



## CHUẨN BỊ CHO KÌ THI TỐT NGHIỆP THPT QUỐC GIA

Bài thi: NGOẠI NGỮ; Môn thi: TIẾNG ANH

ĐỀ VIP PLUS ĐỘC QUYỀN – ĐỀ SỐ 01

Thời gian làm bài: 50 phút, 40 câu hỏi trắc nghiệm

**Cô Vũ Thị Mai Phương**

*Read the following advertisement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 1 to 6.*

**DISCOVER YOUR CULINARY POTENTIAL**

Looking for a (1) \_\_\_\_\_ yet rewarding cooking experience? Our cooking class is the perfect place to develop your skills and (2) \_\_\_\_\_ friends with fellow food enthusiasts. Whether you're a beginner or an experienced home cook, we'll take you on an (3) \_\_\_\_\_ that will test your abilities and inspire creativity. We promise (4) \_\_\_\_\_ you through every step of the way, ensuring you master everything from basic techniques to advanced culinary artistry.

In addition, we provide you (5) \_\_\_\_\_ professional tools and expert tips from experienced chefs to enhance your learning experience. The course (6) \_\_\_\_\_ by passionate chefs offers hands-on activities, focusing on improving your confidence in the kitchen. Sign up today and start your culinary adventure!

- |                    |   |   |       |                              |                              |     |
|--------------------|---|---|-------|------------------------------|------------------------------|-----|
| <b>Question 1.</b> | A. challenged   | <input checked="" type="radio"/> B. challenge | (n.v) | C. challenging               | D. challengingly             | X   |
| <b>Question 2.</b> | A. put  | B. bring                                      |       | C. do                        | D. make                      | ✓ 1 |
| <b>Question 3.</b> | <input checked="" type="radio"/> A. exciting culinary journey | C. culinary exciting journey                  |       | B. exciting journey culinary | D. culinary journey exciting | ✓ 2 |
| <b>Question 4.</b> | A. to guiding   | B. guide                                      |       | C. guiding                   | D. to guide                  | ✓ 3 |
| <b>Question 5.</b> | A. for  | <input checked="" type="radio"/> B. in        |       | C. with                      | D. at                        | X   |
| <b>Question 6.</b> | A. is led   | B. which leads                                |       | C. leading                   | D. led                       | ✓ 4 |

*Read the following announcement and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 7 to 12.*

**Fashion Show for Environmental Protection**

Are you passionate about fashion and protecting the environment? Our school is excited to host a Fashion Show (7) \_\_\_\_\_ to raising awareness about sustainable fashion and the impact of clothing on the environment. Here's your chance to showcase your creativity while helping the planet!

**- Event Purpose:**

We aim to (8) \_\_\_\_\_ eco-friendly fashion and demonstrate how small changes can make a big difference. The fashion show will feature outfits made from recycled materials, second-hand clothing, and (9) \_\_\_\_\_ sustainable sources.

**- Participation Information:**

- Open to all students, (10) \_\_\_\_\_ age or background.
- A limited (11) \_\_\_\_\_ of participants will be selected, so be sure to sign up early to secure your spot!
- For those interested in attending, you'll get the chance to (12) \_\_\_\_\_ more about how fashion can help protect the environment.

Let's come together to make a positive impact on our planet through fashion!

<b>Question 7.</b>	<input checked="" type="checkbox"/> A. contributed	<input checked="" type="checkbox"/> B. dedicated	C. applied	D. assigned	X
<b>Question 8.</b>	A. convey	<input checked="" type="checkbox"/> B. strengthen	C. stimulate	<input checked="" type="checkbox"/> D. promote	X
<b>Question 9.</b>	A. another	<input checked="" type="checkbox"/> B. every	<input checked="" type="checkbox"/> C. other	<input checked="" type="checkbox"/> D. others	X
<b>Question 10.</b>	A. in place of	B. in the light of	<input checked="" type="checkbox"/> C. regardless of	<input checked="" type="checkbox"/> D. apart from	X
<b>Question 11.</b>	<input checked="" type="checkbox"/> A. number	B. amount	<input checked="" type="checkbox"/> C. level	<input checked="" type="checkbox"/> D. degree	✓ 5
<b>Question 12.</b>	A. carry out	B. turn down	C. put up	<input checked="" type="checkbox"/> D. find out	✓ 6

Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

### Question 13.

- a. These objects are not only flown for visual appeal but also serve symbolic purposes, bringing good luck and sending heartfelt wishes to the sky.
- b. Additionally, there have been unfortunate incidents in the past where lanterns have sparked wildfires, further highlighting the dangers associated with this seemingly harmless practice.
- c. The frames of the lanterns, often made from materials like metal or bamboo, pose serious risks to wildlife.
- d. In countries such as China, India, and Japan, the practice of releasing balloons or sky lanterns creates a spectacular sight, captivating audiences with their radiant glow against the night sky.
- e. However, the aftermath of such displays leaves behind litter that is notoriously difficult to decompose, contributing to environmental pollution.

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

✓ 7

### Question 14.

Dear Rachel,

- a. I've already implemented some of your suggestions and they've made a big difference.
- b. Thank you for your advice on improving my presentation skills.
- c. I'll let you know how everything goes once the presentation is over.
- d. Your tip about keeping the audience engaged was particularly helpful.
- e. I'm planning to rehearse a bit more before the big event next week.

Best regards,

Mark

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

✓ 8

### Question 15.

- a. Jessica: Good morning, everybody. Welcome to the NewTech Centre.
- b. Teacher: Hello, class. Please meet Jessica. She's a human-like robot and will be your guide today.
- c. Nam: Hi, Jessica. I'm so excited as I've never met a talking robot before. Let's have a photo taken together!

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

✓ 9

**Question 16.**

- a. As a result, more communities have become engaged in local environmental projects aimed at reducing plastic waste.
- b. Over the past decade, awareness of plastic pollution has increased significantly.
- c. From organising beach clean-ups to promoting zero-waste lifestyles, these initiatives have made a measurable impact.
- d. This rise in awareness is largely due to media campaigns, documentaries, and scientific reports.
- e. Despite the challenges, these projects have helped communities work together toward a more sustainable future.

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

**Question 17.**

- a. Emma: It's interesting, but I wonder if they'll affect job security for some employees.
- b. James: I read that they're supposed to help with repetitive tasks and increase efficiency.
- c. Emma: Hopefully, they'll find a balance between using robots and maintaining the human workforce.
- d. Emma: Have you heard about the new robots being introduced at our workplace?
- e. James: Automation can sometimes lead to concerns about job displacement.

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

X

✓ 10

**Read the following passage about endangered languages and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 22.**

Languages are vital to cultural identity and heritage. However, many of them (18) \_\_\_\_\_. It is estimated that nearly half of the world's languages are endangered, with a significant number spoken by only a handful of people. These languages often reflect unique worldviews and traditions, making their preservation essential. One such language is Eyak, once spoken in Alaska, (19) \_\_\_\_\_. This loss represents not just a linguistic shift but a cultural tragedy, as knowledge embedded in that language is now at risk of disappearing.

Efforts to revive endangered languages are being made worldwide. Communities have recognised the importance of teaching younger generations their native tongues. For instance, in Hawaii, programmes have been established in schools where the Hawaiian language is actively taught and used, ensuring that the language survives. (20) \_\_\_\_\_.

Understanding the history and significance of these languages, (21) \_\_\_\_\_. Endangered languages can be revitalised through community efforts and support from educational institutions. (22) \_\_\_\_\_. Therefore, it is crucial to safeguard these languages, not just for the speakers but for humanity as a whole, as each language contributes to the tapestry of our global culture.

**Question 18.**

- A. which face the risk of extinction  
C. on the verge of extinction

B. are on the brink of extinction  
D. facing the danger of extinction

✓ 11

**Question 19.**

- A. of which the death of the last native speaker in 2008  
B. caused the death of the last native in 2008  
 C. had the last native speaker disappear in 2008  
D. whose last native speaker passed away in 2008

X

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**Question 20.**

- A The cultural richness in different languages plays a key role in continuing such initiatives  
 B Providing the cultural richness, such initiatives help maintain a variety of languages  
 C Such initiatives are vital for maintaining the cultural richness that diverse languages provide  
 D Diverse languages are preserved via the cultural richness provided by such initiatives

**Question 21.**

- A. the appreciation of their value is better for societies  
 B. they can help societies better cherish their value  
 C societies can better appreciate their value  
 D. their value can be appreciated by better societies

✓/1

**Question 22.**

- A Many languages have already been lost, leaving only fragments of their history  
 B Having already been lost, many languages and their history left only fragments  
 C Fragments of their history are left even though many languages have been lost  
 D But for the loss of many languages mean, fragments of their history would lose

*Read the following passage about setting goals and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 23 to 30.*

Goal setting is a crucial process that involves careful consideration of what you want to **accomplish** and requires persistent effort to make it a reality. Establishing goals gives you a target to strive for and helps to keep you motivated throughout the process. Goals also provide you with a focus and a way to measure your progress and accomplishments.

**In the pursuit of a healthy lifestyle, setting realistic goals is the key to success.** However, it is important to be realistic with yourself when setting these goals. If you want to quit smoking, lose a significant amount of weight, or run a marathon, it is unlikely to happen overnight, or even in a few months or a year.

Not reaching those goals might be **discouraging** and lead to giving up altogether. To avoid feeling overwhelmed, it is advisable to start small and concentrate on one goal at a time. If you want to lose weight, make small and achievable goals. For example, you can start by working out at least three times a week or adding more vegetables to your meals when you want seconds.

By keeping a journal or using a tracking app on your phone, you can monitor your progress and ensure that you stay on track. Once these small goals become part of your routine, you can gradually add new **ones**, such as limiting eating out to twice a week or incorporating weightlifting into your exercise routine. These small goals are easier to achieve and will eventually lead to meeting your main goal.

(Adapted from *Global Success*)

**Question 23.** The word **accomplish** in paragraph 1 is closest in meaning to \_\_\_\_\_.

- A. attempt              B. continue              C. achieve              D. access

**Question 24.** Which of the following is NOT mentioned as a benefit of setting goals?

- A. Keeping you motivated throughout the process  
 B. Providing you with a way to measure progress  
 C. Helping you accomplish goals overnight  
 D. Giving you a target to strive for

**Question 25.** Which of the following best paraphrases the underlined sentence in paragraph 2?

- A. The pursuit of a healthy lifestyle is only possible when achievable goals are set.
- B. Establishing attainable goals plays a crucial role in achieving a healthy lifestyle.
- C. Setting goals for a healthy lifestyle requires focusing on success above all else.
- D. Achieving a healthy lifestyle depends entirely on overcoming unrealistic challenges.

**Question 26.** The word **discouraging** in paragraph 3 is OPPOSITE in meaning to \_\_\_\_\_.

- A. overwhelming
- B. independent
- C. concerning
- D. motivating

**Question 27.** The word **ones** in paragraph 4 refers to \_\_\_\_\_.

- A. small goals
- B. routines
- C. meals
- D. seconds

**Question 28.** Which of the following is TRUE according to the passage?

- A. Using a tracking app makes sure that you can achieve your goals sooner.
- B. Tough goals should be included in your routine to achieve your main goal.
- C. It is recommended to begin with small goals and focus on one goal at a time.
- D. Adding vegetables to your daily diet can help you lose weight quickly.

**Question 29.** In which paragraph does the author imply the need for patience?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

**Question 30.** In which paragraph does the writer explore methods to track progress toward goals?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

**Read the following passage about ‘Hole in the Wall’ experiments and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 31 to 40.**

Dr Mitra, the Indian physicist turned radical educationalist is now internationally known for his "Hole in the Wall" experiments, which ran for a decade in different parts of India from 1999. In these experiments, he placed computers with Internet access in public places in remote villages or slum areas and left **them** to be explored by the local children without guidance from teachers or other adults. [I]

The results were **remarkable**. The children rapidly taught themselves and each other to carry out basic functions such as opening, closing, and saving files and were soon surfing the net, **despite the fact that some of them had never learnt to read or write in English**.

Dr Mitra then moved on to setting tasks, for example, finding out about DNA replication or answering moral questions, such as "Is it ever necessary to tell lies?" Having raised a question, he then went away for several months, leaving the children to research the answers on their own. [II] Once again, the results **exceeded** expectations. For example, those who studied DNA replication went from zero per cent to 30 per cent on a biotechnology test in the space of two months' self-instruction.

The holes in the wall no longer exist, but Dr Mitra, now Professor of Educational Technology at Newcastle University in the United Kingdom, has a new vision. [III] Building on the earlier insights about how children can organise their own learning, he has established seven Self-Organised Learning Environments. [IV]

(Adapted from C21 Smart)

**Question 31.** The word **them** in paragraph 1 refers to \_\_\_\_\_.

- A. public places
- B. the local children
- C. teachers and other adults
- D. computers with Internet access

**Question 32.** The word **remarkable** in paragraph 2 is OPPOSITE in meaning to \_\_\_\_\_.

- A. astonishing
- B. satisfactory
- C. sceptical
- D. ordinary

**Question 33.** According to paragraph 2, when left to be explored computers with Internet access, the local children \_\_\_\_\_.

- A. were totally confused what to do next
- B. familiarised themselves with basic functions
- C. decided to seek guidance from adults
- D. taught each other about complex concepts

**Question 34.** Which of the following best paraphrases the underlined part in paragraph 2?

- A. even though many of them had previously studied reading and writing in English
- B. irrespective of being instructed how to read and write in English long ago
- C. while some had limited opportunities to learn to read and write in English
- D. although some had never been taught how to read or write in English

**Question 35.** The word exceeded in paragraph 3 can be best replaced by \_\_\_\_\_.

- A. surpassed
- B. matched
- C. contrasted
- D. competed

**Question 36.** Which of the following best paraphrases the underlined part in paragraph 2?

- A. Dr. Mitra required the children to take a biotechnology test after two months of instruction, resulting in high test scores.
- B. Dr. Mitra assigned tasks like researching DNA replication and moral questions, and the children achieved remarkable progress through self-study in his absence.
- C. Dr. Mitra asked children to research DNA replication and moral questions, but they struggled to make progress without proper guidance.
- D. Dr. Mitra didn't stay with the children for months while they researched tasks, such as DNA replication and moral questions, but he provided guidance to help them achieve high results.

**Question 37.** Where in the passage does the following sentence best fit?

All of them are in schools in India and England.

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

**Question 38.** Which of the following is TRUE according to the passage?

- A. Dr Mitra's 'Hole in the Wall' experiments were specifically targeted at illiterate children.
- B. The children in 'Hole in the Wall' experiments had to do tasks without external assistance.
- C. The children in these experiments DNA replication achieved the most surprising grades.
- D. The idea of creating experiments like 'Hole in the Wall' is not quite popular nowadays.

**Question 39.** Which of the following can be inferred from the passage?

- A. Dr. Mitra has devoted himself to turning children into independent learners.
- B. 'Hole in the Wall' provided insights into how children thrived in an isolated area.
- C. A learning environment lacking guidance is beneficial to students' performance.
- D. A self-organised learning environment is the most ideal environment for students.

**Question 40.** Which of the following best summarises the passage?

- A. Dr. Mitra conducted "Hole in the Wall" experiments, placing computers in public spaces, where children taught themselves basic functions and made progress in topics like DNA replication through self-instruction.
- B. Dr. Mitra became known internationally for his research on DNA replication and moral questions, where children in India and England achieved impressive results using computers with no teacher guidance.
- C. Dr. Mitra's "Hole in the Wall" experiments involved children in India using computers without guidance, leading to self-organised learning environments that helped them make remarkable progress in biotechnology.
- D. Dr. Mitra's "Hole in the Wall" experiments demonstrated that children could teach themselves using computers without guidance, later achieving success in tasks like DNA replication, which inspired the creation of Self-Organised Learning Environments.

**BẢNG TỪ VỰNG**

STT	Từ vựng	Tù loại	Phiên âm	Nghĩa
1	challenging	adj	/'tʃælɪndʒɪŋ/	đầy thách thức
2	rewarding	adj	/ri'wɔ:dɪŋ/	đáng giá
3	experience	n	/ɪk'spiəriəns/	kinh nghiệm, trải nghiệm
4	enthusiast	n	/ɪn'θju:ziæst/	người đam mê
5	skill	n	/skɪl/	kỹ năng
6	fellow	n	/'feləʊ/	đồng nghiệp, bạn đồng hành
7	culinary	adj	/'kʌlɪnəri/	thuộc về ẩm thực
8	ability	n	/ə'bɪləti/	khả năng
9	inspire	v	/ɪn'spaɪər/	truyền cảm hứng
10	creativity	n	/kri:eɪ'trیvəti/	sự sáng tạo
11	basic	adj	/'beɪsɪk/	cơ bản
12	technique	n	/tek'nɪ:k/	kỹ thuật
13	advanced	adj	/əd'vea:nst/	nâng cao
14	guide	v	/gaɪd/	hướng dẫn
15	hands-on	adj	/,hændz'ɒn/	thực hành, thực tiễn
16	passionate	adj	/'pæʃənɪt/	đam mê
17	chef	n	/ʃef/	đầu bếp
18	offer	v	/'ɒfər/	cung cấp
19	adventure	n	/əd'ventʃər/	cuộc phiêu lưu
20	professional	n	/prə'feʃənəl/	chuyên gia
21	tool	n	/tu:l/	công cụ
22	showcase	v	/'ʃəʊkeɪs/	trình bày, giới thiệu
23	protect	v	/prə'tekt/	bảo vệ
24	fashion	n	/'fæʃən/	thời trang
25	sustainable	adj	/sə'steɪnəbl/	bền vững
26	impact	n	/'impækt/	ánh hưởng
27	recycle	v	/ri'saɪkl/	tái chế
28	second-hand	adj	/'sek.ənd,hænd/	đã qua sử dụng
29	demonstrate	v	/'demən,streɪt/	chứng minh, minh họa
30	eco-friendly	adj	/'i:kəʊ,frend.li/	thân thiện với môi trường
31	attend	v	/'ə:tend/	tham dự
32	planet	n	/'plænɪt/	hành tinh
33	select	v	/sɪ'lekt/	lựa chọn
34	participant	n	/pɑ:r'tɪsɪpənt/	người tham gia
35	outfit	n	/'aʊtfɪt/	trang phục
36	feature	v	/'fi:tʃər/	có đặc điểm
37	decompose	v	/di:kəm'poʊz/	phân hủy
38	pollution	n	/pə'lju:ʃən/	ô nhiễm
39	lantern	n	/'læntərn/	đèn lồng
40	notoriously	adv	/nəʊ'tɔ:riəslɪ/	nổi tiếng (về điều xấu)
41	purpose	n	/'pɜ:rpəs/	mục đích

42	symbolic	adj	/sɪm'bɔ:lɪk/	tượng trưng
43	appeal	n	/ə'pi:l/	sức hấp dẫn
44	visual	adj	/'vɪʒʊəl/	thuộc về thị giác
45	release	v	/rɪ'lɪ:s/	phát hành
46	spectacular	adj	/spek'tækjʊlər/	ngoạn mục
47	litter	n	/'litər/	rác
48	seemingly	adv	/'si:mɪŋli/	dường như
49	harmless	adj	/'ha:rmləs/	vô hại
50	practice	n	/'præktɪs/	thực hành
51	wildfire	n	/'waɪldfaɪər/	cháy rừng
52	unfortunate	adj	/ʌn'fɔ:rtʃənət/	không may
53	incident	n	/'ɪnṣɪdənt/	sự cố
54	captivate	v	/'kæptɪvɪt/	thu hút
55	audience	n	/'ɔ:dɪəns/	khán giả
56	awareness	n	/ə'wɜ:nəs/	nhận thức
57	plastic	n	/'plæs.tɪk/	nhựa
58	documentary	n	/dɒk.je'men.təri/	phim tài liệu
59	scientific	adj	/saɪən'tɪfɪk/	khoa học
60	promote	v	/prə'mout/	quảng bá
61	organize/ organise	v	/'ɔ:rgənaɪz/	tổ chức
62	lifestyle	n	/'laɪfstaɪl/	lối sống
63	measurable	adj	/'meʒərəbl/	có thể đo lường
64	security	n	/'sɪ'kjʊriti/	an ninh
65	efficiency	n	/ɪ'fɪʃənsɪ/	hiệu quả
66	maintain	v	/meɪn'teɪn/	duy trì
67	workforce	n	/'wɜ:rkfɔ:rs/	lực lượng lao động
68	heritage	n	/'herɪtɪdʒ/	di sản
69	endangered	adj	/ɪn'deɪndʒərd/	gặp nguy hiểm, bị đe dọa
70	tradition	n	/trə'dɪʃən/	truyền thống
71	preservation	n	/prezər'veɪʃən/	sự bảo tồn
72	essential	adj	/ɪ'senʃəl/	thiết yếu
73	represent	v	/rɪprɪ'zent/	đại diện
74	linguistic	adj	/lɪŋ'gwɪstɪk/	thuộc về ngôn ngữ
75	tragedy	n	/'trædʒədi/	bi kịch
76	shift	v	/ʃɪft/	thay đổi
77	generation	n	/dʒenə'reɪʃən/	thế hệ
78	native	adj	/'neɪtɪv/	bản xứ
79	establish	v	/ɪ'stæblɪʃ/	thành lập
80	ensure	v	/ɪn'sjʊr/	đảm bảo
81	survive	v	/sə'veɪv/	sống sót
82	initiative	n	/ɪ'nɪʃətɪv/	sáng kiến

83	vital	adj	/'vætəl/	quan trọng
84	richness	n	/'rɪtʃnəs/	sự phong phú
85	diverse	adj	/də'vers/	đa dạng
86	appreciate	v	/ə'pri:sjeit/	đánh giá cao
87	revitalise/ revitalize	v	/,ri:'vætəlaɪz/	hồi sinh
88	effort	n	/'efərt/	nỗ lực
89	institution	n	/,insti'tju:ʃən/	tổ chức
90	safeguard	v	/'seifga:rd/	bảo vệ
91	humanity	n	/hju:'mænəti/	nhân loại
92	global	adj	/'gləʊbl/	toàn cầu
93	accomplish	v	/ə'kʌmplɪʃ/	hoàn thành
94	consideration	n	/,kɔnsɪdə'reɪʃən/	sự xem xét
95	involve	v	/in'vɒlv/	liên quan
96	persistent	adj	/pər'sistənt/	kiên trì
97	progress	n	/'prəʊgres/	tiến bộ, tiến trình
98	pursuit	n	/pər'su:t/	theo đuổi
99	throughout	prep	/θru: 'aʊt/	xuyên suốt
100	motivated	adj	/'moutrveɪtɪd/	có động lực
101	realistic	adj	/'riə'lɪstɪk/	thực tế
102	discouraging	adj	/dɪs'kʌrɪdʒɪŋ/	gây nản lòng
103	overwhelmed	adj	/,oʊvər'welmd/	bị choáng ngợp
104	achievable	adj	/ə'tʃi:vəbl/	có thể đạt được
105	monitor	v	/'mənɪtər/	giám sát
106	incorporate	v	/,ɪnkɔ:r'pɔ:reɪt/	kết hợp
107	weightlifting	n	/'weɪt,lif.tɪŋ/	cử tạ
108	routine	n	/ru:'ti:n/	thói quen
109	limit	v	/lɪmɪt/	giới hạn
110	gradually	adv	/'grædʒuəli/	dần dần
111	physicist	n	/'fɪzɪsɪst/	nhà vật lý
112	radical	adj	/'rædɪkl/	mạnh mẽ, quyết liệt
113	experiment	n	/ɪk'sperɪmənt/	thí nghiệm
114	place	v	/pleɪs/	đặt, đê
115	explore	v	/ɪk'splɔ:r/	khám phá
116	slum	n	/slʌm/	khu ổ chuột
117	remote	adj	/rɪ'məʊt/	xa xôi
118	guidance	n	/'gaɪdəns/	sự hướng dẫn
119	remarkable	adj	/rɪ'ma:rkəbl/	đáng chú ý
120	expectation	n	/,ekspekk'teɪʃn/	sự kỳ vọng
121	exceed	v	/ɪk'si:d/	vượt quá
122	insight	n	/'ɪnsaɪt/	cái nhìn sâu sắc
123	vision	n	/'vɪʒən/	tầm nhìn

**BẢNG CẤU TRÚC**

STT	Cấu trúc	Nghĩa
1	dedicated to	tận tâm với
2	interested in	quan tâm đến
3	regardless of	bất kể
4	sign up	đăng ký
5	find out	tìm ra
6	make a positive impact on	tạo ra ảnh hưởng tích cực đến
7	associated with	liên quan đến
8	engaged in	tham gia vào
9	on the brink of extinction	bên bờ tuyệt chủng
10	a handful of	một vài
11	at risk of	có nguy cơ
12	contribute to	đóng góp vào
13	key to something	chìa khóa cho điều gì
14	provide someone with something	cung cấp cho ai thứ gì
15	set a goal	đặt ra một mục tiêu
16	concentrate on	tập trung vào
17	be unlikely to do something	không có khả năng xảy ra
18	give up	từ bỏ
19	lead to	dẫn đến
20	stay on track	giữ đúng hướng
21	eat out	ăn ngoài
22	carry out	thực hiện
23	no longer	không còn