

ĐỀ CHÍNH THỨC

Môn thi: TIẾNG ANH - BẢNG A

Thời gian: 150 phút (không kể thời gian giao đề)

(Đề gồm 14 trang)

ĐIỂM	HỌ TÊN, CHỮ KÍ GIÁM KHẢO	SỐ PHÁCH
Bảng số:	Giám khảo 1:	
Bảng chữ:	Giám khảo 2:	

SECTION A. LISTENING (50 points)

Part 1. You are going to hear a talk. As you listen, fill in the missing information. For questions 1-15, write NO MORE THAN THREE WORDS in the spaces provided. Write your answers in the corresponding numbered boxes provided.

HOW TO BOOST YOUR CONFIDENCE?

When faced with a big challenge where potential failure seems to (1) _____ at every corner, maybe you've heard this advice before: "Be more confident." And most likely, this is what you think when you hear it: "If only it were that simple."

But what is confidence? Take the belief that you are valuable, worthwhile, and capable, also known as self-esteem, add in the (2) _____ that comes when you are certain of your abilities, and then empowered by these, (3) _____ to face a challenge head-on. This is confidence. It turns thoughts into action.

So where does confidence even come from? There are several factors that impact confidence.

One: what you're born with, such as your genes, which will impact things like the (4) _____ in your brain.

Two: how you're treated. This includes the social pressures of your environment.

And three: the part you have control over, the choices you make, the risks you take, and how you think about and respond to challenges and setbacks. It isn't possible to (5) _____ these three factors, but the personal choices we make certainly play a major role in confidence development.

So, by keeping in mind a few practical tips, we do actually have the power to cultivate our own confidence.

Tip one: (6) _____. There are a few tricks that can give you an immediate confidence boost in the short term. Picture your success when you're beginning a difficult task something as simple as listening to music with (7) _____; it can promote feelings of power. You can even strike a powerful pose or give yourself a pep talk.

Tip two: believe in your ability to improve. If you're looking for a long-term change, consider the way you think about your abilities and talents. Do you think they are fixed at birth, or that they can be developed, (8) _____?

These beliefs matter because they can influence how you act when you're faced with setbacks. If you have a fixed mindset, meaning that you think your talents are (9) _____, you might give up, assuming you've

discovered something you're not very good at. But if you have a growth mindset and think your abilities can improve, a challenge is an opportunity to learn and grow. (10) _____ supports the growth mindset. The connections in your brain do get stronger and grow with study and practice. It also turns out, on average, people who have a growth mindset are more successful, getting better grades, and doing better (11) _____ of challenges.

Tip three: (12) _____. Face it, you're going to fail sometimes. Everyone does. J.K. Rowling was rejected by twelve different publishers before one picked up "Harry Potter." The Wright Brothers built on (13) _____ at flight, including some of their own, before designing a successful airplane. Studies show that those who fail regularly and keep trying anyway are (14) _____ to respond to challenges and setbacks in a constructive way. They learn how to try different strategies, ask others for advice, and (15) _____.

So, think of a challenge you want to take on, realize it's not going to be easy, accept that you'll make mistakes, and be kind to yourself when you do. Give yourself a pep talk, stand up, and go for it. The excitement you'll feel knowing that whatever the result, you'll have gained greater knowledge and understanding. This is confidence.

Your answers:

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

Part 2. You will hear a recording a nutritionist called Penny Flack talking about the effects of health and diet in some countries around the world. For questions 16-20, decide whether the following statements are true (T) or false (F). Write your answers in the corresponding numbered boxes provided.

EATING FOR HEALTH

16. A quarter of Europeans and Americans are now said to be obese.
17. American politicians have been discussing how to tackle the causes and consequences of obesity.
18. High-fat cheese and meat is causing the French to become obese.
19. Heart disease is becoming more common in Japan and Greenland.
20. Scientists have discovered that a number of spices used in Indian cooking can improve brain health.

Your answers:

16.	17.	18.	19.	20.
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Part 3. You will hear a radio interview in which two young journalists – called Angus Brown and Yolanda Zouche – are talking about their work. For questions 21-25, choose the answer (A, B, C or D) which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.

21. In Yolanda's opinion, what is the most challenging aspect of her job?
 - A. finding suitable images to accompany articles
 - B. trying to locate interviewees
 - C. expressing herself coherently within a tight word limit

- D. working to demanding time constraints
22. What is it about their work that Angus and Yolanda both enjoy?
- A. the variety of the projects they get involved in
 B. the challenge of reporting news effectively
 C. the opportunity to meet interesting people
 D. the appeal of searching out information
23. In Angus's opinion, the advantage of online newspapers over print versions is that they _____
- A. are able to cover a greater range of topics.
 B. can keep up with events as they develop.
 C. allow interaction by readers.
 D. reach a far wider public.
24. What made getting a job in journalism so hard for Angus?
- A. the extent of competition for posts
 B. a low level of encouragement from others
 C. a lack of previous professional experience
 D. the difficulty of establishing useful contacts
25. Angus's recommendation for aspiring journalists is to _____
- A. cultivate an interest in a specific field.
 B. seize every opportunity to express themselves in writing.
 C. concentrate on developing a distinct style.
 D. become a keen observer of life around them.

Your answers:

21.	22.	23.	24.	25.
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SECTION B. LEXICO – GRAMMAR (20 points)

Part 1. For questions 1-12, choose the best answer to complete each of the following sentences.

Write A, B, C or D in the corresponding numbered boxes.

1. It was at the press conference _____ the truth about his corporation.
- A. did the director tell
 B. the director did tell
 C. where the director told
 D. that the director told
2. After years of working together, the partners found themselves _____ linked.
- A. permanently
 B. indelibly
 C. perpetually
 D. inextricably
3. Feel free to come to us at all _____ if you need our advice.
- A. time
 B. whiles
 C. hours
 D. moments
4. To get his proposal accepted, the Finance Manager had to _____ heavy pressure from colleagues.
- A. fend off
 B. laugh off
 C. send off
 D. push off
5. It's a pity that we didn't visit Tom when we had the chance, I _____ him before he left the country.

e

1 Tornadoes are one of the most severe types of weather phenomenon. While many people fear
 2 tornadoes and their destructive power, few people understand their real causes and effects, nor are
 3 they aware of how to protect them from their devastating force.

4 Tornadoes, violently rotating columns of air, occur when a change in wind direction, coupled with
 5 an increase in wind speed, results from spinning effect in the lower atmosphere. These whirling
 6 movements, which may not be visible to the naked eye, are exacerbated when the rotating air
 7 column shifts from a horizon to a vertical position. As the revolving cloud draws in the warm air
 8 that surrounds it at ground level, its spinning motion begins to accelerate, thereby create a funnel
 9 that extends from the cloud above it to the ground below.

10 When a tornado comes into contact the ground, it produces a strong upward draft known as a
 11 vortex, a spiraling column of wind that can reach speeds in excess of 200 miles per hour.
 12 Travelling across the landscape, the tornado wreaks a path of concentrated destruction. It is not
 13 common for these twisters to lift heavy objects, like cars or large animals, and throw them several
 14 miles. Houses that succumb to the force of the tornado seem to explode if the low air pressure
 15 inside the vortex collides with the normal air pressure inside the building.

Your answers:

	Line	Mistake	Correction		Line	Mistake	Correction
13				17.			
14				18.			
15				19.			
16				20.			

SECTION C. READING (70 points)

Part 1. For questions 1-15, read the passage and choose the best answer. Write your answers A, B, C or D in the corresponding numbered boxes.

THE KANGAROO GENERATION

The French have a name for them - le generation kangarou - because kangaroos carry their (1) _____ around in a pouch for months after birth. They are the 20-somethings (2) _____ have realised that living at (3) _____ with their parents is (4) _____ to struggling to be independent. A few years ago, anyone approaching 30 still (5) _____ under the parental roof would have been an object of concern, if not ridicule. Today it is fast becoming the (6) _____. To a certain (7) _____ this shift is due to economic pressures; (8) _____ prices in Western Europe have soared, making mortgage payments out of (9) _____ for most young people on starting salaries. And why pay a fortune to rent a (10) _____ bedsit when relatively luxurious accommodation is available rent-free? These days, parents also seem more willing to continue to perform (11) _____ chores like cooking, washing and ironing. Of course, some mums and dads were unprepared for the burden of (12) _____ to go on so long. The previous generation, who often married young, (13) _____ expected that once their children left for university, their years of

Now a study shows that the grown-ups have been right (19) _____ along. Psychologists in Florida tested how fast students wrote essay with and without music in the (20) _____. They found that the sounds slowed progress down (21) _____ about sixty words per hour. “This demonstrates clearly that it is difficult to (22) _____ with listening and writing at the same time”, said Dr. Sarah Randall. She also came to the (23) _____ that it is a myth that instrumental music is (24) _____ distracting than vocals. “All types of music had the same effect”, she said in her report. “One’s ability to pay attention and write fluently is (25) _____ to be disturbed by both vocal and instrumental music”, she added.

Dr. Randall claimed the research demonstrated that the idea that music could (26) _____ performance was wrong. “Writing an essay is a complex (27) _____. You are recalling information and putting it in (28) _____. An additional stimulus in the (29) _____ of music is bound to distract. But music is not the only distractor. (30) _____ is particularly worrying is that more and more teenagers are studying in front of the television”.

Your answers:

16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.

Part 3. You are going to read an article about the effects of digital media on people’s minds. For questions 31-37, choose the answer (A, B, C or D) which you think fits best according to the text. Write your answers in the corresponding numbered boxes provided.

IS THE INTERNET MAKING US STUPID?

In an article in Science, Patricia Greenfield, a development psychologist who runs UCLA's Children Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that certain computer tasks, like playing video games, increase the speed at which people can shift their focus among icons and other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in less rigorous and ‘more automatic’ thinking.

In one experiment at an American university, half a class of students was allowed to use internet-connected laptops during a lecture, while the other half had to keep their computers shut. Those who browsed the web performed much worse on a subsequent test of how well they retained the lecture's content. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

Greenfield concluded that 'every medium develops some cognitive skills at the expense of others'. Our growing use of screen-based media, she said, has strengthened visual-spatial intelligence, which can strengthen the ability to do jobs that involve keeping track of lots of rapidly changing signals, like piloting a plane or monitoring a patient during surgery. However, that has been accompanied by 'new weaknesses in higher-order cognitive processes', including 'abstract vocabulary, mindfulness, reflection, inductive problem-solving, critical thinking and imagination'. We're becoming, in a word, shallower.

Studies of our behaviour online support this conclusion. German researchers found that web browsers usually spend less than ten seconds looking at a page. Even people doing academic research online tend to 'bounce' rapidly between documents, rarely reading more than a page or two, according to a University College London study. Such mental juggling takes a big toll. In a recent experiment at Stanford

University, researchers gave various cognitive tests to 49 people who do a lot of media multitasking and 52 people who multitask much less frequently. The heavy multitaskers performed poorly on all the tests. They were more easily distracted, had less control over their attention, and were much less able to distinguish important information from trivia. The researchers were surprised by the results. They expected the intensive multitaskers to have gained some mental advantages. That wasn't the case, though. In fact, the multitaskers weren't even good at multitasking. Everything distracts them,' said Clifford Nass, one of the researchers.

It would be one thing if the ill effects went away as soon as we turned off our computers and mobiles, but they don't. The cellular structure of the human brain, scientists have discovered, adapts readily to the tools we use to find, store and share information. By changing our habits of mind, each new technology strengthens certain neural pathways and weakens others. The alterations shape the way we think even when we're not using the technology. The pioneering neuroscientist Michael Merzenich believes our brains are being 'massively remodelled' by our ever-intensifying use of the web and related media. Not long ago, he said that he was profoundly worried about the cognitive consequences of the constant distractions and interruptions the internet bombards us with. The long-term effect on the quality of our intellectual lives, he said, could be 'deadly.'

Not all distractions are bad. As most of us know, if we concentrate too intensively on a tough problem, we can get stuck in a mental rut. However, if we let the problem sit unattended for a time, we often return to it with a fresh perspective and a burst of creativity. Research by Dutch psychologist Ap Dijksterhuis indicates that such breaks in our attention give our unconscious mind time to grapple with a problem, bringing to bear information and cognitive processes unavailable to conscious deliberation. We usually make better decisions, his experiments reveal, if we shift our attention away from a mental challenge for a time.

But Dijksterhuis's work also shows that our unconscious thought processes don't engage with a problem until we've clearly and consciously defined what the problem is. If we don't have a particular goal in mind, he writes, 'unconscious thought does not occur'. 'The constant distractedness that the Net encourages is very different from the kind of temporary, purposeful diversion of our mind that reflects our thinking. The cacophony of stimuli short-circuits both conscious and unconscious thought, preventing our minds from thinking either deeply or creatively. Our brains turn into simple signal-processing units, shepherding information into consciousness and then back again. What we seem to be sacrificing in our surfing and searching is our capacity to engage in the quieter, attentive modes of thought that underpin contemplation, reflection and introspection.

31. What do we learn about Patricia Greenfield's research in the first paragraph?

- A. It focused on problems resulting from use of media technologies.
- B. It did not produce consistent patterns in connection with computer use.
- C. It involved collating the results of work done by other people.
- D. It highlighted differences between people when using computers.

32. Two of the experiments mentioned in the second paragraph concerned _____

- A. the amount of attention people pay to what they see on computers.
- B. the connection between computer use and memory.
- C. the use and non-use of computers for studying.
- D. changes that happen if people's computer use increases.

33. One of Greenfield's conclusions was that _____

- A. certain claims about the advantages of computer use are false.

- B. computer use has reduced a large number of mental abilities.
 C. people do not care about the effects of computer use on their minds.
 D. too much emphasis has been placed on the benefits of computer use.
34. One of the pieces of research mentioned in the fourth paragraph indicated that _____
 A. some people are better at multitasking than others.
 B. 'mental juggling' increases the mental abilities of only a few people.
 C. beliefs about the effectiveness of multitasking are false.
 D. people read online material less carefully than other material.
35. What is the writer's purpose in the fifth paragraph?
 A. to advise on how to avoid the bad effects of new media technology
 B. to present opposing views on the consequences of use of new media technology
 C. to warn about the damage done by use of new media technology
 D. to summarise the findings of the previously-mentioned research
36. The writer mentions Ap Dijksterhuis's research in order to make the point that _____
 A. not all research supports beliefs about the dangers of computer use.
 B. the mind functions in ways that computers cannot.
 C. problem-solving can involve very complex mental processes.
 D. uninterrupted concentration on something is not always a good thing.
37. The writer's main point in the final paragraph is that _____
 A. constant computer use makes people incapable of complex thought processes.
 B. the stimulation provided by computer use causes people to become confused.
 C. it is natural for some people to want to avoid thinking deeply about problems.
 D. both conscious and unconscious thought are affected by computer use.

Your answers:

31.	32.	33.	34.	35.	36.	37.
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Part 4. Read the following passage and do the tasks that follow.

COMMUNICATING STYLES AND CONFLICT

Knowing your communication style and having a mix of styles on your team can provide a positive force for resolving conflict.

Section A

As far back as Hippocrates' time (460-370 BC), people have tried to understand other people by characterizing them according to personality type or temperament. Hippocrates believed there were four different body fluids that influenced four basic types of temperament. His work was further developed 500 years later by Galen. These days there are a number of self-assessment tools that relate to the basic descriptions developed by Galen, although we no longer believe the source to be the types of body fluid that dominate our systems.

Section B

The values in self-assessments that help determine personality style. Learning styles, communication styles, conflict-handling styles, or other aspects of individuals is that they help depersonalize conflict in interpersonal relationships.

The depersonalization occurs when you realize that others aren't trying to be difficult, but they need different or more information than you do. They're not intending to be rude: they are so focused on the

task they forget about greeting people. They would like to work faster but not at the risk of damaging the relationships needed to get the job done. They understand there is a job to do. But it can only be done right with the appropriate information, which takes time to collect.

When used appropriately, understanding communication styles can help resolve conflict on teams. Very rarely are conflicts true personality issues. Usually they are issues of style, information needs, or focus.

Section C

Hippocrates and later Galen determined there were four basic temperaments: sanguine, phlegmatic, melancholic and choleric. These descriptions were developed centuries ago and are still somewhat apt, although you could update the wording. In today's world, they translate into the four fairly common communication styles described below:

Section D

The sanguine person would be the expressive or spirited style of communication. These people speak in pictures. They invest a lot of emotion and energy in their communication and often speak quickly. Putting their whole body into it. They are easily sidetracked onto a story that may or may not illustrate the point they are trying to make. Because of their enthusiasm, they are great team motivators. They are concerned about people and relationships. Their high levels of energy can come on strong at times and their focus is usually on the bigger picture, which means they sometimes miss the details or the proper order of things. These people find conflict or differences of opinion invigorating and love to engage in a spirited discussion. They love change and are constantly looking for new and exciting adventures.

Section E

The phlegmatic person – cool and persevering – translates into the technical or systematic communication style. This style of communication is focused on facts and technical details. Phlegmatic people have an orderly methodical way of approaching tasks, and their focus is very much on the task, not on the people, emotions, or concerns that the task may evoke. The focus is also more on the details necessary to accomplish a task. Sometimes the details overwhelm the big picture and focus needs to be brought back to the context of the task. People with this style think the facts should speak for themselves, and they are not as comfortable with conflict. They need time to adapt to change and need to understand both the logic of it and the steps involved.

Section F

The melancholic person who is soft-hearted and oriented toward doing things for others translates into the considerate or sympathetic communication style. A person with this communication style is focused on people and relationships. They are good listeners and do things for other people – sometimes to the detriment of getting things done for themselves. They want to solicit everyone's opinion and make sure everyone is comfortable with whatever is required to get the job done. At times this focus on others can distract from the task at hand. Because they are so concerned with the needs of others and smoothing over issues, they do not like conflict. They believe that change threatens the status quo and tends to make people feel uneasy, so people with this communication style, like phlegmatic people need time to consider the changes in order to adapt to them.

Section G

The choleric temperament translates into the bold or direct style of communication. People with this style are brief in their communication – the fewer words the better. They are big picture thinkers and love to be involved in many things at once. They are focused on tasks and outcomes and often forget that the people involved in carrying out the tasks have needs. They don't do detail work easily and as a result can often

underestimate how much time it takes to achieve the task. Because they are so direct, they often seem forceful and can be very intimidating to others. They usually would welcome someone challenging them. But most other styles are afraid to do so. They also thrive on change, the more the better.

Section H

A well-functioning team should have all of these communication styles for true effectiveness. All teams need to focus on the task, and they need to take care of relationships in order to achieve those tasks. They need the big picture perspective or the context of their work, and they need the details to be identified and taken care of for success.

We all have aspects of each style within us. Some of us can easily move from one style to another and adapt our style to the needs of the situation at hand-whether the focus is on tasks or relationships. For others, a dominant style is very evident, and it is more challenging to see the situation from the perspective of another style.

The work environment can influence communication styles either by the type of work that is required or by the predominance of one style reflected in that environment. Some people use one style at work and another at home.

The good news about communication styles is that we have the ability to develop flexibility in our styles. The greater the flexibility we have, the more skilled we usually are at handling possible and actual conflicts. Usually it has to be relevant to us to do so, either because we think it is important or because there are incentives in our environment to encourage it. The key is that we have to want to become flexible with our communication style. As Henry Ford said, “Whether you think you can or you can’t, you’re right!”

Questions 38-45: The passage has eight sections A-H. Choose the correct heading for each section from the list of headings below. Write your answers in the corresponding numbered boxes provided.

List of Headings

- i** Summarising personality types
- ii** Combined styles for workplace
- iii** Physical explanation
- iv** A lively person who encourages
- v** Demanding and unsympathetic personality
- vi** Lazy and careless personality
- vii** The benefits of understanding communication styles
- viii** Cautious and caring
- ix** Factual and analytical personality
- x** Self-assessment determines one’s temperament

- 38 Section A _____
- 39 Section B _____
- 40 Section C _____
- 41 Section D _____
- 42 Section E _____
- 43 Section F _____
- 44 Section G _____
- 45 Section H _____

Questions 46-49: Do the following statements agree with the views of the writer of the passage? In the corresponding numbered boxes, write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

46 It is believed that sanguine people dislike variety.

47 Melancholic and phlegmatic people have similar characteristics.

48 Managers often select their best employees according to personality types.

49 Workplace environment can affect which communication style is most effective.

Question 50: Choose the correct letter A, B, C or D. Write your answer in the corresponding numbered box provided.

50 The writer believes using self-assessment tools can _____

A help to develop one's personality.

B help to understand colleagues' behaviour.

C improve one's relationship with the employer.

D directly resolve conflicts.

Your answers:

38.	39.	40.	41.	42.
43.	44.	45.	46.	47.
48.	49.	50.		

SECTION D. WRITING (60 points)

Part 1. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

1. There was a loud scream from backstage immediately after the concert ended.

Scarely _____.

2. Many people died because of the lack of medical facilities.

It _____.

Complete the second sentence so that it has the same meaning as the first one. Use the word given in capital letters and the word mustn't be altered in any way.

3. His parents allowed him to buy an iPhone 15 after they had considered it for three weeks.

GO-AHEAD

Having considered _____.

4. Your scheme is brilliant, but it won't succeed.

DOOMED

Brilliant though _____ failure.

5. The house was very different from the little flat we used to live in.

CRY

The house _____.



_____ **THE END** _____