next paragraph based on the text?

- A. The role of front-end developers in website design.
- B. How web developers learn programming languages.
- C. The types of problem-solving skills of web developers.
- D. How web developers use code and programming for websites.

Read the following text.

Ads A



Ads B

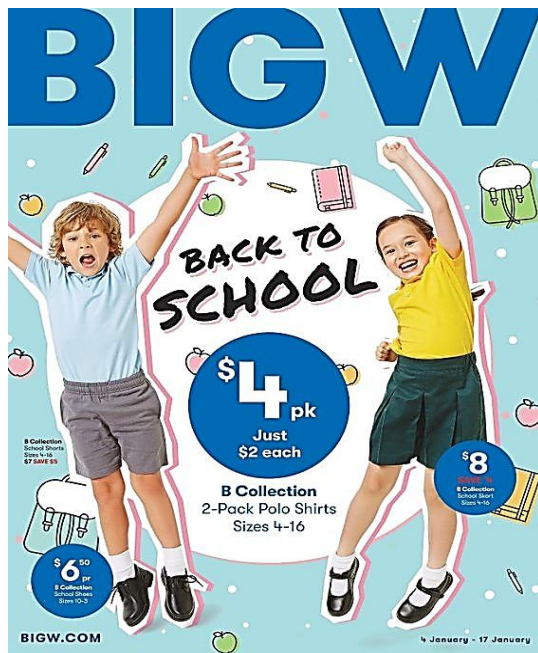


45. What are the advertisements about?

- A. Girls' fashion.
- B. Kids' clothing.
- C. School supplies.
- D. Children's shoes.

Read the following text.

Ads A



Ads B



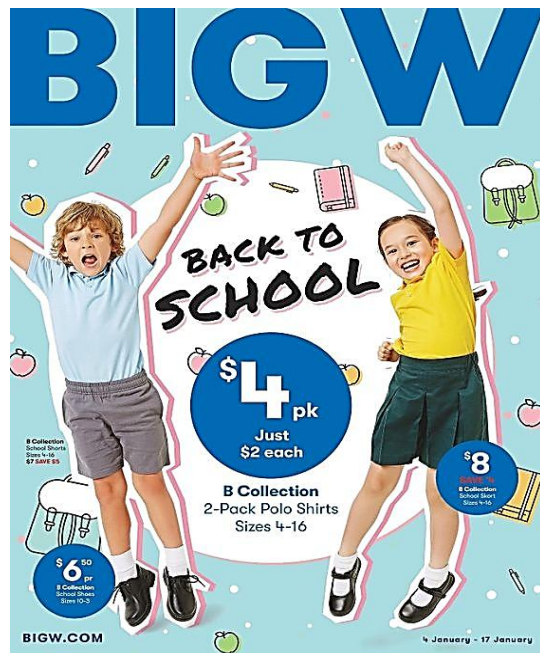
46. From the texts we know that both stores

- (1). offers some discounts for the customers
- (2). provide children's clothing needs
- (3). sells only school supplies
- (4). serve online purchases

- A. (1) and (2)
- B. (1) and (4)
- C. (2) and (3)
- D. (2) and (4)

Read the following text.

Ads A



Ads B

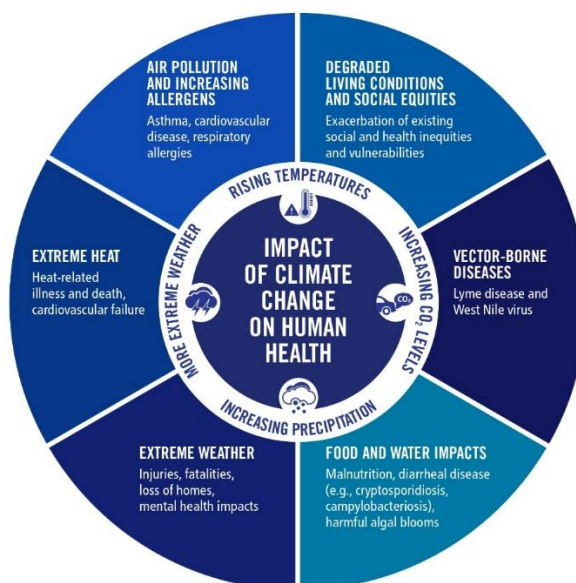


47. After reading the text, the readers will most likely

- (1). visit both websites of the stores to get more detailed information
- (2). be more interested to visit bigw.com because there is sale
- (3). come to the offline store of BIGW to get casual lady dress
- (4). call Junior Kids to get ask information about the discount

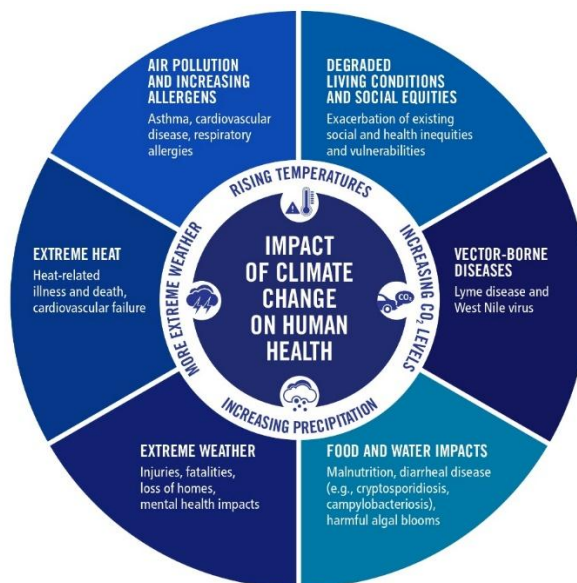
- A. (1) and (2)
- B. (1) and (3)
- C. (2) and (3)
- D. (3) and (4)

Read the following text.



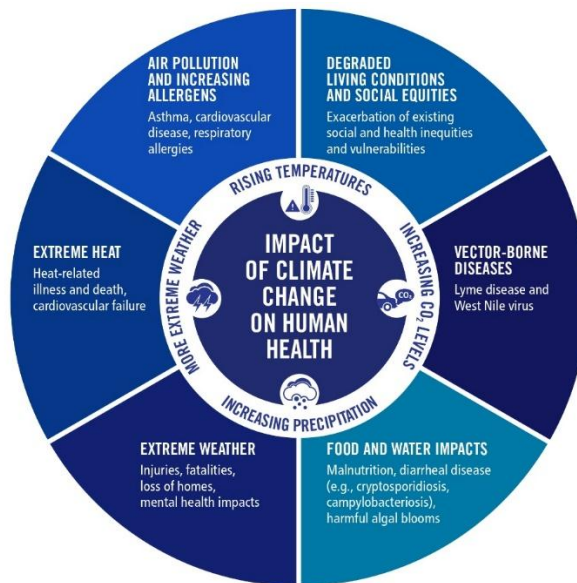
48. What is the purpose of publishing the infographic?
- A. To explain the impact of climate change on human health.
 - B. To show the impact of climate change on food and water.
 - C. To inform how the air pollution affects respiratory system.
 - D. To tell how extreme weather causes mental health impacts.

Read the following text.



49. Based on the text, which statements are correct?
- (1). Extreme heat fastens the growth of harmful algae.
 - (2). Degraded living condition influences people's mental health.
 - (3). Increasing CO₂ level enlarges the growth of West Nile virus.
 - (4). Increasing allergens cause malnutrition and diarrheal disease.
- A. (1) and (2)
 - B. (1) and (4)
 - C. (2) and (3)
 - D. (2) and (4)

Read the following text.



50. Having read the infographic, we can infer that climate change

- A. causes various changes that trigger diseases
- B. brings many benefits to the agricultural sector
- C. makes the temperature of earth surface cooler
- D. only influences people's psychological conditions