|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SỞ GIÁO DỤC VÀ ĐÀO TẠO**  **NGHỆ AN**  **ĐỀ CHÍNH THỨC**  (*Đề thi có 12 trang)* | | **KỲ THI TUYỂN SINH VÀO LỚP 10**  **TRƯỜNG THPT CHUYÊN PHAN BỘI CHÂU**  **NĂM HỌC 2023 – 2024**  **Môn thi: TIẾNG ANH**  *Thời gian:* ***150*** *phút, không kể thời gian giao đề* | | | |
| **Điểm** | | **Họ tên, chữ ký giám khảo** | **Số phách** |
| **Bằng số:**  .............................................................  **Bằng chữ:**  ............................................................. | | **Giám khảo 1:**  .............................................................................  **Giám khảo 2:**  ............................................................................. |  |

**SECTION A: LISTENING**

*• Phần thi nghe gồm 3 phần, mỗi phần được phát 2 lần.*

*• Mở đầu và kết thúc phần thi nghe có tín hiệu nhạc. Thời gian thí sinh làm bài đã được tính trong nội dung trong đĩa CD của phần thi nghe.*

*• Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong nội dung trong đĩa CD của phần thi nghe.*

***PART 1. Listen and complete the notes below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer. You will listen twice. Write your answers in the boxes provided.***

**CLIMATE CHANGE**

**HUMAN FACTORS**

• Cutting down trees for (**1**)\_\_\_\_\_\_

• Industrial Revolution

• (**2**)\_\_\_\_\_\_

• Increase in population and deforestation

**KNOWN EFFECTS**

• Over previous 130 years: temperature has increased by 0.6 °C

• Since Industrial Revolution: CO2 has increased by 30% and methane has increased by (**3**)\_\_\_\_\_\_ (from mining, animals, rice paddies)

• N2O has increased (from (**4**)\_\_\_\_\_\_, especially fertilizer; waste management; car exhausts)

• Greenhouse Effect: gases form (**5**)\_\_\_\_\_\_ → heat trapped → Earth warms up

**FUTURE EFFECTS**

1. Rise in sea levels → ice melting

|  |  |
| --- | --- |
| **Sea level** | **Number of people at risk** |
| 1998 levels | (**6**)\_\_\_\_\_\_ |
| +50 cm | 92 million |
| +1 metre | (**7**)\_\_\_\_\_\_ |

2. Change in (**8**)\_\_\_\_\_\_ → more arid areas → population movement to cities

3. Increase in pests and (**9**)\_\_\_\_\_\_ e.g. malaria

4. Change in ecosystems:

\* shift in (**10**)\_\_\_\_\_\_ - some die, others multiply

\* deserts get hotter and bigger

**YOUR ANSWERS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** | **5.** |
| **6.** | **7.** | **8.** | **9.** | **10.** |

***PART 2. You will hear five short extracts in which people are talking about where they live. (WHILE LISTENING TO EACH SPEAKER, YOU MUST COMPLETE BOTH TASKS, TASK 1 AND TASK 2 AT THE SAME TIME). You will listen twice. Write your answers in the boxes provided.***

***TASK 1. For questions 1-5, choose from the list (A-H) where each speaker currently lives.***

|  |  |
| --- | --- |
| **A**. in a cottage in a village  **B**. above a shop in a town  **C**. in a converted railway station  **D**. in a top-floor city flat | **E**. in a room in a relative's house  **F**. in a house in the suburbs  **G**. on a farm  **H**. in a houseboat |

**YOUR ANSWERS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. Speaker 1:** | **2. Speaker 2:** | **3. Speaker 3:** | **4. Speaker 4:** | **5. Speaker 5:** |

***TASK 2. For questions 6-10, choose from the list (A-H) what each speaker******finds difficult about the place where they live.***

|  |  |
| --- | --- |
| 1. It can be noisy. 2. Parking is difficult. 3. The rent is expensive. 4. It's a long journey to work. | 1. It lacks storage space. 2. The area has a reputation for being boring. 3. It doesn't have interesting views from the windows. 4. The building is in poor repair. |

**YOUR ANSWERS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6. Speaker 1:** | **7. Speaker 2:** | **8. Speaker 3:** | **9. Speaker 4:** | **10. Speaker 5:** |

***PART 3. You will hear a conversation between two students and a geology professor talking about a field trip they have just returned from. For question 1-5, choose the answer (A, B, C or D) which fits best according to what you hear. You will listen twice. Write your answers in the boxes provided.***

1. What do Cathy and Jason agree was disappointing?
   1. the length of the field trip
   2. the number of people participating
   3. the type of accommodation they had
   4. the level of support from the tutors
2. They both think they benefited from the field trip by learning \_\_\_\_\_\_.
   1. not to get distracted
   2. to consider other people's opinions
   3. to trust his own judgement
   4. not always to follow his first idea
3. How does Cathy feel about her project?
   1. She is not certain that she chose the topic wisely.
   2. She thinks she has done as well as she can
   3. She wonders if her approach to the topic is mistaken.
   4. She hopes she has done some original work.
4. What do they agree about the field trip in relation to the rest of their course?
   1. It brought the subject to life.
   2. It was enjoyable without contributing significantly to their understanding.
   3. It was useful but should have been shorter.
   4. Its timing has negatively affected other aspects of their studies.
5. What does Jason suggest about the impact of the field trip on his feelings about geology?
   1. It has revived his initial enthusiasm for the subject.
   2. It has reinforced his reservations about geology as a career.
   3. It has demonstrated to him that he lacks some skills that geology requires.
   4. It has raised fresh doubts about his enjoyment of the subject.

**YOUR ANSWERS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** | **5.** |

**SECTION B: LEXICO- GRAMMAR**

***PART 1. Choose the word or phrase that best completes each sentence. Write your answer A, B, C or D in the boxes provided.***

**1**. While teachers at the school are not particularly strict, they are never \_\_\_\_\_\_ with students who skip classes or cheat on the tests.

**A.** formal **B.** disciplined **C.** lenient **D.** adverse

**2**. The board proposes that the majority of this year’s profits \_\_\_\_\_\_ in new product development.

**A.** will be invested **B.** be invested **C.** to be invested **D.** are investing

**3**. Eventually our choice of resort will \_\_\_\_\_\_ to how far we are willing to travel in order to get there.

**A.** come down **B.** rule out **C.** step up **D.** set back

**4**. I’m worried because they \_\_\_\_\_\_\_ by midnight and it’s already 2.00 am.

**A.** had better be at home **B.** were supposed to have been home

**C.** have to have been home **D.** ought to be in the home

**5**. Losing my job was a \_\_\_\_\_\_. I would never have found this one if it hadn’t happened.

**A.** bleeding heart **B.** breath of fresh air **C.** blessing in disguise **D.** bone to pick with

**6**. Mathematics helps meteorologists to predict the weather more accurately, to calculate the speed of storms, and \_\_\_\_\_\_.

**A**. for the wind to blow determines **B**. causes the wind blowing to determine  
 **C**. to determine what causes the wind to blow **D**. determine the wind’s blowing

**7**. He promised me an Oxford dictionary and to my great joy, he \_\_\_\_\_\_ his word.

**A**. stood by **B**. stuck at **C**. went back on **D**. held onto

**8. *Choose the best answer from A, B, C, or D to indicate the words CLOSEST in meaning to the underlined ones in the following sentence.***

With their exceptional teamwork, the Vietnamese female football team managed to **pull off** an impressive comeback in the final minutes of the match and secure the gold medal.

**A**. score a goal **B**. execute successfully

**C**. take a break **D**. face difficulties

**9. *Choose the best answer from A, B, C, or D to indicate the words OPPOSITE in meaning to the underlined ones in the following sentence.***

He's a very good worker but he's sometimes a bit **slow** **on** **the** **uptake**. You have to explain everything twice.

**A**. hear things easily **B**. understand things easily

**C**. understand things with difficulty **D**. hard of hearing

**10. *Choose the best answer from A, B, C, or D to indicate the most suitable response to complete the following exchange.***

**Jack**: “Would you mind sending those flowers to Ms. Jolly?”

**Linda**: “\_\_\_\_\_\_.”

**A.** She wouldn’t mind **B.** No, I can handle it myself

**C.** Not at all. I’ll do it now **D.** I would if I were you

**YOUR ANSWERS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** | **5.** |
| **6.** | **7.** | **8.** | **9.** | **10.** |

***PART 2. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. Write your answers in the boxes provided.***

|  |  |
| --- | --- |
| **Tourism versus local communities**  Tourism is the world’s fastest growing industry. Many countries keen to attract tourists have offered tax incentives to hotel (1)\_\_\_\_\_\_ who build all-inclusive resorts. (2)\_\_\_\_\_\_, many communities are now struggling with the unwelcome impact of the tourist boom. They have to cope with an enormous (3)\_\_\_\_\_\_ of visitors, which puts tremendous pressure on the often inadequate local (4)\_\_\_\_\_\_, yet very little of the income generated reaches the local economy.  Perhaps the greatest problem concerns the increasing demands being made on local water supplies. In Africa, a hotel will have taps in each room, while a whole village has a single tap. According to WWF (5)\_\_\_\_\_\_, a tourist in Spain uses 880 litres of water compared to the 250 used by a local. A golf course can consume as much water as a town of 10,000 (6)\_\_\_\_\_\_.  It is not surprising that local springs and water tables are rapidly drying up or being (7)\_\_\_\_\_\_ polluted by overdrilling, which allows sea water to seep in, making the water (8)\_\_\_\_\_\_, and unsuitable for irrigation.  (9)\_\_\_\_\_\_ is growing, and attitudes are changing. Local communities are beginning to take measures such as imposing taxes on tourists. Tourists and tour companies are slowly beginning to demand the incorporation of (10)\_\_\_\_\_\_ principles into the tourist industry. Let us hope it is not too late. | **1. DEVELOP**  **2. CONSEQUENCE**  **3. FLUX**  **4. STRUCTURE**  **5. CALCULATE**  **6. INHABIT**  **7. REVERSE**  **8. WHOLE**  **9. AWARE**  **10. ETHICS** |

**YOUR ANSWERS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** | **5.** |
| **6.** | **7.** | **8.** | **9.** | **10.** |

***PART 3. The passage below contains 10 mistakes. Identify and correct the mistakes. Write your answers in the boxes provided.***

|  |  |
| --- | --- |
| **Line**  **1**  **2**  **3**  **4**  **5**  **6**  **7**  **8**  **9**  **10**  **11**  **12**  **13**  **14**  **15** | Bullying is hard to control and it affects million of teenagers every day. In the past, it mainly happened at school or in public places, but nowadays the Internet makes it possible for bullies to reach its victims at home. We call it cyberbullying - when a bully teases or threatens someone online. Experts believe that mostly all children and teenagers will experience bullying at some point in their lives.  Most people know that if someone bullies you, you can say a teacher or a parent. But what should you do if you see bullying happening to someone else? People try to ignore bullying become bystanders: they stand by and see bullying happen, but don’t do anything to stop it. Sometimes bystanders are frightened of the bullies, or they’re embarrassed for telling their parents or a teacher. Other reason is that they just feel confused about what to do. But if you don’t do anything, bullies think that their behavior is not bad. They think that people don’t mind, and more bullying happen. That’s why we need to be up-standers. Up-standers say “no” to bullies because bullying is inacceptable!  Bullying is hard to stop - so together, we can stop it by being up-standers, not bystanders.  *(Adapted from Oxford Metro Student’s Book)* |

**YOUR ANSWERS:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mistake** | **Line** | **Correction** | **Mistake** | **Line** | **Correction** |
| **1.** |  |  | **6.** |  |  |
| **2.** |  |  | **7.** |  |  |
| **3.** |  |  | **8.** |  |  |
| **4.** |  |  | **9.** |  |  |
| **5.** |  |  | **10.** |  |  |

**SECTION C: READING**

***PART 1. Read the following passage and choose the best answer from A, B, C or D to indicate the correct word for each of the blanks. Write your answers in the boxes provided.***

**CHANGING COUNTRIES**

Seeking a new life and hoping for a significant (1)\_\_\_\_\_\_ in their standard of living, foreign workers began flocking into Western Europe during the 1950s. In Britain, some of the first immigrants arriving from the West Indies and the Indian subcontinent were welcomed by brass bands, but the dream of a new life soon (2)\_\_\_\_\_\_ sour for many. Attracted by the promise to earn good money and learn new skills, the reality they found was often one of low wages and, in many (3)\_\_\_\_\_\_, unemployment. Some did not adapt (4)\_\_\_\_\_\_ to life in a country of cold weather, cold welcomes and discrimination. The (5)\_\_\_\_\_\_ of West Indian immigrants moved into the inner cities, areas that were already fraught with social tensions caused by poverty and (6)\_\_\_\_\_\_ housing. There were cases of open hostility towards the newcomers; in 1958, riots (7)\_\_\_\_\_\_ out in Notting Hill, West London, when gangs of white youths began taunting immigrants.

Yet despite the numerous difficulties they encountered, many foreign workers did manage to (8)\_\_\_\_\_\_ to their new conditions, settling in their new adopted country and prospering. Their contribution had the effect not only of speeding up the (9)\_\_\_\_\_\_ of economic change in the postwar period, it also (10)\_\_\_\_\_\_ Western Europe into a multiracial society.

**1.** **A.** switch **B.** change **C.** modification **D.** variation

**2.** **A.** turned **B.** converted **C.** switched **D.** changed

**3.** **A.** occasions **B.** examples **C.** ways **D.** cases

**4.** **A.** closely **B.** greatly **C.** easily **D.** normally

**5.** **A.** most **B.** percentage **C.** majority **D.** number

**6.** **A.** poor **B.** low **C.** few **D.** weak

**7.** **A.** broke **B.** carried **C.** came **D.** started

**8.** **A.** amend **B.** adjust **C.** turn **D.** alter

**9.** **A.** growth **B.** motion **C.** pace **D.** step

**10.** **A.** transformed **B.** transferred **C.** modified **D.** shifted

**YOUR ANSWERS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** | **5.** |
| **6.** | **7.** | **8.** | **9.** | **10.** |

***PART 2. Read the text below and think of the word which best fits each space. Use only ONE WORD in each space. Write your answers in the boxes provided.***

**EATING IN THE MODERN AGE**

Eating in the industrialized world (1)\_\_\_\_\_\_ changed quite significantly in recent decades and it continues to be deeply affected by two apparently contradictory trends. The (2)\_\_\_\_\_\_ is the growing tendency to consume what is known (3)\_\_\_\_\_\_ fast food. In the modern era, when spare time is a rare commodity and convenience is the (4)\_\_\_\_\_\_ desirable quality in any product, fast food chains flourish, frozen and ready-made foods in the supermarket are consumed (5)\_\_\_\_\_\_ alarming quantities, and people are growing fatter and falling victim to heart disease more than (6)\_\_\_\_\_\_ before.

However, an opposing trend in the realm of food consumption is also discernible - the increasing demand for healthier foods. Health experts and consumers are now realising the benefits of livestock raised (7)\_\_\_\_\_\_ the aid of hormones and crops grown without chemical fertilisers.

Unfortunately, the cost of organic foods is high, and so it is mainly the educated rich who consume (8)\_\_\_\_\_\_. This adds a demographic dimension to the problem of good health since, (9)\_\_\_\_\_\_ and large, the health benefits of organic products are not available to those who might need them most, (10)\_\_\_\_\_\_ the young and the elderly.

**YOUR ANSWERS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** | **5.** |
| **6.** | **7.** | **8.** | **9.** | **10.** |

***PART 3. Read the passage and choose the best answer from A, B, C or D to each of the following questions. Write your answers in the boxes provided.***

**Should Children Be Taken to Art Galleries?**

The debate about taking young children to art galleries has a long history. On one side are traditionalists - conservators and keen gallery-goers - who disapprove of the noise and disruption caused by children and worry about damage to fragile paintings and sculptures. In opposition are the progressives - educationalists and parents - who contend that viewing art enriches the lives of children. This dispute has resurfaced in the media recently following a claim by the visual artist Jake Chapman that dragging children round galleries is ‘a total waste of time’. Parents are ‘arrogant’, he says, for thinking children could understand the work of such complex artists as Jackson Pollock and Mark Roth.

Current thinking, of course, sides with the progressives. Early exposure to art widens children's horizons, develops their curiosity about the world, and boosts their creativity. Further, it significantly increases the chances that they will have a life-long interest. With this in mind, many galleries have adopted a more child-friendly approach, encouraging parents to bring their children by arranging special events and handing out quizzes and worksheets to children as they arrive. From this perspective, expecting children to conform to adult behavior in galleries is a form of punishment, which should be subverted at every turn.

But maybe Chapman does have a point. Developmental psychology suggests that before the age of 8 or 9 children view art only for what it represents in the real world. It is only in their early teens that children begin to go beyond representation and understand that art is created to express certain meanings and values beyond the literal. Art education is necessary before the adolescent can appreciate stylistic elements and develop a critical facility, making their own judgments about the merits of a piece. Faced with abstract expressionism such as Pollock's drips and looping swirls or Rothko's rectangles of colours, it's no wonder that young children quickly lose interest. We shouldn't be surprised if most prefer the joys of running up and down the polished gallery floors as they search the paintings for answers to worksheet questions, or even, heaven forbid, run their sticky fingers over priceless masterpieces. Should children be allowed to ruin other visitors' experience by causing a din among the Pre-Raphaelites? Of course not.

Against this, I think back to my own experience of viewing art as a young child. I was taken to galleries regularly-but for short visits to see just a handful of paintings each time. My parents would talk about each of the paintings and always ask me what I liked most about it. I wouldn't say that I understood everything they said, but through this exposure, over time I came to learn something about the subject matter of art, artistic techniques and, above all, the experience of viewing what's most important is how a piece of art makes you feel. I was lucky enough, though, to have knowledgeable and sensitive parents, and local galleries available that we could visit again and again. Access to art has undoubtedly improved my quality of life, and I only have to watch a child engaging with a painting to realize it is the same for many others.

Jake Chapman was right to reignite the debate, but his conclusion is wrong. We shouldn't be excluding children from art galleries. Instead, we should be educating parents, helping them to improve the experience of their children's gallery visits - good both for their children and other visitors. First, parents should know some simple ground rules of gallery behavior and make sure they and their children stick to them: don't touch paintings and sculptures (it can cause damage); don't have loud phone conversations (it's annoying for everyone else); and don't take photos of the artworks (paintings are meant to be looked at, not posed next to - buy a guidebook afterwards if you want a record of what you've seen). More importantly, though, they need advice on how to encourage their children to look at and talk about artwork. The worksheets given to children could be replaced with ones for parents, including relevant information and suggested discussion topics to share with their children. Through interaction of this kind, children will grow up believing that art is for all, not just for adults or for some exclusive groups of art appreciators to which they do not belong.

**1**. What view does the artist Jake Chapman put forward about art galleries, according to the passage?

**A**. Parents think they are too difficult for children to understand.

**B**. Parents overestimate their value.

**C**. Children learn little about art by visiting them.

**D**. Children tend not to enjoy visiting them.

**2**. According to the writer, ‘progressives’ believe that galleries \_\_\_\_\_\_.

**A**. should be organized with children in mind

**B**. should prioritize children over adults

**C**. should encourage children to paint more themselves

**D**. should not restrict how children behave

**3**. In the third paragraph, the writer says that very young children \_\_\_\_\_\_.

**A**. can be taught to judge the quality of a painting

**B**. are not ready to appreciate abstract art

**C**. are reluctant to criticize paintings

**D**. are attracted only to paintings showing scenes of real life

**4**. According to the passage, during the writer's visits to art galleries as a young child, \_\_\_\_\_\_.

**A**. her parents told her which paintings were noteworthy

**B**. she accumulated knowledge of a large number of paintings

**C**. she was surprised at her parents' knowledge of art

**D**. she was encouraged to evaluate art

**5**. What point does the writer make in the last paragraph?

**A**. Parents need to learn more about art appreciation.

**B**. Gallery rules need to be enforced more strictly.

**C**. Not all parents can appreciate art.

**D**. Adults should be more tolerant of children's behavior in galleries.

**6**. According to the passage, an idea recurring in the text is that \_\_\_\_\_\_.

**A**. both adults and children behave badly in galleries

**B**. children know as much about art as their parents

**C**. it takes time for children to learn to appreciate art

**D**. galleries are not doing enough to help children understand art

**YOUR ANSWERS:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** | **5.** | **6.** |

***PART 4. Read the following passage and do the tasks below.***

**What’s the Purpose of Gaining Knowledge?**

**A** ‘I would found an institution where any person can find instruction in any subject.’ That was the founders’ motto for Cornell University, and it seems an apt characterization of the different university, also in the USA, where I currently teach philosophy. A student can prepare for a career in resort management, engineering, interior design, accounting, music, law enforcement, you name it. But what would the founders of these two institutions have thought of a course called ‘Arson for Profit’? I kid you not: we have it on the books. Any undergraduates who have met the academic requirements can sign up for the course in our program in ‘fire science’.

**B**   Naturally, the course is intended for prospective arson investigators, who can learn all the tricks of the trade for detecting whether a fire was deliberately set, discovering who did it, and establishing a chain of evidence for effective prosecution in a court of law. But wouldn’t this also be the perfect course for prospective arsonists to sign up for? My point is not to criticize academic programs in fire science: they are highly welcome as part of the increasing professionalization of this and many other occupations. However, it’s not unknown for a firefighter to torch a building. This example suggests how dishonest and illegal behavior, with the help of higher education, can creep into every aspect of public and business life.

**C**   I realized this anew when I was invited to speak before a class in marketing, which is another of our degree programs. The regular instructor is a colleague who appreciates the kind of ethical perspective I can bring as a philosopher. There are endless ways I could have approached this assignment, but I took my cue from the title of the course: ‘Principles of Marketing’. It made me think to ask the students, ‘Is marketing principled?’ After all, a subject matter can have principles in the sense of being codified, having rules, as with football or chess, without being principled in the sense of being ethical. Many of the students immediately assumed that the answer to my question about marketing principles was obvious: no. Just look at the ways in which everything under the sun has been marketed; obviously it need not be done in a principled fashion.

**D**   Is that obvious? I made the suggestion, which may sound downright crazy in light of the evidence, that perhaps marketing is by definition principled. My inspiration for this judgement is the philosopher Immanuel Kant, who argued that any body of knowledge consists of an end (or purpose) and a means.

**E**  Let us apply both the terms ‘means’ and ‘end’ to marketing. The students have signed up for a course in order to learn how to market effectively. But to what end? There seem to be two main attitudes towards that question. One is that the answer is obvious: the purpose of marketing is to sell things and to make money. The other attitude is that the purpose of marketing is irrelevant: Each person comes to the program and course with his or her own plans, and these need not even concern the acquisition of marketing expertise as such. My proposal, which I believe would also be Kant’s, is that neither of these attitudes captures the significance of the end to the means for marketing. A field of knowledge or a professional endeavor is defined by both the means and the end; hence both deserve scrutiny. Students need to study both how to achieve X, and also what X is.

**F**   It is at this point that ‘Arson for Profit’ becomes supremely relevant. That course is presumably all about means: how to detect and prosecute criminal activity. It is therefore assumed that the end is good in a moral sense. When I ask fire science students to articulate the end, or purpose, of their field, they eventually generalize to something like, ‘The safety and welfare of society,’ which seems right. As we have seen, someone could use the very same knowledge of means to achieve a much less noble end, such as personal profit via destructive, dangerous, reckless activity. But we would not call that firefighting. We have a separate word for it: arson. Similarly, if you employed the ‘principles of marketing’ in an unprincipled way, you would not be doing marketing. We have another term for it: fraud. Kant gives the example of a doctor and a poisoner, who use the identical knowledge to achieve their divergent ends. We would say that one is practicing medicine, the other, murder.

***Questions 1-6***

**The reading passage has six sections A-F. Choose the correct heading for each section from the list of headings below.**

|  |
| --- |
| **LIST OF HEADINGS**  *i*.   Courses that require a high level of commitment *ii*.   A course title with two meanings *iii*.  The equal importance of two key issues *iv*.   Applying a theory in an unexpected context *v*.   The financial benefits of studying *vi*.   A surprising course title *vii*.   Different names for different outcomes *viii*.   The possibility of attracting the wrong kind of student |

**1. Section A \_\_\_\_\_\_**

**2. Section B \_\_\_\_\_\_**

**3. Section C \_\_\_\_\_\_**

**4. Section D \_\_\_\_\_\_**

**5. Section E \_\_\_\_\_\_**

**6. Section F \_\_\_\_\_\_**

***Questions 7-10***  
**Complete the summary below. Write NO MORE THAN TWO WORDS from the passage.**

**The ‘Arson for Profit’ course**

This is a university course intended for students who are undergraduates and who are studying (7)\_\_\_\_\_\_. The expectation is that they will become (8)\_\_\_\_\_\_ speacializing in arson. The course will help them to detect cases of arson and find (9)\_\_\_\_\_\_ of criminal intent, leading to successful (10)\_\_\_\_\_\_ in the courts.

***Questions 11-14***  
**Do the following statements agree with the views of the reading passage?  
YES**if the statement agrees with the views of the writer  
**NO**if the statement contradicts the views of the writer  
**NOT GIVEN**if it is impossible to say what the writer thinks about this

**11**. It is difficult to attract students onto courses that do not focus on a career.  
**12**. The ‘Arson for Profit’ course would be useful for people intending to set fire to buildings.  
**13**. Fire science is too academic to help people to be good at the job of firefighting.  
**14**. The writer’s fire science students provided a detailed definition of the purpose of their studies.

**YOUR ANSWERS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.** | **2.** | **3.** | **4.** | **5.** |
| **6.** | **7.** | **8.** | **9.** | **10.** |
| **11.** | **12.** | **13.** | **14.** |

**SECTION D: WRITING**

***PART 1.***

***Finish each of the following sentences in such a way that it means exactly the same as the sentence before it.***

**1**. He only recognized how bad his situation was when he received the letter of announcement.

🡪 Not until \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**2**. Jack doesn’t know all the answers, though he pretends to.

🡪 Jack acts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

***Use the word given in brackets and make any necessary additions to write a new sentence in such a way that it is as similar as possible in meaning to the original sentence. Do NOT change the form of the given word. You must use between THREE and SIX words, including the word given.***

**3.** He would do almost anything to win the girl's heart. (**LENGTHS**)

🡪 He would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the girl's heart.

**4.** You have said exactly the right thing. (**NAIL**)

🡪You have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**5.** Since she met that boy, she’s been thinking only about him. (**WRAPPED**)

🡪 Since she met that boy, she’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

***PART 2. Your school is organizing an event on Vietnamese Teacher’s Day. Write a letter to the organizers (100-120 words).***

*In your letter, you should:*

* ask what topics you would like them to cover;
* ask why it would be interesting for students;
* ask questions about the arrangement.

*Use your name and address as Nguyen Van Nam – 32 Minh Khai Street, Vinh City, Nghe An Province.*

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***PART 3. Write an essay (at least 250 words) on the following topic:***

**Studies suggest that many teenagers these days prefer socializing online to meeting one another in person.**

**Why do you think this is the case? What measures could be taken to encourage teenagers to spend more time meeting one another in person?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

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