

**ĐỀ CHÍNH THỨC**

**Môn thi: TIẾNG ANH - BẢNG A**  
*Thời gian: 150 phút (không kể thời gian giao đề)*

(Đề gồm 11 trang)

ĐIỂM	HỌ TÊN, CHỮ KÍ GIÁM KHẢO	SỐ PHÁCH
Bảng số:.....	Giám khảo 1: .....	
Bảng chữ:.....	Giám khảo 2: .....	

**SECTION A. LISTENING (50 points)**

**Part 1. Listen to a travel programme. For questions 1-5, decide whether the following statements are true (T) or false (F). Write your answers in the corresponding numbered boxes provided.**

- Megan travelled from Queenstown to Wanaka in a car.
- There are different things to see at Wanaka.
- During the trip to the glacier, Megan travelled by train, by helicopter and on foot.
- The best time to take photos is when you're flying above the mountains.
- There are two trips to Wanaka every day in the summer.

**Your answers:**

1.	2.	3.	4.	5.
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**Part 2. Listen to a news report on coronavirus vaccine. For questions 6-20, complete the text below by writing NO MORE THAN THREE WORDS in the spaces provided.**

More than 140 organizations around the world are working on a vaccine and collaborating with one another and every day we're getting closer to finding one. A (6) \_\_\_\_\_ of them have even reached the point where they're testing the vaccine on thousands of humans. Something called a (7) \_\_\_\_\_. A lot has to happen before we can know that a vaccine works and that it's (8) \_\_\_\_\_. What exactly is a vaccine? Well it's like a (9) \_\_\_\_\_ for our body's immune systems. They harmlessly show viruses or bacteria to our bodies. Our immune systems recognize them as an (10) \_\_\_\_\_ and learn how to fight them. It means that next time when we (11) \_\_\_\_\_ the disease for real, our bodies already know how to handle it. There's a lot we don't understand about COVID - 19 but we know it's genetic code. Some scientists are lifting parts of this code and combining it with (12) \_\_\_\_\_ to create something that looks like the coronavirus. This can then be given to animals or humans. Others are (13) \_\_\_\_\_ of raw genetic code such as DNA straight into test subjects. Whichever approach is used when (14) \_\_\_\_\_ think they've found something that works. It has to be tested again and again and again and go through so many clinical trials to make sure that it's effective and that there are no (15) \_\_\_\_\_ and even after that it still needs to be approved by medical regulators. The reality is that most of the vaccines being trialled right now will fail. When can you get the vaccine? Well, most scientists seem to think it'll be the second half of 2021 at the (16) \_\_\_\_\_ and that might seem far away to you but vaccines usually take years if not decades to develop and then you've got to make this vaccine on a (17) \_\_\_\_\_. Some countries such as the UK and the USA are already spending money to (18) \_\_\_\_\_ vaccines for their own populations but the world health organization is also taking steps to try and ensure that all countries have (19) \_\_\_\_\_ to a vaccine

no matter who discovers it or how much money a country is willing to offer for it. The plan is for healthcare workers to get vaccinated first then 20 percent of each country's population will be given the vaccine. The idea is to have vaccinated (20) \_\_\_\_\_ people by the end of 2021.

**Part 3. Listen to two technology students talking about their joined presentation.**

**For questions 21 - 25, choose the correct answer (A, B, or C) which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.**

21. According to Alya and Jason, Dr Franklin showed that video games have \_\_\_\_\_.
  - A. been used in therapy for a long time
  - B. only a limited number of uses in therapy
  - C. been accepted by most doctors working in therapy
22. According to the students, what is the biggest advantage of games in therapy?
  - A. Some injuries occur less frequently.
  - B. Costs are lower than other treatments.
  - C. Patients work harder at their recovery.
23. When discussing the Singapore study, the students disagree about \_\_\_\_\_.
  - A. the purpose of the research
  - B. the methodology used in the research
  - C. the conclusions reached by the researchers
24. What impresses the students about the anxiety research?
  - A. the variety of games that were used
  - B. results were confirmed in another study
  - C. both patients and their families benefitted
25. The students agree that the Rhode Island research \_\_\_\_\_.
  - A. provided reliable evidence
  - B. has received widespread publicity
  - C. has been criticized by some academics

**Your answers:**

21.	22.	23.	24.	25.
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**For questions 26-30, choose the opinion the students express about each research study.**

Opinions	Your answers
A. the finding may disappoint some businesses	26. surgeon study _____
B. the finding contradicts other research	27. vision study _____
C. the finding is not believable	28. sport study _____
D. the finding is supported by various studies	29. ageing study _____
E. the finding is not a surprise	30. career study _____
F. the finding will become increasingly important	

**SECTION B. LEXICO – GRAMMAR (20 points)**

**Part 1. Choose the best answer to complete each of the following sentences. Write A, B, C or D in the corresponding numbered boxes provided.**

1. \_\_\_\_\_ John goes to fitness classes regularly, he is a very poor runner.
  - A. Since
  - B. Despite
  - C. Although
  - D. Because of
2. The Notre-Dame Cathedral in Paris which is home to \_\_\_\_\_ works of art was devastated by one of the most horrific fires of the year 2019.
  - A. priceless
  - B. valueless
  - C. worthless
  - D. useless
3. We must \_\_\_\_\_ action to deal with the changed situation we presently face.
  - A. show
  - B. pay
  - C. take
  - D. set



10 10,000 hours of practice, or becoming a genius is virtually impossible. For instance, he thinks it's  
 11 unlikely that the Beatles would have become famously if they hadn't played so many long gigs. It  
 12 seems the old saying is true: "there's no inspiration without perspiration"!

**Your answers:**

	Line	Mistake	Correction		Line	Mistake	Correction
15.				18.			
16.				19.			
17.				20.			

### SECTION C. READING (70 points)

**Part 1. Read the passage and choose the best answer. Write your answers A, B, C or D in the corresponding numbered boxes provided.**

#### VALUABLE LESSONS

When praising a child for trying, in spite of unacceptable work, adults teach that (1) \_\_\_\_\_ is more important than results. I once took (2) \_\_\_\_\_ a class in the middle of a term from a teacher who was a (3) \_\_\_\_\_ marker. After I had returned a batch of marked papers, one boy complained (4) \_\_\_\_\_ receiving a 'C'. "I'm (5) \_\_\_\_\_ to getting 'As'" he said. When I explained that his essay was badly (6) \_\_\_\_\_, he asked: "What about the pictures? Our other teacher gave extra (7) \_\_\_\_\_ for effort."

Real life seldom (8) \_\_\_\_\_ those who try but don't get results. And it's a rare boss who tolerates an employee who insists that he (9) \_\_\_\_\_ his best. Unmerited praise may keep children from (10) \_\_\_\_\_ their own true capabilities.

Years ago, my best friend was a naturally (11) \_\_\_\_\_ musician. Her family saw every effort as 'brilliant' but she hated practising and often did badly at recitals. After one particularly embarrassing performance, her mother said, "You were wonderful, but that piano needs tuning and the audience was so noisy, it's no (12) \_\_\_\_\_ you forgot the second movement". Had this girl (13) \_\_\_\_\_ criticism, she might have achieved her dreams of a concert career. As it was, her playing got gradually worse, she lost (14) \_\_\_\_\_ and eventually (15) \_\_\_\_\_ out of music school.

- |                  |               |             |              |
|------------------|---------------|-------------|--------------|
| 1. A. try        | B. attempt    | C. trial    | D. effort    |
| 2. A. up         | B. over       | C. out      | D. down      |
| 3. A. light      | B. giving     | C. generous | D. tender    |
| 4. A. about      | B. for        | C. with     | D. by        |
| 5. A. familiar   | B. used       | C. adapted  | D. keen      |
| 6. A. expressed  | B. fixed      | C. made     | D. organized |
| 7. A. marks      | B. grades     | C. notes    | D. scores    |
| 8. A. awards     | B. merits     | C. rewards  | D. grants    |
| 9. A. made       | B. did        | C. put      | D. went      |
| 10. A. realizing | B. succeeding | C. gaining  | D. meeting   |
| 11. A. worthy    | B. deserved   | C. capable  | D. gifted    |
| 12. A. doubt     | B. shame      | C. wonder   | D. joke      |
| 13. A. explained | B. offered    | C. given    | D. received  |
| 14. A. interest  | B. energy     | C. motive   | D. attention |
| 15. A. fell      | B. went       | C. passed   | D. dropped   |

**Your answers:**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.

**Part 2. Read the text below and fill in each gap with ONE suitable word. Write the answers in the corresponding numbered boxes provided.**

**SAFETY AND THE CITY**

What are the factors that help us decide whether a city is a good place to live or not? It certainly should have all the modern amenities (16) \_\_\_\_\_ schools, hospitals, banks and entertainment facilities that you'd expect to find in a large urban centre. But if you have (17) \_\_\_\_\_ lived in a big city, you'll know that one of the most important factors is safety. Research into safety and fear in cities (18) \_\_\_\_\_ on factors such as how frequently accidents take place as well as how high the crime rate is in order to rank them on the safe or dangerous (19) \_\_\_\_\_. But even people who have never been the victims of crime still have feelings of (20) \_\_\_\_\_ in the most 'dangerous' cities. If you find yourself (21) \_\_\_\_\_ a panic every time you're alone at a bus stop or when you are walking down an (22) \_\_\_\_\_ city street at night, then maybe you (23) \_\_\_\_\_ to move to a safer city. In fact, people who (24) \_\_\_\_\_ to live in fear in their hometowns have often experienced great lifestyle changes simply by moving to a safer city. There's no point (25) \_\_\_\_\_ in a bustling city if you fear for your life when you step outside. It's no (26) \_\_\_\_\_ that Luxembourg, or Geneva and Zurich in Switzerland rate among the safest cities in Europe. But given that many people (27) \_\_\_\_\_ Ireland with civil unrest, it is encouraging to hear that Dublin has also been named one of Europe's safest cities for visitors and (28) \_\_\_\_\_. This is because the Irish are thought to be among the least likely Europeans to get (29) \_\_\_\_\_ in violent crimes. So, (30) \_\_\_\_\_ you are thinking about moving city, give serious consideration to Dublin.

**Your answers:**

16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.

**Part 3. Read the following passage and choose the correct answer to each of the questions. Write your answers A, B, C or D in the corresponding numbered boxes provided.**

*Last month I spent a day on work experience, behind the scenes at a TV station. I followed an item of breaking news from the time it happened, to the point when it appeared on the evening TV news. It was fascinating!*

After having a look at the studio, I was taken to the home news desk, where the duty editor told us that it'd been quiet up till then. Suddenly, the phone rang. It was breaking news: a river had broken its banks and a village was flooded. The editor told the caller to stay on the line, 'We'll get you live on air to tell us everything,' he said. Then he spoke to a colleague: 'Let's get a reporter, crew and satellite truck up there straightaway.' Everything started to happen very quickly.

The correspondent for the TV news channel, who had travelled up to the village, explained what he and his crew had been doing: 'We've been at the village for a while now, gathering material for the report. That means speaking to the local people about the disaster or about their lucky escapes and also getting information from the emergency services. Our camera crew has taken up the best position to film what's happening and we're now using the satellite truck to beam all the material we've filmed back to the TV news centre.'

The **footage** from the village had to be prepared in the cutting studio. As the producer explained, 'reporting is all about telling a story and so it's very important to illustrate the news story with graphics and images from the scene. We will also use images of previous floods from our archives to show that this is not an isolated incident. Putting the reports together can be tricky. We need to get our facts right and broadcast the most important information. **The clock's ticking** and we're the lead story on the evening news.'

I was fascinated to see different screens showing emergency press conferences, detailed weather forecasts and images of the affected area. I was told that, as back-up or as an alternative to the TV news report, there are also online news reports where people can find maps of the area and more in-depth

information. Viewers are invited to send in their pictures and videos from the scene, which will be put up on the website. There are also on-the-hour, up-to-date news bulletins on the radio, and you can even receive texts directly to your mobile phone.

In the production studio, the producer’s job involves working out where the story is going to appear in the next hour of news. He’s also responsible for writing an introduction to the story. ‘Once the scripting and editing process has been completed, the product is ready to go out,’ he told me. ‘The studio director will ensure that everything is perfect but I’ve got a good team here: the executive producer, who checks the content of the interview, and the text producer, who puts the ticker on the screen. That’s a continuous stream of news and breaking newsflashes.’

Finally, the newsreader was ready to go on air in the newsroom. She was facing the camera: ‘Hello and welcome. Flash floods have devastated a small village in Yorkshire. Heavy downpours have washed away roads and trapped people in their homes. Now let’s go across to our correspondent, Peter Nichols, for a live update ...’ We watched as the correspondent gave the live news report from the scene: ‘The floods hit without warning in the early hours, causing chaos and confusion. People’s homes have been destroyed, power lines are down and more rain is forecast for the evening. The emergency services are doing what they can but there are fears that the bridge over the river might collapse ...’

31. Which best serves as the title for the passage?
  - A. Breaking the News!
  - B. On the Tip of Your Tongue!
  - C. Look Good, Feel Good!
  - D. Storm in a Teacup!
32. What will the person who rang the TV news have to do?
  - A. act as if nothing unusual has happened
  - B. give an eyewitness account
  - C. get connected to a computer
  - D. phone for the police
33. What did the correspondent in the village do?
  - A. receive reports
  - B. try to rescue people
  - C. film the disaster
  - D. interview the local people
34. The word “**footage**” in the paragraph 3 is defined as \_\_\_\_\_.
  - A. a place where old files, films and photos are stored
  - B. a piece of film showing a particular event
  - C. the most recent information about a news story
  - D. a short television news report
35. Why will images from the archives be used?
  - A. to make the pictures look three-dimensional
  - B. to make it more interesting
  - C. to supply evidence of other similar disasters
  - D. to make the floods look more impressive
36. What is important when reporting the news?
  - A. The news report has to give all the details.
  - B. The news report has to be accurate.
  - C. The news report always has to be the lead story.
  - D. The newsreader has to be a story-teller.
37. What is meant by “**the clock’s ticking**” in paragraph 3?
  - A. They have missed the evening news deadline.
  - B. They have to work fast.
  - C. The noise of the clock is annoying.
  - D. The report is already late.
38. What are viewers invited to do in emergencies?
  - A. take photos of the event
  - B. send text messages to the people in need
  - C. follow the latest weather report
  - D. turn on their radios
39. What must the producer decide about the story?
  - A. what position it will have in the news report
  - B. if it will be ready for the next news flash
  - C. what part of it needs further scripting or editing
  - D. whether it needs an introduction
40. What do we learn about the situation in the village from the final news bulletin?
  - A. Many road accidents have taken place.
  - B. They have no electricity.
  - C. The rain hasn’t stopped since the morning.
  - D. The bridge has been washed away.

**Your answers:**

31.	32.	33.	34.	35.
36.	37.	38.	39.	40.

**Part 4. For questions 41-50, identify in which section A, B, C, D, E or F each of the following is mentioned. Write ONE letter A, B, C, D, E or F in the corresponding numbered space provided. Each letter may be used more than once.**

<b>Which paragraph mentions...</b>	<b>Your answers</b>
having almost completed a period of schooling	41. _____
the failure of a system for dealing with difficult teens	42. _____
enjoying non-academic pursuits	43. _____
a heavy punishment for a small act of disobedience	44. _____
receiving advice about things that may be worrying you	45. _____
doing a temporary job without asking for payment	46. _____
sharing many similarities with other young people	47. _____
enabling young people to do what they want with their lives	48. _____
being treated in the same way as soldiers	49. _____
learning to work with other young people and support them	50. _____

### **TROUBLESOME TEENS**

*Why do some teenagers refuse to obey authority figures? What kind of help do troubled teenagers really need? Paul Marks investigates.*

**A.** Mark has a lot in common with the teenagers at Red Forest school in Colorado. Like them, he's bright, self-confident, sociable - and knows just where he's going in life. But neither Mark nor any of the other kids at Red Forest were like this at the beginning. When they arrived at the school, these same teenagers were moody, rebellious and had no respect for anyone. They'd made a habit of bullying their schoolmates and disobeying their teachers, and had driven their parents crazy with their bad behaviour. They had no direction in life and didn't understand the bad effect they were having on themselves, their family or friends.

**B.** Mark was one of the worst. He was so out of control that his parents had seriously considered sending him to a boot camp. Boot camps aim to 'shock' young people into good behaviour by making life really unpleasant! It's a bit like being in the army. You start the day with an early morning wake-up call and are then made to run several kilometres before breakfast! There is military-style discipline. The staff are cold and uncaring, and quick to punish bad behaviour. Anyone caught breaking a rule, however small, has to do hard physical work as punishment.

**C.** Luckily for Mark, his parents decided against boot camp when they read a report on the subject. This made it clear that boot camps just don't work. In fact, they can make matters worse. Teenagers, it seems, refuse to listen to authority figures they don't respect. It's the same with rules - if teenagers think they're unfair, they won't obey them. Most teens really hate the people guarding them at boot camp and see the rules as something to get around. They become more and more hostile during their stay and often leave boot camp more rebellious than when they arrived!

**D.** After a great deal of thought, Mark's parents decided to send him to Red Forest, a therapeutic school for troubled teens. It's a boarding school, so students eat and sleep there and only go home for the holidays. Instead of having his own bedroom, Mark shares a small dormitory with a group of other students. Making friends is considered very important at Red Forest and the dormitory system is a good way of doing this. The school is comfortable and well equipped - a 'home from home', as the prospectus says. The staff are caring and supportive and give students lots of positive encouragement to achieve their dreams. The teenagers also have counselling sessions several times a week, as individuals and in groups, where they get help with any emotional issues that are troubling them.

**E.** While students are expected to work hard at their academic studies during the week, weekends are

much more relaxed. It's the time for hobbies and special interests! Off-campus activities include rafting and mountain-biking. Those who prefer to stay in the school grounds can enjoy sports like basketball, football, biking and swimming. Mark loves weekends because he can take part in his favourite activity - rock-climbing! Learning to rock climb has given him a great sense of accomplishment and helped his self-confidence. Climbing with his peers has taught him the importance of cooperation and teamwork, as well.

F. Mark's been at Red Forest for eighteen months now and will reach the end of his course soon. Before he finishes, he'll be taking part in three weeks of voluntary activities - maybe working with homeless people or at an animal shelter. He started out hating his parents for sending him to the school, but he's changed his mind now. 'I'll never be a saint,' he says. 'I have my own opinions and I'm always going to say what I think. But I feel a lot better about myself now. I didn't believe I could achieve anything much. This school has shown me I really can achieve my dreams if I want to. It's up to me to make something of my life. I know that now.'

**Part 5. Read the following passage and answer questions 51-60.**

**EXAMINING THE AFRICAN HUNTING DEBATE**

A. When a famous Zimbabwean lion was hunted and killed by a foreign tourist, people on social media were furious. This resulted in an airline ban of the transportation of trophies killed by tourists and people repeatedly asking travellers to avoid countries that allow this kind of trophy hunting. Trophy hunting describes legal hunting where people pay to do it. It is permitted in countries including Namibia, South Africa, Tanzania and Zambia. While many people are disgusted by this, what they don't often realise is that stopping this kind of hunting might actually do more harm than good.

B. Let's look at Namibia for example. The local Minister of Environment and Tourism, Pohamba Shifeta, said that if airlines stopped transporting wildlife trophies, this would prevent the Namibians from protecting wildlife in their country. This is because the money that people pay to trophy hunt is used to stop illegal hunting, which is a much bigger problem than legal hunting. This suggests that trophy hunting can have a positive impact on the protection of wildlife, in theory at least.

C. Namibia is often described as trophy hunting's biggest success story. It is indeed true that hunting played an important role in increasing the number of wild animals after wars in the 1970s and 1980s negatively affected herd sizes. Today there are still 80 animal protection organizations in Namibia that rely completely on money from legal hunting. As Namibian journalist John Grobler says, farmers look after their animals better if they sell them to hunters. Namibia is currently experiencing a lack of rain which means some farmers may not have enough food for their animals. If they can't earn money from their animals because hunting is stopped, farmers may decide to let them die. If hunting is stopped altogether, farmers will let the whole herd die.

D. In Botswana, hunting large animals is now illegal for everyone and they have not suffered from the problems that John Grobler suggests above. However, there is a big difference between Botswana and Namibia – in Botswana there are no fences between people's land, which means animals are able to move around freely. If farmers stop feeding them, they just go somewhere else to find food. In Namibia there are fences so the same thing will not happen there. Botswana's ban on hunting is not without its problems, however. Large, wild animals are regularly killed when human life, food crops or farm animals are put in danger. In fact, this kind of animal death is considered to be a bigger killer than controlled hunting.

E. Interestingly, in a recent article, Botswanan villagers said they would protect local wildlife better if they could earn money from it through hunting. However, this opinion goes against the results of a large

study carried out by Economists at Large. They concluded that in nine African countries that allow trophy hunting, the ‘sport’ accounted for just 1.8 percent of total tourism revenue, while, more importantly, only 3 percent of the money actually reached the communities where hunting occurs.

F. So what does all of this tell us? It tells us that whatever we might think about the hunters, hunting can have a positive effect – both for wildlife and for African people – when and where it is properly and ethically managed. However, too often the opposite occurs and the industry suffers from bad management and bad ethics. It also tells us that trophy hunting is far more complex than both those who love it and those who hate it often realise. So while the hunting industry might need some serious changes, it’s perhaps not time to stop it completely when African wildlife organizations have no other way of making money. It is interesting to look at Zambia in this regard. Before hunting was stopped in 2013, 60 percent of the Zambian Wildlife Authority’s (ZAWA) revenue came from legal hunting. Today, ZAWA has very little money and has had to receive some from the Zambian government more than once.

G. So what can we do? Apart from supporting Africa’s national parks and wildlife areas as photographic tourists, there are no easy answers or quick solutions. But if we first try to understand the issue, it is a step in the right direction. And while this situation might make us angry, remember that shouting at our computer doesn’t really help anyone.

**Questions 51 - 56**

**Choose the correct heading for each paragraph from the list of headings below. Write your answers in the corresponding numbered boxes provided.**

<b>List of Headings</b>
i Using hunting to stop a worse crime
ii Legal hunting has little financial benefit
iii Trying to make a living
iv Start by learning about the problem
v Different agricultural styles lead to different outcomes
vi Emotional reactions may have negative consequences
vii The system is not perfect but can be beneficial
viii Motivation to take care of animals
ix Travelling to Africa by plane

Example: Paragraph G \_\_\_ iv \_\_\_

**Your answers:**

51. Paragraph A _____	52. Paragraph B _____	53. Paragraph C _____
54. Paragraph D _____	55. Paragraph E _____	56. Paragraph F _____

**Questions 57 – 60**

**For questions 57-60, decide whether the following statements are True (T), False (F) or Not Given (NG). Write your answers in the corresponding numbered boxes provided.**

- 57. Trophy hunting is actively encouraged in some African countries.
- 58. During the 1970s and 1980s animals weren’t protected in Namibia.
- 59. Local communities only receive a small amount of the money from trophy hunting.
- 60. The Zambian Wildlife Authority (ZAWA) still receives some money from legal hunting.

**Your answers:**

57.	58.	59.	60.
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