

ĐỀ THI TUYỂN SINH VÀO TRƯỜNG TRUNG HỌC PHỔ THÔNG CHUYÊN NĂM 2021

Môn thi: TIẾNG ANH

(dành riêng cho thí sinh thi vào lớp chuyên Anh)

Thời gian làm bài: 120 phút

ĐỀ CHÍNH THỨC
Mã đề 271

I. For questions 1 - 8, read the text below and decide which answer best fits each gap. Write your answers (A, B, C, or D) in the corresponding numbered boxes on the answer sheet.

Bullying

Persistent bullying can lead to a child suffering from low self-esteem, depression and suicidal feelings. All too often, parents of children who have been (1) out by the class bully are at a (2) as to how to handle the situation, which includes (3) their child's (4) self-confidence. However, it has recently been suggested that some children actually conduct themselves in ways that mark them out as easy victims. Examples include submissive behaviour and poor social skills. One (5) effective way of changing this is for the children concerned to stop displaying the anxious vulnerability that bullies so often recognize and exploit. Relaxation techniques can be used to this (6) . Another anti-bullying tactic is voice training. Loud and assertive speech is believed to act as a deterrent to bullies. In the school environment, it is also a way of (7) the teacher's attention to what is happening without (8) to tale-telling - something most children feel is inappropriate.

Question 1:	A. selected	B. opted	C. chosen	D. singled
Question 2:	A. dead end	B. loss	C. despair	D. hopelessness
Question 3:	A. isolating	B. alleviating	C. restoring	D. validating
Question 4:	A. broken	B. fractured	C. crackled	D. shattered
Question 5:	A. deeply	B. greatly	C. highly	D. absolutely
Question 6:	A. goal	B. result	C. aim	D. end
Question 7:	A. focusing	B. collating	C. adapting	D. drawing
Question 8:	A. employing	B. returning	C. utilizing	D. resorting

II. For questions 9 - 11, choose the word whose underlined part is pronounced differently from that of the others. Write your answers (A, B, C, or D) in the corresponding numbered boxes on the answer sheet.

Question 9:	A. <u>conserve</u>	B. <u>artisan</u>	C. <u>reserve</u>	D. <u>preserve</u>
Question 10:	A. <u>intimate</u>	B. <u>evaluate</u>	C. <u>collaborate</u>	D. <u>marinate</u>
Question 11:	A. <u>dominant</u>	B. <u>biologist</u>	C. <u>admire</u>	D. <u>bilingual</u>

III. For questions 12 - 13, choose the word whose primary stress is placed differently from that of the others. Write your answers (A, B, C, or D) in the corresponding numbered boxes on the answer sheet.

Question 12:	A. <u>accent</u>	B. <u>assist</u>	C. <u>access</u>	D. <u>asset</u>
Question 13:	A. <u>picturesque</u>	B. <u>sufficient</u>	C. <u>commerical</u>	D. <u>distinctive</u>

IV. For questions 14 - 28, choose the best answer to each of the following questions. Write your answers (A, B, C, or D) in the corresponding numbered boxes on the answer sheet.

Question 14: He built his reputation performing across the _____ of the country.

A. height and width B. length and breadth C. the full width D. great lengths

Question 15: - "It's a pity she had to pull out of the competition."

- "Yes, especially since she _____ such excellent progress."

A. is making B. had been making C. has been making D. made

Question 16: There are two small rooms in the beach house, _____ served as a kitchen.

A. the smallest of which B. the smaller of them
C. the smaller of which D. the smallest of that

Question 17: I'd rather we _____ to the theatre last weekend than the ballet.

A. had gone B. were going C. have gone D. went

Question 18: Environmentalists claim that the local bird population would be _____ affected by the new road.

A. intensively B. audibly C. adversely D. defectively

Question 19: The aim of the award was to _____ the label "environmentally friendly" as a sales gimmick.

A. dissuade companies to falsely use B. falsely using the dissuasion of
C. dissuade companies from falsely using D. dissuade companies from using falsely

Question 20: He's a talented _____. His new collection has won a prestigious prize.

A. tour operator B. opera singer C. film director D. fashion designer

Question 21: Tony Robbins is a(n) _____ speaker who holds lectures around the world.

A. well-known American motivational B. motivational American well-known
C. American motivational well-known D. American well-known motivational

Question 22: We thought an _____ package tour would be more economical.

A. included B. all-inclusive C. all-including D. inclusively

Question 23: A lot of fast food restaurants have _____ in the town centre over the last couple of years.

A. sprung up B. taken on C. caught up D. thrived on

Question 24: I was so lucky that I could buy the china cabinet for a _____ at a jumble sale.

A. tune B. tone C. song D. rhythm

Question 25: If Joanne hadn't decided to stop working to look after her children, her medical practice _____ now.

A. would have been flourishing B. would be flourishing
C. would have flourished D. would be flourished

Question 26: It's not quite the sort of book you'd want to read from cover to cover but it's quite interesting to _____ now and then.

A. look into B. dip into C. figure out D. phase out

Question 27: I don't need a calculator, thank you. I've a good _____ for figures and I'll work it out mentally.

A. eye B. brain C. head D. idea

Question 28: - "Which of the two candidates we saw this morning do you like for the position?"

- "Actually, I didn't like _____ of them."

A. none B. one C. neither D. either

V. For questions 29 - 35, read the following passage and choose the best answer (A, B, C or D) to the questions that follow. Write your answers (A, B, C, or D) in the corresponding numbered boxes on the answer sheet.

Reality Or Virtual Reality

To know where information technology is taking us is impossible. The law of unintended consequences governs all technological revolutions. In 1438, Johanne Gutenberg wanted a cheaper way to produce hand-written Bibles. His movable type fostered a spread in literacy, an advance in scientific knowledge and the emergence of the industrial revolution.

Although no one can predict the full effect of the current information revolution, we can see changes in our daily lives. Look in any classroom. Today's teachers know they have to make lessons fast-moving and entertaining for children raised on television and computer games.

Often the changes that accompany new information technology are so subtle that we barely notice them. Before the written word, people relied on their memories. Before telephones, more people knew the pleasure of writing and receiving letters. Before television and computers, people had a stronger sense of community, a greater attachment to neighbourhoods and families. Television has glued us to our homes, isolating us from other human beings. Only one-quarter of all Americans know their next-door neighbours. Our communities will become less intimate and more isolated as we earn degrees, begin romances and gossip on the Internet, a world-wide system that allows computers to communicate with one another. The age of software will offer more games, home banking, electronic shopping, video on demand and a host of other services that unplug us from physical contact.

Is meeting face-to-face more valuable than corresponding electronically? Some neighbours still stop by when a family crisis occurs, but other people will offer condolences via e-mail. Whichever we prefer, the electronic seems to represent the future. Television teaches many of us to favour the image over the actual. The Internet pushes life beyond the old physical barriers of time and space. Here you can roam around the world without leaving home, make new friends, exchange the results of laboratory experiments with a colleague overseas, read stock prices, buy clothes, stay out of the office, conducting business via a computer that becomes your virtual office. Virtual community. Virtual travel. Virtual love. A new reality. William Gibson, whose 1984 novel, "Neuromancer", pioneered the notion of virtual living, now says that electronic communication provides a "sensory expansion for the species by allowing people to experience an extraordinary array of things while staying geographically in the same spot." Gibson warns, however, that the virtual can only augment our physical reality, never replace it. He applauds the countermove toward what has been called "skin" - shorthand for contact with other humans.

The desire for skin can be seen in shopping centres - people want human contact even when they could buy things via television or the telephone. Although computers and fax machines make it easier to work at home, business areas continue to grow. More people than ever are crowding into major cities, in large part because companies that provide goods and services benefit from being near one another. Employees also seek the relationships that come only from being together on a personal level with other people.

Need for skin does not negate the electronic screen's power to mesmerise. No brain scan or biochemical study has identified a physical basis for our seemingly insatiable hunger for electronic stimulation. Computers are often more alluring than television, which already has a grip on us. Young people today spend about as much time in front of a television as in a classroom.

Technology promises more and more information for less and less effort. As we hear these promises, we must balance faith in technology with faith in ourselves. Wisdom and insight often come not from keeping up-to-date with technology or compiling facts but from quiet reflection. What we hold most valuable - things like morality and compassion - can be found only within us. While embracing the future, we can remain loyal to our unchanging humanity.

Question 29: What does the writer say about technological revolutions in the first paragraph?

- A. It's not easy to foster them.
- B. They are followed by unforeseen results.
- C. Industrial revolution will follow them.
- D. They help the spread of literacy.

Question 30: What was one of the unplanned benefits of Gutenberg's invention?

- A. the fact that movable type became available
- B. the fact that more people learned to read and write
- C. the spread of industry
- D. an increase in scientific experiments

Question 31: What, until recently, characterized people before television and computers?

- A. They had more direct contact with the people around them.
- B. They knew other human beings in the street.
- C. They had better memories.
- D. They were very attached to writing letters.

Question 32: Gibson believes that _____.

- A. electronic communication will contribute to the expansion of the species
- B. the Internet corresponds with our idea of what the real world is like
- C. electronic communication should replace direct contact with other people
- D. the Internet is merely a supplement to the real world

Question 33: What social trend demonstrates that humans will seek out other humans?

- A. the rise of good employee relationships
- B. the development of business areas and cities
- C. the spread of technology to the home
- D. the provision of services by companies

Question 34: According to the writer, the electronic screen has the ability to _____.

- A. hold our attention completely
- B. facilitate the need for electronic stimulation
- C. make us watch too much television
- D. make us desire human contact

Question 35: In the writer's view, whilst willingly accepting the future we should _____.

- A. keep up to date with the latest technology and information
- B. not lose sight of the importance of our own mental abilities and moral values
- C. try not to change humanity
- D. always have faith in technology

VI. For questions 36 - 45, supply the correct form of the words given in brackets. Write your answers in the corresponding numbered boxes on the answer sheet.

Equitable access to safe and effective vaccines is (36. CRITICS) _____ to ending the COVID-19 pandemic, so it is immensely reassuring to see so many vaccines proving and going into (37. DEVELOP) _____. WHO is working (38. TIRE) _____ with partners to develop, manufacture and deploy safe and effective vaccines.

Safe and effective vaccines are game-changing tool: but for the (39. SEE) _____ future we must continue wearing masks, cleaning our hands, ensuring good (40. VENTILATE) _____ indoors, physically (41. DISTANT) _____ and avoiding crowds.

Being (42. VACCINE) _____ does not mean that we can throw caution to the wind and put ourselves and others at risk, particularly because research is still (43. GO) _____ into how much vaccines protect not only against disease but also against (44. INFECT) infectious and transmission.

See WHO's landscape of COVID-19 vaccine candidates for the latest information on vaccines in clinical and pre-clinical development, generally updated twice a week. WHO's COVID-19 dashboard, updated daily, also features the number of vaccine doses (45. ADMINISTRATION) administered globally.

VII. For questions 46 - 55, read the text below and think of ONE word which best fits each gap. Write your answers in the corresponding numbered boxes on the answer sheet.

Vibrant Vocabulary

Language is a living breathing thing that constantly evolves and changes. If a new word becomes popular, it spreads (46.) out our lexicon. This is becoming especially true in our modern digital age, where technology has rapidly accelerated a linguistic process that in the past would (47.) take decades. Nowadays, for example, thanks to social media, if we share expressions and vocabulary online enough, they unquestionably take on a life of their (48.) own in both cyberspace and beyond! What's (49.) more, providing that they get used enough, they could even end up being added to the dictionary, as was the (50.) slang with words such as YOLO, LOL and selfie! Bear in (51.) _____, however, that even if those words were not officially recognised, people would use them anyway. So, if you dismissed them first time round, it would probably come back to haunt you! Technology has become the most prevalent factor in people's (52.) _____ to and use of language in a strikingly short period of time. In fact, had I told you this fifteen years ago, you would most (53.) _____ not have believed it! Of course, some people might wish that this wasn't so, but it's something that we should all embrace. After all, we had better keep up with new words and expressions or risk being (54.) falling behind! With such astonishingly rapid developments, (55.) how the hippest wordsmith might wonder if people in the future will even understand the cutting-edge lingo that's so exciting to us today!

VIII. For questions 56 - 65, answer by choosing from the sections in the magazine article (A - G). Some of the choices may be required more than once. Write your answers in the corresponding numbered boxes on the answer sheet.

Which paragraph talks about:	
an activity which provides knowledge about nature?	56. F
behaviour that a percentage of mothers and fathers fail to understand?	57. D
guarding against consuming too many foods containing additives?	58. G
the long-term results of parental guidance?	59. C
co-operating with others on an outdoor project?	60. B F
allowing children to actively participate in preparing meals?	61. E
the importance of parents spending time with their children?	62. C
setting a good example?	63. A
the sequence in which kinds of foods should be eaten?	64. B
promoting good eating habits through organization?	65. A F

Nourishing Our Children

Here are some guidelines for parents who want to teach their children good dietary habits.

- The most effective way to get children to eat healthily is for you to eat healthily! Young people are most influenced by what they see and experience, not by what they're told. Therefore, what you do - how you live - has the greatest effect on shaping your children's behaviour and their diets. Remember that the habits your children form while they're young will probably be with them for life.

- B. Provide your children with a balanced diet. Natural tastes for food develop early. If children eat real food and develop a taste for fruits, vegetables, and other delicious flavours from nature, they won't depend on the stronger, enhanced flavour of processed foods. Prepare tasty foods and make sure your children eat their nutritional foods first before allowing treats or desserts. A balanced diet for you and your children include 70 to 80 percent wholesome, natural foods. Limit treats and watch out for excess sugar and caffeine in fizzy drinks and chocolates, and heavily processed foods laced with chemicals like artificial colourings and preservatives.
- C. Don't bribe your children with sugar and other treats; instead encourage them with healthy foods and snacks. It is so easy to forget to take the time to deal with the true needs of children - love and attention. When you're busy, it's tempting to give them fizzy drinks, sweets and the like, even TV, instead of you. This can create the habit of satisfying emotional needs with food or material things, so avoid this instant gratification and concentrate more on identifying their real needs.
- D. Have healthy snacks around the house for your children - organic sliced apples, oranges, grapes or bananas; raisins or dates; almonds or other nuts; yoghurt; pieces of cheese with healthy crackers; and more. It's good practice to offer your children healthy snacks at least a couple of times a day, such as mid-morning or at lunchtime, and then after school (a time some call the witching hour as, while parents recognize that their children have become cranky and irritable, they often don't realise that they may simply be fatigued or that their blood sugar levels have dropped.)
- E. Get your children involved in shopping for and making the foods that they like. When you go shopping with them, let them choose a few appropriate treats. You could give them a budget to spend on good choices when they help you shop for family groceries. Most children will appreciate learning to cook food that they like. Younger ones will be enthusiastic about playing "kitchen" and "restaurant" with their older siblings or their parents. Be creative; together you may find some new tasty treats.
- F. Help your children learn about the Earth and gain the personal, first-hand experience of growing their own food. Grow fruit and vegetables in your garden with your children if you have the space; if not, join with neighbours in a community garden. If you only have a balcony, you can use window boxes or hydroponic equipment to cultivate organic, quick-growing produce, such as tomatoes, strawberries, herbs and lettuce. It's fascinating for children to watch things grow and eat foods fresh. Or get your children to help you grow tasty, nourishing and vital sprouts from seeds or beans, such as alfalfa, sunflower or lentils.
- G. Set up your refrigerator and cupboards in a way that allows the young ones to have easy access to the nourishing foods that they want or that you want them to have. This makes it less easy for them to reach the foods that you want to limit. Even if their eating habits leave a lot to be desired when they're at their friends or out of the house, encourage them to eat well whenever they can at home. It will be worth it for you, too, in the long run!

IX. For questions 66 - 75, read the text and do the tasks that follow. Write your answers in the corresponding numbered boxes on the answer sheet.

Nature/Nurture: An Artificial Division?

Often in the news, we see stories asking the question, "Is this due to nature or nurture?" Certain diseases, traits, and behaviours are said to be "genetic", while others are due to "environment".

There is no doubt that specific genes cause particular problems in certain cases. Parkinson's Disease and colour blindness both run in families because of their genetic origins. But the news reports we see cover a much wider subject area. We wonder if some people have "natural" talent in music or sports without which any training they receive is useless. Some people assert that children living with adults given to certain controversial behaviours will gain those ways from "environmental influences". The implication is always that behaviour is either genetic or environmental.

The concept of dividing everything into these two mutually exclusive groups is not the right way to think about diseases or behaviours, because genes and environment are not independent. They influence each other greatly, and their effects can almost never be disentangled.

A creature's genes will in general cause it to seek certain environments and avoid others. That environment then influences the creature's development, and plays a role in whether or not its genes are passed on. Wild dogs, for example, live in packs because their genes tell them to organise that way socially. However, the pack is also where each dog learns proper dog behaviour, practises the skills to survive, and ultimately finds a mate. The pack—the dog's environment—is what makes it into a successful dog with a good chance of passing its genes on. So a well socialised, successful pack dog is the result of both genes and environment.

Humans are also social creatures. We seek other humans to live with, and, in general, do not like to be alone for long periods. Newborn babies respond favourably with lower heart and respiration rates to having people nearby. So we are "naturally" driven to live in social groups, and these very social groups provide the environment that we need to become successful humans. Genes and environment work together.

In contrast, the environment can also influence which genes are expressed in a creature, and to what degree. Every organism has a unique genetic code. But a given set of genes doesn't determine exactly how a creature will be physically; instead, there is a range of possibilities. The environment plays a major role in determining how the genes will be expressed.

A simple example is the fact that height, a largely inherited trait, has been steadily increasing in humans over the past few centuries. Presumably this is due to better nutrition, since it is too short a time span for evolutionary changes to have occurred. So your height is a combination of your genes and various external factors.

A more complicated example involves brain development. Rats who live in dark, crowded, dirty cages grow fewer neural connections than rats raised in spacious cages with toys and varied diets. The disadvantaged rats learn more slowly and perform more poorly on memory tests, although the rats were related genetically. It is always dangerous to extrapolate from animals to humans, so I won't draw any sweeping conclusions, but at the very least, this experiment shows that environmental factors can produce very different outcomes from similar genetic materials.

So by changing purely external factors, we can influence which genes are expressed and to what degree. Your behaviour, likes and dislikes, and way of thinking are an inseparable combination of your genes and the experiences you have had growing up.

The genetic and environmental factors in a creature's life mutually influence each other and, except in a few very specific cases, cannot be separated or considered in isolation.

In summary, the nature/nurture debate is outdated. We now realise that the either/or choice is too simple, and continuing to think in that way will restrict our understanding of humans and limit our ability to solve the problems we face today. Next time you see a news story asking if something is "genetic" or "environmental", you will know the real answer is – both.

Questions 66 -71. Do the following statements reflect the claims of the writer? Write

YES	if the statement reflects the claims of the writer
NO	if the statement contradicts the claims of the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

66. The effects of genetic and environmental factors can usually be distinguished.
67. The claim that human beings need to live in groups is supported by the behavior of newborn babies.
68. A person's height has a purely genetic cause.
69. Living conditions affect the brain development of people more than of rats.
70. Our genes influence our personal preferences.
71. A desire to identify causes as either genetic or environmental may make it difficult to solve certain problems.

Questions 72 - 75. Look at the following examples (questions 72-75) and the list of influences that they illustrate below. Match each example with the influence that it illustrates. Write the correct letter A, B, or C next to questions 72 -75 on the answer sheet.

NB. You may use any letter more than once.

72. Human babies _____
73. Parkinson's Disease _____
74. Rats _____
75. Wild dogs _____

List of Influences

- A. the impact of genes alone
- B. genes providing the conditions for an environmental effect
- C. environment affecting how genes are expressed

X. For the questions 76 - 80, complete the second sentence, using the word given so that it has a similar meaning to the first sentence. Write between THREE and SIX words in the space provided on the answer sheet. Do not change the word given in brackets in any way.

76. Everyone was happy with the changes to the itinerary but Michael didn't like them, so he refused to come with us. (FROM)

→ Everyone was happy with the itinerary changes _____ to come with us.

77. At the meeting, the managers suggested a few ways to cut costs. (FORWARD)

→ A few ways to cut costs _____ at the meeting.

78. I only realised what the answer was when I walked out of the room. (STRUCK)

→ The _____ as I walked out of the room.

79. We drove away as fast as we could, ready to begin our adventure. (FULL)

→ We drove away _____, ready to begin our adventure.

80. Organic vegetables are said to be very healthy. (WONDERS)

→ Organic vegetables are _____ our health.

XI. For the questions 81 - 85, finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it. Write your answer in the corresponding numbered boxes on the answer sheet.

81. They know very well that physical education is an important school subject.

→ They are _____.

82. His efforts to find a solution to the problem didn't deserve such savage criticism.

→ He shouldn't _____.

83. They didn't sign the contract so they lost their best customer.

→ Had they _____.

84. Mark doesn't like to be told what to do.

→ Mark hates _____.

85. The competition was so strong that he didn't stand a chance of winning the race.

→ Such _____.

XII. Paragraph writing:

Idolization is becoming a popular trend among teenagers. Write a paragraph of approximately 150 words about the positive effect(s) of this trend.

---- THE END ----

Ghi chú: Thi sinh không được phép sử dụng tài liệu. Cán bộ coi thi không giải thích gì thêm.