

Họ và tên: .....

Số báo danh: .....

Mã đề 0930

Read the passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 1 to 8.

3D printers have been widely used in educational settings from K-12 schools to universities as tools that support experiential learning and innovation. They are placed in various locations and environmental settings on campus, such as classrooms, maker centers, laboratories, and offices, alongside other office equipment such as photocopy machines, and are used for teaching, research, design, and prototyping in engineering, architecture, and other fields. In particular, university maker centers often house diverse types and multiple 3D printers within a single space, where **these devices** may operate continuously for extended periods. **This intensive and frequent use increases the likelihood of prolonged exposure to emissions for students and staff working nearby.**

Chemical Insights Research Institute (CIRI) has conducted a multi-year research initiative on 3D printer emissions and has found that 3D printing produces ultrafine particles (UFPs, smaller than 100 nm) as well as volatile organic compounds (VOCs). Due to their extremely small size, UFPs can remain suspended in the air for long durations and are easily inhaled. Once inhaled, these particles may **penetrate** deep into the lungs and even enter the bloodstream, which has been linked to respiratory and cardiovascular diseases.

In addition, some VOCs released during 3D printing processes have been associated with both acute and chronic adverse health effects, including eye and throat irritation, respiratory illness, and, in some cases, cancer, depending on exposure duration and concentration levels. The use of 3D printers on campuses can therefore contribute to elevated levels of indoor air pollutants, raising particular concerns for vulnerable populations such as individuals with asthma or other pre-existing respiratory conditions. As a result, the growing prevalence of 3D printers in educational environments has increased attention to indoor air quality management. In enclosed or poorly ventilated spaces, continuous printer operation may lead to the **accumulation** of airborne pollutants, thereby heightening potential health risks. Consequently, systematic monitoring of particle and VOC levels, together with effective ventilation and exposure mitigation strategies, is essential to ensure a safe learning and working environment.

(Adapted from <https://chemicalinsights.ul.org>)

**Question 1.** The phrase “**these devices**” in paragraph 1 most directly refers to .

- A. universities  
B. 3D printers  
C. photocopy machines  
D. laboratories

**Question 2.** Which of the following best paraphrases the underlined sentence in paragraph 1?

- A. The heavy and repeated use makes it more likely that students and staff in close proximity will experience long-term exposure to emissions.  
B. The frequent exposure of students and staff results in more intensive use of emission-producing equipment nearby.  
C. Intensive and frequently repeated use reduces the chances that emissions will affect students and staff working close to the source.  
D. Because students and staff work nearby, they are exposed to emissions for a long time, although the use is not frequent and intensive.

**Question 3.** The word **penetrate** in paragraph 2 mostly means \_\_\_\_.

- A. embark  
B. enter  
C. remove  
D. remain

**Question 4.** Which of the following is **NOT** implied in the passage regarding 3D printers in educational environments?

- A. Educational institutions are legally required to limit printer usage time.  
B. They are commonly used for innovation-oriented learning activities.  
C. Prolonged printer operation may increase exposure to airborne emissions.  
D. Indoor air pollution levels may rise as a result of printer use.

**Question 5.** The word “**accumulation**” in paragraph 4 is **OPPOSITE** in meaning to \_\_\_\_.

- A. reduction  
B. intensity  
C. increase  
D. retention

**Question 6.** Which of the following can be reasonably inferred from the passage?

- A. 3D printer emissions pose no risk in well-ventilated classrooms.  
B. Extended exposure increases potential health risks in enclosed spaces.  
C. UFPs are more dangerous than VOCs in all exposure conditions.  
D. Maker centers are safer than laboratories for operating 3D printers.

**Question 7.** Which paragraph(s) mainly focus on the health implications of exposure to 3D printer emissions?

- A. Paragraphs 1 and 4  
B. Paragraphs 2 and 3  
C. Paragraph 1 only  
D. Paragraph 4 only

**Question 8.** Which paragraph emphasizes the need to balance educational benefits with health protection measures?

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

Read the following leaflet and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 9 to 14.

**Eat Real Food Policy – Updated U.S. Dietary Guidelines (2025–2030)**

The **Eat Real Food Policy** refers to the updated *United States Dietary Guidelines for Americans (2025–2030)*, marking a significant shift in federal nutrition guidance. (9) , the policy delivers a clear message: prioritise real, minimally

processed foods to curb diet-related diseases and improve public health. The guidelines emphasise real, whole foods (10) \_\_\_\_\_ are recognisable in their natural form. Protein is highlighted as a key nutrient and encouraged at every meal. Fruit and vegetables are prioritised with (11) \_\_\_\_\_, while whole grains are promoted over refined grains.

The policy addresses rising (12) \_\_\_\_\_ of obesity, prediabetes, and chronic diseases linked to poor diets by encouraging a shift towards nutrient-dense. In doing so, it seeks to foster long-term (13) \_\_\_\_\_ habits that support sustainable public health

outcomes. These science-based guidelines apply (14) \_\_\_\_\_ all life stages and influence national programmes such as school meals, public health campaigns, and nutrition education.

(Adapted from <https://www.hhs.gov/policy.com>)

- Question 9.** A. However B. Accordingly C. Nevertheless D. Otherwise  
**Question 10.** A. what B. whose C. which D. who  
**Question 11.** A. specific targets intake B. targets specific intake  
 C. specific intake targets D. intake specific targets  
**Question 12.** A. amounts B. numbers C. degrees D. rates  
**Question 13.** A. dietetics B. dietary C. diet D. dietitian  
**Question 14.** A. for B. to C. of D. with

**Read the following advertisement and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 15 to 20.**

### Francophonie Day 2026

With a nod to both language and the environment, Francophonie Day will bring an eco-minded energy to Thong Nhat Park on March 22, 2026. The event is an annual (15) \_\_\_\_\_ for the Francophone and Francophile community in Viet Nam and this year it also aims to guide people towards a greener future through sport, culture, education, and (16) \_\_\_\_\_ professional opportunities.

As part of the event, the fourth season of the Course de la Francophonie (*Race of the Francophonie*) continues its commitment

(17) \_\_\_\_\_ the values of the Francophone community. It offers an opportunity to (18) \_\_\_\_\_ personal goals and spread a positive spirit. The Francophone Career and Job Fair will be held (19) \_\_\_\_\_ the race, offering young people the chance to meet directly with embassies and organisations of the Francophone community, schools and universities, as well as business representatives. There will also be numerous booths and stands (20) \_\_\_\_\_ by Francophone embassies and institutions teaching French and in French.

(Adapted from <https://vietnamnews.vn>)

- Question 15.** A. gathering B. conference C. ceremony D. congress  
**Question 16.** A. other B. others C. another D. the others  
**Question 17.** A. to promoting B. to promote C. promote D. promoting  
**Question 18.** A. go B. play C. set D. do  
**Question 19.** A. in parallel with B. by dint of C. in line with D. by virtue of  
**Question 20.** A. were run B. which run C. running D. run

**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 21 to 25.**

- Question 21.** a. I am writing to express my interest in the part-time sales assistant position advertised on your website.  
 b. I believe my customer service experience and strong communication skills make me a suitable candidate for this role.  
 c. I am currently a second-year university student seeking practical work experience to develop my professional skills.  
 d. I would welcome the opportunity to attend an interview at your convenience.  
 e. I have attached my CV for your consideration and look forward to hearing from you soon.

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

- Question 22.** a. However, the reality was far more demanding than I had anticipated, as cultural differences and tight deadlines quickly tested my adaptability.  
 b. Instead of feeling discouraged, I gradually adjusted my communication style and learned how to collaborate effectively with colleagues from diverse backgrounds.  
 c. Participating in an international exchange programme motivated me to pursue broader career opportunities beyond my home country.  
 d. This challenging yet transformative experience ultimately strengthened my resilience and brought me closer to achieving global success.  
 e. At first, I was excited about working on multinational projects and expanding my professional network.

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

- Question 23.** a. Mia: Honestly, chances like that don't come up very often. It could help your career in the long run.  
 b. Leo: I've just been offered a short-term contract abroad, but I'm not sure if I should take it.  
 c. Leo: Yeah, I guess it might give me an edge later on.

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

- Question 24.** a. Overall, these developments suggest a clear transition from a predominantly agricultural village to a more urbanised and functionally diverse area.  
 b. Significant developments occurred in Greenfield village between 1990 and 2015, during which the village underwent considerable changes.

- c. By 2015, several new housing estates had been constructed on former farmland, and the main road had been extended to the east.  
 d. In 1990, Greenfield was largely rural in character, consisting mainly of open fields, a small number of houses, and a primary school located near the river.  
 e. Furthermore, a community centre and a small retail area were added in the southern part of the village, replacing what had once been open land.

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

- Question 25.** a. Liam: I agree. Protecting wildlife isn't just a local issue anymore; it's a global responsibility.  
 b. Sophie: I read that several countries are working together to save endangered species.  
 c. Liam: Yes, and some conservation projects have even created jobs for local communities.

d. Sophie: That's great! It shows that wildlife conservation benefits both the environment and the economy.

e. Liam: Exactly. When people see real benefits, they're more willing to support long-term conservation efforts.

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

**Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 26 to 30.**

An ethnography is a valuable research design for studying groups in education, focusing on their behaviors, beliefs, language, and the ways they develop shared patterns of interaction over time. Ethnographic research is a qualitative approach used to describe, analyze, and interpret the patterns of a culture-sharing group. (26) \_\_\_\_\_, including language, rituals, social structures, life stages, interactions, and communication.

Ethnographers conduct research by entering the "field," (27) \_\_\_\_\_. They aim to produce a detailed cultural portrait of a group within its natural setting. Typically, ethnographic studies focus on a group of individuals at a single site, examining shared patterns of behavior, belief, and language that have evolved over time. Fieldwork often involves observing and interviewing participants in the contexts where they live and work. Data analysis begins with describing and analyzing the culture-sharing group and interpreting its patterns within the broader context of culture in action. (28) \_\_\_\_\_. The roots of ethnographic research lie in anthropology, sociology, education, and postmodern concerns about interpretation and representation.

Historically, three main types of ethnographic designs have emerged: realist, case study, and critical ethnographies. A realist ethnography presents an objective account of a culture-sharing group. (29) \_\_\_\_\_. Case studies focus on a specific program, event, or activity and offer an in-depth description and analysis based on extensive data collection. Critical ethnography emphasizes advocacy, giving voice to marginalized groups and addressing issues of power and authority. Together, these three ethnographic designs illustrate the methodological diversity of ethnographic research, (30) \_\_\_\_\_.

(Adapted from *Educational Research*)

**Question 26.**

- A.** Human behavior and their belief systems are broadly encompassed the concept of culture  
**B.** People behave and believe in a system of cultural concepts and encompass them broadly  
**C.** Culturally, encompassing belief systems in human behavior is a broad concept  
**D.** The concept of culture is broad and encompasses human behavior and belief systems

**Question 27.**

- A.** that extensive data are collected through interviewing and observation  
**B.** observing and interviewing are means of collecting extensive data  
**C.** through interviewing and observation, data are collected extensively  
**D.** where they collect extensive data through observation and interviewing

**Question 28.**

- A.** On the contrary, ethnographers maintain a reflexive inquiry style and adopt self-aware in research to remain respect for participants.  
**B.** Ethnographers, therefore, adopt a reflexive inquiry style, remaining self-aware in research while maintaining respect for participants.  
**C.** Therefore, participants remain a reflexive inquiry style in research while maintaining their respect for ethnographers.  
**D.** Participants, on the contrary, respect for ethnographers while remaining self-aware in a reflexive inquiry in research.

**Question 29.**

- A.** The researcher writes this type of ethnography from their own perspectives without any interpretation from a third person.  
**B.** This type of ethnography is typically written from a third-person perspective, with the researcher providing the final interpretation.  
**C.** Regardless of a third-person perspective, it is typically written basing on the researcher's sole perspective and interpretation.  
**D.** Typically, it is written from a researcher's perspective basing on the final interpretation which is provided by the third person.

**Question 30.**

- A. each of them offers a distinct lens in order to understand social and cultural phenomena
- B. to understand social and cultural phenomena through a distinct lens offered by them
- C. because social and cultural phenomena can be understood from a distinct lens offered
- D. each offering a distinct lens through which social and cultural phenomena can be understood

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 31 to 40.

### Technology, Deterrence and the Battle Against Waste Crime

Illegal waste dumping is frequently dismissed as a local inconvenience; however, in practice it constitutes a highly organised and financially lucrative form of environmental crime. In England alone, such activity is estimated to cost the economy approximately

£1 billion annually, while simultaneously imposing long-term ecological and social damage. Against this backdrop, the government has announced the establishment of a 33-member drone unit intended to enhance the detection and investigation of unlicensed waste sites. Far from being a symbolic gesture, this initiative represents a strategic shift towards a more **assertive** and technology-driven enforcement model. [I]

The announcement coincided with the conviction of Varun Datta at Birmingham Crown Court. Datta orchestrated the illegal disposal of more than 4,000 tonnes of municipal waste across 16 sites, including protected land and a historic manor property. By falsely declaring that the waste would be transported to a licensed facility near Sheffield, he redirected it to unauthorised locations nationwide. [II] The court ordered him to repay over £1 million, reflecting the financial benefits derived from his activities, in addition to compensation and prosecution costs. [III] Although his custodial sentence was suspended, the substantial financial

penalty was intended to undermine the economic incentives that often make waste crime attractive to organised groups.

Central to the revised strategy is the expanded role of the Environment Agency, which now integrates advanced surveillance technologies into its investigative framework. Several drones will be equipped with lidar systems capable of generating highly detailed topographical maps, enabling authorities to identify concealed or rapidly changing dumping sites. Officials argue that such innovation is necessary because organised offenders have become increasingly adept at exploiting regulatory gaps and avoiding conventional inspections. In this sense, technological monitoring is presented not as an optional enhancement but as a proportionate response to evolving criminal methods. [IV]

Nevertheless, questions remain regarding whether surveillance and financial penalties alone can deliver sustained deterrence. Critics contend that suspended prison sentences may dilute the perceived severity of the offence, potentially weakening the overall message of zero tolerance. Moreover, effective enforcement is resource-intensive and depends upon coordination between national regulators, local authorities and private landowners. Without consistent collaboration and long-term funding, even sophisticated technology may struggle to reverse entrenched patterns of illegal disposal.

Ultimately, while drones and harsher penalties are unlikely to eradicate waste crime entirely, **they** signal an effort to recalibrate the balance of risk and reward that has historically favoured offenders. By combining technological precision with legal accountability, policymakers appear determined to demonstrate that environmental crime will no longer remain a low-risk, high-profit enterprise.

(Adapted from <https://www.theguardian.com/am>)

- Question 31.** According to paragraph 1, the establishment of the drone unit is best understood as an attempt to .
- A. replace conventional inspection methods with fully automated monitoring systems
  - B. offset the economic losses caused by environmental offences
  - C. increase the number of personnel responsible for environmental compliance
  - D. address illegal dumping through a more proactive and technology-oriented enforcement approach
- Question 32.** The word "**assertive**" in paragraph 1 is closest in meaning to .
- A. forceful and determined
  - B. hesitant and cautious
  - C. temporary and flexible
  - D. experimental and innovative
- Question 33.** Why are lidar-equipped drones presented as a necessary component of the revised enforcement strategy?
- A. They symbolise a broader governmental commitment to technological modernisation in environmental governance.
  - B. They prevent offenders from exploiting sentencing inconsistencies within the judicial system.
  - C. They improve the accuracy of detecting concealed dumping sites that traditional inspection procedures may overlook.
  - D. They reduce the overall administrative burden associated with prosecuting environmental offences nationwide.
- Question 34.** Which of the following best summarises paragraph 3?
- A. Waste crime has expanded primarily because enforcement agencies underestimated its economic impact.
  - B. Organised offenders have shifted towards less profitable but more discreet disposal methods.
  - C. Traditional inspection systems remain adequate despite the emergence of new technological tools.
  - D. Regulatory authorities are restructuring investigative practices to address increasingly adaptive criminal strategies.
- Question 35.** According to the passage, the financial penalty imposed on Datta was intended to .
- A. compensate local authorities for technological investment
  - B. highlight the symbolic importance of environmental protection
  - C. remove the financial motivation behind organised waste crime

D. replace imprisonment as the primary form of punishment

**Question 36.** According to paragraph 4, which of the following factors is identified as essential for achieving sustained effectiveness in combating illegal waste crime?

- A. Sustained inter-agency cooperation supported by consistent financial and institutional resources.
- B. Comprehensive public awareness initiatives designed to discourage community-level participation.
- C. The immediate introduction of mandatory prison sentences for all environmental offences.
- D. Exclusive reliance on advanced aerial surveillance technologies across affected regions.

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

**“This case therefore served as a practical illustration of the economic logic underpinning organised waste crime.”**

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

**Question 38.** The word “**they**” in paragraph 5 refers to \_\_.

- A. organised criminal groups
- B. drones and harsher penalties
- C. policymakers and regulators
- D. patterns of illegal disposal

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

- A. Regulatory agencies previously lacked both legal authority and technological capacity to address illegal dumping effectively.
- B. Organised waste crime has persisted partly because the anticipated financial returns have historically exceeded the perceived risks of enforcement.
- C. The expansion of drone surveillance reflects widespread public dissatisfaction with current environmental policies.
- D. Most individuals involved in illegal disposal activities are unaware of the long-term ecological consequences.

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

- A. Drone surveillance will gradually replace conventional inspections and permanently eliminate organised waste crime.
- B. Financial sanctions represent the single most effective mechanism for addressing environmental offences nationwide.
- C. Illegal dumping primarily results from limited public awareness rather than coordinated criminal activity.
- D. The government is adopting a multifaceted strategy combining technology with financial and legal deterrents to rebalance criminal incentives.

----- **THE END** -----

**Giaodethitienganh.info** có rất nhiều tài liệu tiếng anh file word hay, chất lượng, để tải thêm rất nhiều tài liệu hay khác, mời bạn đăng ký tài khoản ( chỉ 100k/ năm) để chủ động hoàn toàn việc tải tài liệu bất cứ lúc nào bạn cần!