

Môn thi: **TIẾNG ANH- CẤP THCS**

Ngày thi: **31/3/2024**

Thời gian: **150 phút** (không kể thời gian phát đê)

(Đề thi gồm 12 trang)

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- *Thí sinh làm bài ngay trên đề thi.*
- *Trả lời vào phần **Your answers** bên dưới mỗi phần thi.*
- *Không được sử dụng tài liệu, kể cả từ điển.*
- *Cán bộ coi thi không giải thích gì thêm.*

**PART I: LISTENING. (4.0 POINTS)**

**I. You will hear people talking in five different situations. For questions 1 - 5, choose the best answer A, B or C. You will hear the recording twice. (2.0 points)**

1. You hear a young woman who is an apprentice cook talking about her apprenticeship. How does she feel about it?

- A. grateful to be working in a four-star restaurant
- B. pleased that her teacher told her about the opportunity
- C. confident about fulfilling her ambitions

## 2. You hear two friends talking about advertising.

What does the woman say about advertisements?

- A. They are merely a form of entertainment.
- B. They make people buy things they don't need.
- C. They give people misleading information about new products.

3. You hear a comedian called Geoff Knight talking on the radio about his profession.

## What does Geoff like his act to contain?

- A. stories that give people a surprise
- B. things that everybody can relate to
- C. material that nobody has used before

4. You hear a tour guide telling a group of tourists about a view.

Which feature does the guide think will be most familiar to them?

A. the park      B. the river      C. the wood

5. You hear a woman talking to a work colleague about moving abroad for a new job.

### What does the woman feel disappointed about?

- A. the inflexible attitude to the start date
- B. the lack of job security involved
- C. the relatively low status of the work

### **Your answers:**

1.                   2.                   3.                   4.                   5.

**II. You will hear a talk on the topic of what factors make people happy or unhappy with their job. For questions 6-10, complete the sentences with a word or short phrase. You will hear the recording twice. (2.0 points)**

## Herzberg's Two Factor theory

A model for understanding what causes employee satisfaction and dissatisfaction with their job.

- Two factors

- a. Factors that lead to increased satisfaction: (6) \_\_\_\_\_
- b. Factors that lead to increased dissatisfaction: (7) \_\_\_\_\_ factors

- Factors leading to satisfaction and dissatisfaction are considered to be (8) \_\_\_\_\_, hence 'two factor' theory

- Factors that increase satisfaction:

- a. Achievement
- b. (9) \_\_\_\_\_
- c. Enjoyment of work
- d. More responsibilities
- e. Personal recognition

- Factors that increase dissatisfaction:

- a. Salary (never enough)
- b. Company policy and administration
- c. Relations with (10) \_\_\_\_\_
- d. Working conditions
- e. Relations with colleagues

- Possible combinations

**Your answers:**

6.	7.	8.	9.	10.
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## PART II. USE OF ENGLISH. (6.0 POINTS)

### I. Choose the correct answer. (2.0 points)

1. Nobody has any firm information, so we can only \_\_\_\_\_ on what caused the accident.  
A. guess                    B. speculate                    C. contemplate                    D. assume
2. I'll have to go by bus as my car \_\_\_\_\_.  
A. was being repaired    B. is repaired                    C. is being repaired                    D. will be repaired
3. With a little hard work, I'm sure you'll \_\_\_\_\_ a lot this year.  
A. achieve                    B. succeed                    C. qualify                            D. reach
4. I think you need to set \_\_\_\_\_ your ideas more clearly so that the reader doesn't get confused.  
A. off                            B. out                            C. for                                    D. up
5. No sooner \_\_\_\_\_ down than the phone rang.  
A. did I sit                    B. do I sit                    C. was I sitting                            D. had I sat
6. They're always going to pass you \_\_\_\_\_ for promotions if you don't set yourself apart.

### ***Your answers:***

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**II. Complete the sentences by changing the form of the word in capitals. (2.0 points)**

1/ Being the hardest natural substance, diamond is practically \_\_\_\_\_.  
**(DESTROY)**

2/ The Minister attempted to \_\_\_\_\_ the dispute, saying it was just a minor disagreement. **(PLAY)**

3/ What I don't like about school uniform is that it completely destroys all \_\_\_\_\_.  
**(INDIVIDUAL)**

4/ My family have always gone in for traditional country \_\_\_\_\_, such as hunting, shooting and fishing. **(PURSUE)**

5/ We were all jumping around \_\_\_\_\_ in the corridor, desperately waiting to hear if it was a boy or a girl. **(PATIENT)**

6/ I'm not convinced that there's a \_\_\_\_\_ link between pollution and global warming. **(CAUSE)**

7/ In formal writing, it is unusual to make use of the \_\_\_\_\_ mark to express surprise. **(EXCLAIM)**

8/ There's a \_\_\_\_\_ difference between photography and still-life drawing.  
**(QUALITY)**

9/ It's pure \_\_\_\_\_ - there's no evidence to support these allegations at all.  
**(HEAR)**

10/ She \_\_\_\_\_ the qualities of a good teacher. **(EXAMPLE)**

### ***Your answers:***

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

### III. Fill in the blank with ONE suitable word. (2.0 points)

#### Teenagers and Television

Until very recently, teenagers have been hooked on television. Parents have worried that their children are becoming fat, lazy (1) \_\_\_\_\_ potatoes, and teenagers seem to have preferred watching TV (2) \_\_\_\_\_ almost any other activity in the home. Except perhaps sleeping. But no more! According to the latest statistics, teenagers have (3) \_\_\_\_\_ off TV and are turning off in droves. Given the choice (4) \_\_\_\_\_ TV and the internet, it's clear what most teens prefer. The internet (5) \_\_\_\_\_ an interactive, social need that TV doesn't. Teenagers at a loose (6) \_\_\_\_\_ in their bedrooms can hang (7) \_\_\_\_\_ with their mates in cyberspace. As websites such as MySpace have (8) \_\_\_\_\_ off, teenagers have been only (9) \_\_\_\_\_ eager to join in their millions and spend hours a day - and night - online. We're witnessing the birth of the generation of the 'keyboard potato', for (10) \_\_\_\_\_ of a better expression.

*Your answers:*

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

### PART III: READING COMPREHENSION (5.0 POINTS)

**I. You are going to read an article about the growing amount of waste created by electronic goods. Six sentences have been removed from the article. Choose from the sentences A - G the one which fits each gap (1 - 5). There is ONE extra sentence which you do not need to use. There is one example (0) for you. (1.0 point)**

#### The problem of electronic waste

*Michael McCarthy*

Modern electronic devices might look clean on the outside, but inside they contain a lot of materials used in manufacture which may be dangerous to human health. Most of these substances can be removed safely, but a lot of investment in waste-handling equipment is needed to do so. Many countries have refused to make the investment and instead taken the 'out of sight, out of mind' attitude, and simply shipped their e-waste abroad, usually to developing nations. (0) **E**

The latest United Nations Environment Programme (UNEP) report estimates that, worldwide, electronic waste is increasing by about 40 million tons a year. Globally more than a billion mobile phones were sold last year, with most of them likely to be thrown away at the end of their lives. In many parts of Africa, telephone communications have skipped the landline stage and gone from no phones to mobile phones in one step. (1) \_\_\_\_\_

“The issue is exploding”, says Ruediger Kuehr, of the United Nations University in Tokyo.

So what can we do about it? The first thing to do is recognise the problem. The electronics

revolution of the past 30 years has seemed different in kind from the original industrial revolution, with its chimneys pouring out very obvious dirt. (2) \_\_\_\_\_ But we have gradually come to realise that in two ways in particular, modern hi-tech can be bad for the planet too.

The first is its energy use; the worldwide scale of information technology is so enormous that electronics now produce fully two per cent of global carbon emissions, which is about the same as the highly controversial emissions of aeroplanes, (3) \_\_\_\_\_ This, increasingly, is pretty short. We have hardly noticed this important stream of waste, so much so that a Greenpeace report on e-waste two years ago referred to it as “the hidden flow”. We need to be aware of it.

The European Union has recognised the problem by adopting a key principle: producer responsibility. (4) \_\_\_\_\_ In practice, an EU regulation now means that electronics dealers must either take back the equipment they sold you, or help to finance a network of drop-off points, such as council recycling sites. Its main feature is quite ambitious: it aims to deal with “everything with a plug”.

The new UN report suggests that all countries should start to establish proper e-waste management networks, which could both cut down on health problems and generate employment, reduce greenhouse gas emissions and recover a wide range of valuable substances from gold to copper. They could also do something about the problem with a change in design. Groups such as Greenpeace have led the way in putting pressure on major manufacturing companies to find substitutes for the toxic chemicals inside their products.

(5) \_\_\_\_\_ This may be the real way forward.

- A. Encouragingly, they have had some success in forcing them to develop non-poisonous alternatives to these.
- B. In other words, making it the duty of manufacturers of electronic goods to ensure their safe disposal at the end of their lives.
- C. Compared with that, it has seemed clean and green.
- D. Much of this, such as the plastic covering on cables, is worth nothing at all.
- E. There, instead of being properly processed, items are either dumped in unmanaged landfills or broken up in unofficial recycling facilities - often by children.
- F. Add to that the vast amounts of e-waste that are still being imported from rich countries, and you have an enormous e-waste mountain in prospect, with its corresponding dangers for human health and the environment.
- G. The other is the hardware, when it comes to the end of its natural life.

**Your answers:**

1.

2.

3.

4.

5.

**II. Read the text below and decide which option A, B, C or D best fits each gap. (2.0 points)**

#### **The importance of drawing**

In the nineteenth century, John Ruskin, an English writer and art critic, made great efforts

to encourage people to draw. He believed that drawing was a skill that was greatly neglected in schools and (1) \_\_\_\_\_ that it was more important to the human (2) \_\_\_\_\_ than writing.

In order to do something to improve the (3) \_\_\_\_\_, he published two books on drawing and gave a series of lectures at the Working Men's College in London. His books were (4) \_\_\_\_\_ read, and his lectures attracted large audiences. This further (5) \_\_\_\_\_ Ruskin's belief that everybody should be given the opportunity to learn how to draw.

Ruskin's efforts were not (6) \_\_\_\_\_ at turning people into good artists but at making them happier. For him, drawings were of value even when they were done by people with no talent, as drawing teaches people to (7) \_\_\_\_\_ things rather than just to see them. He felt that when we are involved in the process of drawing something, we have to look at it very (8) \_\_\_\_\_ and become aware of the different parts which (9) \_\_\_\_\_ up the whole. It is in this way that we (10) \_\_\_\_\_ to a deeper appreciation and understanding of the thing itself.

1. A. claimed	B. convinced	C. recommended	D. expressed
2. A. family	B. people	C. race	D. beings
3. A. state	B. condition	C. case	D. situation
4. A. vastly	B. broadly	C. immensely	D. widely
5. A. strengthened	B. raised	C. ensured	D. grew
6. A. designed	B. aimed	C. pointed	D. intended
7. A. observe	B. regard	C. witness	D. look
8. A. closely	B. distinctly	C. definitely	D. exactly
9. A. work	B. set	C. make	D. take
10. A. arrive	B. come	C. reach	D. achieve

**Your answers:**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**III. You are going to read an passage about possible reasons for the downfall of the Khmer city of Angkor. For questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text. (2.0 points)**

### THE COLLAPSE OF ANGKOR

*After rising to sublime heights, the sacred city may have engineered its own downfall.*

#### An Empire's Fall

A. Almost hidden amid the forests of northern Cambodia is the scene of one of the greatest vanishing acts of all time. This was once the heart of the Khmer Kingdom. At its height, the Khmer Empire dominated much of Southeast Asia, from Myanmar (Burma) in the west to Vietnam in the east. As many as 750,000 people lived in Angkor, its magnificent capital. The most extensive urban complex of the preindustrial world, Angkor stretched across an

area the size of New York City. Its greatest temple, Angkor Wat, is the world's largest religious monument even today.

- B. Yet when the first Europeans arrived in Angkor in the late 16th century, they found a city that was already dying. Scholars have come up with a list of suspected causes for Angkor's decline, including foreign invaders, a religious change of heart, and a shift to maritime trade. But it's mostly guesswork: Roughly 1,300 inscriptions survive on temple doors and monuments, but the people of Angkor left not a single word explaining their kingdom's collapse.
- C. Some scholars assume that Angkor died the way it lived: ***by the sword***. The historical records of Ayutthaya, a neighboring state, claim that warriors from that kingdom "took" Angkor in 1431. No doubt Angkor would have been a rich prize - inscriptions boast that its temple towers were covered with gold. After its rediscovery by Western travelers just over a century ago, historians deduced from Angkor's ruins that the city had been looted by invaders from Ayutthaya.
- D. Roland Fletcher, co-director of a research effort called the Greater Angkor Project, is not convinced. Some early scholars, he says, viewed Angkor according to the sieges and conquests of European history. "The ruler of Ayutthaya, indeed, says he took Angkor, and he may have taken some formal regalia back to Ayutthaya with him," says Fletcher. But after Angkor was captured, Ayutthaya's ruler placed his son on the throne. "He's not likely to have smashed the place up before giving *it* to his son."
- E. A religious shift may also have contributed to the city's decline. Angkor's Kings claimed to be the world emperors of Hindu mythology and erected temples to themselves. But in the 13th and 14th centuries, Theravada Buddhism gradually took over from Hinduism, and its principles of social equality may have threatened Angkor's elite. "It was very subversive, just like Christianity was subversive to the Roman Empire," says Fletcher.
- F. A new religion that promoted ideas of social equality might have led to a worker rebellion. The city operated on a moneyless economy, relying on tribute and taxation, and the kingdom's main currency was rice. For one temple complex, Ta Prohm, more than 66,000 farmers produced nearly 3,000 tons of rice a year, which was then used to feed the temple's priests, dancers, and workers. Scholars estimate that farm laborers comprised nearly half of Greater Angkor's population.
- G. Or maybe the royal court simply turned its back on Angkor. Angkor's rulers often erected new temple complexes and let older ones decay. This may have doomed the city when sea trade began to develop between Southeast Asia and China. Maybe it was simple economic opportunism that had caused the Khmer center of power to shift: The move to a location closer to the Mekong River, near Cambodia's present-day capital, Phnom Penh, allowed it easier access to the sea.

H. Economic and religious changes may have contributed to Angkor's downfall, but its rulers faced another foe. Angkor was powerful largely thanks to an advanced system of canals and reservoirs, which enabled the city to keep scarce water in dry months and disperse excess water during the rainy season. But forces beyond Angkor's control would eventually bring an end to this carefully constructed system.

I. Few ancient sites in southern Asia could compare to Angkor in its ability to guarantee a steady water supply. The first scholar to appreciate the scale of Angkor's waterworks was French archeologist Bernard - Philippe Groslier. In 1979, he argued that the great reservoirs served two purposes: to symbolize the Hindu cosmos and to irrigate the rice fields. Unfortunately, Groslier could not pursue his ideas further. Cambodia's civil war, the brutal regime of the Khmer Rouge, and the subsequent arrival of Vietnamese forces in 1979 turned Angkor into a no - go zone for two decades.

J. In the 1990s, Christophe Pottier followed up on Groslier's ideas and discovered that the south part of Angkor was a vast landscape of housing, water tanks, shrines, roads, and canals. Then, in 2000, Roland Fletcher and his colleague Damian Evans - as part of a collaborative study with Pottier - viewed some NASA radar images of Angkor. The researchers marveled at the sophistication of Angkor's infrastructure. "We realized that the entire landscape of Greater Angkor is artificial," Fletcher says. Teams of laborers constructed hundreds of kilometers of canals and dikes that diverted water from the rivers to the reservoirs. Overflow channels bled off excess water that accumulated during the summer monsoon months, and after the monsoon, irrigation channels dispensed the stored water. "It was an incredibly clever system," says Fletcher.

K. Fletcher was therefore baffled when his team made a surprising discovery. An extraordinary piece of Angkorian workmanship - a vast structure in the waterworks - had been destroyed, apparently by Angkor's own engineers. "The most logical explanation is that the dam failed," Fletcher says. The river may have begun to erode the dam, or perhaps it was washed away by a flood. The Khmer broke apart the remaining stonework and modified the blocks for other purposes.

L. Any weakening of the waterworks would have left the city vulnerable to a natural phenomenon that none of Angkor's engineers could have predicted. Starting in the 1300s, it appears that Southeast Asia experienced a period of extreme climate change, which also affected other parts of the world. In Europe, which endured centuries of harsh winters and cool summers, it was known as the Little Ice Age.

M. To an already weakened kingdom, extreme weather would have been the final blow. "We don't know why the water system was operating below capacity,' says Daniel Penny, co-director of the Greater Angkor Project. "But what it means is that Angkor... was more exposed to the threat of drought than at any other time in its history". If inhabitants of parts of Angkor were starving while other parts of the city were hoarding a finite quantity of

rice, the most likely result was social instability. "When populations in tropical countries exceed the carrying capacity of the land, real trouble begins," says Yale University anthropologist Michael Coe, "and this inevitably leads to cultural collapse". A hungry army weakened by internal problems would have exposed the city to attack. Indeed, Ayutthaya's invasion happened near the end of a long period of drought.

N. Add to the climate chaos the political and religious changes already affecting the kingdom, and Angkor's prospects were bleak, says Fletcher. "The world around Angkor was changing; society was moving on. It would have been a surprise if Angkor persisted."

O. The Khmer Empire was not the first civilization brought down by climate catastrophe. Centuries earlier, loss of environmental stability likewise brought down another powerful kingdom halfway around the world. Many scholars now believe that the fall of the Maya followed a series of droughts in the ninth century. "Essentially, the same thing happened to Angkor," says Coe.

P. In the end, the tale of Angkor is a lesson in the limits of human ingenuity. "Angkor's hydraulic system was an amazing machine, a wonderful mechanism for regulating the world," Fletcher says. Its engineers managed to keep the civilization's achievement running for six centuries - until a greater force overwhelmed them.

1. What information does the passage NOT include?
  - A. The Khmer Empire's conflicts with foreign powers
  - B. the history of Angkor before the ninth century
  - C. inscriptions left in the temples by the people of Angkor
  - D. the purpose of Angkor's irrigation system
2. According to the information in paragraphs A and B, which of the following is NOT true about Angkor?
  - A. It once ruled a large part of Southeast Asia.
  - B. It was at one time the largest urban center in the world.
  - C. It once held as many people as New York City does today.
  - D. It was in decline when Europeans arrived in the 16th century.
3. In the first sentence of paragraph C, the phrase "**by the sword**" is closest in meaning to
  - A. suddenly
  - B. unexpectedly
  - C. violently
  - D. secretly
4. In the last sentence of paragraph D, the word "**it**" refers to \_\_\_\_\_.
  - A. the kingdom of Ayutthaya
  - B. the destruction of Angkor
  - C. the formal regalia
  - D. the city of Angkor
5. Why does the author mention the Little Ice Age in paragraph L?

- A. to show that climate change caused more cultures to fail in Europe than in Asia
- B. to emphasize the extent and significance of climate change in the 1300s
- C. to explain why European cities were not as advanced as Angkor
- D. to show how Angkor's climate in the 1300s was different to Europe's

**Your answers:**

1.	2.	3.	4.	5.
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#### **PART IV: WRITING (5.0 POINTS)**

##### **I. Rewrite the sentences as requested. (2.0 points)**

*For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. DO NOT CHANGE THE WORD GIVEN. YOU MUST USE BETWEEN TWO AND FIVE WORDS, INCLUDING THE WORD GIVEN.*

1. My cousin has decided that he isn't going to finish his engineering course. (**DROP**)  
→ My cousin has decided \_\_\_\_\_ his engineering course.
2. Despite being a grandmother, Edna still tries to dress fashionably. (**FACT**)  
→ In spite \_\_\_\_\_ is a grandmother, Edna still tries to dress fashionably.
3. Daniel didn't get the job because he was considerably less experienced than Hannal. (**DEAL**)  
→ Hannal got the job because she had a \_\_\_\_\_ Daniel.
4. They have been building the new stadium for much longer than they originally estimated. (**UNDER**)  
→ The new stadium \_\_\_\_\_ for much longer than they originally estimated.
5. I left my last job because I didn't really agree with my manager's approach. (**EYE**)  
→ I left my last job because I didn't really \_\_\_\_\_ with my manager.

**Your answers:**

1.
2.
3.
4.
5.

*For questions 6-10, complete the sentences so that the meaning remains the same.*

6. The value of a picture depends on how famous the artist is.  
→ The more \_\_\_\_\_.
7. I'm sure he knew all about the secret because he was there when we were talking.  
→ He must \_\_\_\_\_.
8. No matter how hard Fred tried to start the car, he didn't succeed.  
→ However \_\_\_\_\_.

9. His friends supported and encouraged him. He did really well in the competition.

→ Had \_\_\_\_\_.

10. Try to stay level with the other runners at the start of the race.

→ Try not \_\_\_\_\_.

***Your answers:***

- 6.
- 7.
- 8.
- 9.
- 10.

**II. Write a PARAGRAPH (about 120 – 150 words) to express your ideas about the statement: (3.0 points)**

*“Nowadays, more and more young people choose to stay in big cities to work.”*

Use specific reasons and details to support your answer.

HÉT

Họ và tên thí sinh: \_\_\_\_\_ Số báo danh: \_\_\_\_\_  
Chữ ký CBCT 1: \_\_\_\_\_ Chữ ký CBCT 2: \_\_\_\_\_