

(Đề thi gồm 80 câu; 12 trang)

Họ và tên thí sinh : ..... Số báo danh : .....

Mã đề 621

**SECTION A: LISTENING**

**Part 1: Listen to a radio interview with a young entrepreneur, Callum, who runs a successful website. For questions 1-5, mark the letter A, B, C, or D on the answer sheet to indicate the option that best fits what you hear. You will hear the recording TWICE.**

**Question 1.** How did Callum first become interested in technology?

- A. He watched online tutorials.
- B. He played with robots at school.
- C. He was encouraged to start a website.
- D. His mother introduced him to it.

**Question 2.** Why did Callum start his book review website?

- A. To promote reading among young people
- B. To share his personal thoughts on literature
- C. To improve teenagers' academic skills
- D. To compete with gaming websites

**Question 3.** When Callum launched his website, he felt \_\_\_\_\_.

- A. disappointed by the initial response
- B. unsure if it looked professional enough
- C. confident it would be successful
- D. surprised at how well it functioned

**Question 4.** What does Callum say about balancing his website with school and social life?

- A. He carefully plans his day in advance.
- B. He struggles to manage all his responsibilities.
- C. He rarely has time for relaxation.
- D. His social life is more demanding than his website.

**Question 5.** What are Callum's future career plans?

- A. To create more websites for different audiences
- B. To work for a technology company in the USA
- C. To study computer science at university
- D. To start his own web design business

**Part 2. Listen to an interview with the gardening experts Jed and Helena Stone. For questions 6-10, mark the letter A, B, C, or D on the answer sheet to indicate the option that best fits what you hear. You will hear the recording TWICE.**

**Question 6.** How does Helena feel about the use of Jed's name for their joint business?

- A. She's occasionally frustrated that her contribution goes unnoticed.
- B. She's amused that they have a name people tend to remember.
- C. She's irritated by the fact that Jed is more of a celebrity than she is.

**D.** She's appreciative of the respect that the name has brought her.

**Question 7.** What is Jed's attitude to his public profile?

- A. He enjoys it more now than he did when he was younger.
- B. He's proud of the way it reflects his achievements.
- C. He's unhappy that it prevents him doing everyday activities.
- D. He likes the fact that complete strangers often want to talk to him.

**Question 8.** How did Helena feel about her work on The Travel Show?

- A. It was a welcome alternative to manual work.
- B. She felt obliged to do it at that particular time.
- C. She would have enjoyed it more in different circumstances.
- D. It was convenient for her to be away from the house then.

**Question 9.** What gave Jed the incentive to make a jewel garden?

- A. He wanted to realize a long-held ambition.
- B. He was inspired by the illustrations at a talk he attended.
- C. He wanted to show pictures of it at a gardening event.
- D. He led people to believe that it already existed.

**Question 10.** Jed says that, for him, the name "jewel garden" is \_\_\_\_\_.

- A. a way of explaining his philosophy of design to people
- B. a reminder of the value of creativity
- C. a positive way of combining both past and present
- D. an appropriate one for something so beautiful

## SECTION B: PHONOLOGY

Mark the letter A, B, C, or D on the answer sheet to indicate the word whose main stress position is different from that of the others in each of the following questions.

**Question 11.**

- |              |              |              |              |
|--------------|--------------|--------------|--------------|
| A. intercept | B. interpret | C. interject | D. intervene |
|--------------|--------------|--------------|--------------|

**Question 12.**

- |                |              |                 |              |
|----------------|--------------|-----------------|--------------|
| A. criminalize | B. astronomy | C. entanglement | D. impetuous |
|----------------|--------------|-----------------|--------------|

**Question 13.**

- |                |              |               |              |
|----------------|--------------|---------------|--------------|
| A. discernment | B. deficient | C. hemisphere | D. cathedral |
|----------------|--------------|---------------|--------------|

**Question 14.**

- |           |          |           |           |
|-----------|----------|-----------|-----------|
| A. onward | B. abate | C. unique | D. exempt |
|-----------|----------|-----------|-----------|

**Question 15.**

- |                  |                   |               |                 |
|------------------|-------------------|---------------|-----------------|
| A. administrator | B. comprehensible | C. auditorium | D. unidentified |
|------------------|-------------------|---------------|-----------------|

Mark the letter A, B, C, or D on the answer sheet to indicate the word whose bold and underlined part is pronounced differently from that of the others in each of the following questions.

**Question 16.**

- |                  |                     |                   |                   |
|------------------|---------------------|-------------------|-------------------|
| A. <u>rh</u> ino | B. <u>h</u> eirloom | C. <u>h</u> amper | D. <u>rh</u> ythm |
|------------------|---------------------|-------------------|-------------------|

**Question 17.**

- |                       |                       |                         |                     |
|-----------------------|-----------------------|-------------------------|---------------------|
| A. shor <u>t</u> list | B. ter <u>t</u> itary | C. trust <u>w</u> orthy | D. tempt <u>ing</u> |
|-----------------------|-----------------------|-------------------------|---------------------|

**Question 18.**

- |                    |                     |                     |                        |
|--------------------|---------------------|---------------------|------------------------|
| A. imit <u>ate</u> | B. numer <u>ate</u> | C. adequ <u>ate</u> | D. consider <u>ate</u> |
|--------------------|---------------------|---------------------|------------------------|

**Question 19.**

- |                    |                    |                    |                      |
|--------------------|--------------------|--------------------|----------------------|
| A. <u>f</u> ertile | B. <u>v</u> erdict | C. <u>p</u> ertain | D. comm <u>er</u> ce |
|--------------------|--------------------|--------------------|----------------------|

**Question 20.**

- |                      |                      |                     |                   |
|----------------------|----------------------|---------------------|-------------------|
| A. <u>s</u> ubscribe | B. <u>s</u> ubscript | C. <u>s</u> ubtract | D. <u>s</u> ubmit |
|----------------------|----------------------|---------------------|-------------------|

## SECTION C: GRAMMAR AND VOCABULARY

Mark the letter A, B, C, or D on the answer sheet to indicate the best answer to each of the following sentences.

**Question 21.** Robert was none \_\_\_\_\_ pleased to have to take the exam again.

- A. too                      B. so                      C. very                      D. that

**Question 22.** \_\_\_\_\_ to interfere in your affairs, but I would like to give you just one piece of advice.

- A. Far from me is it                      B. It is far from me  
C. Far be it from me                      D. Far and wide for me

**Question 23.** \_\_\_\_\_, we weren't able to see a thing.

- A. Once the lights have gone out                      B. There gone out the lights  
C. The lights gone out                      D. The lights having gone out

**Question 24.** Paige could only \_\_\_\_\_ her meal, forcing down a mouthful or two.

- A. slow down                      B. get in                      C. pick at                      D. take out

**Question 25.** When playing on a team, it is important to \_\_\_\_\_ the line and follow the coach's instructions.

- A. drop                      B. hold                      C. toe                      D. form

**Question 26.** Mr. Fiasco is called a \_\_\_\_\_ because of his immense wealth of technical knowledge.

- A. vagrant                      B. migrant                      C. pageant                      D. savant

**Question 27.** Something has gone wrong with Sue's computer. She's \_\_\_\_\_ because she can't get the data she needs.

- A. in a stew                      B. in the swim                      C. in the red                      D. in a rut

**Question 28.** All her efforts to keep him on the \_\_\_\_\_ have been rewarded.

- A. fair and square                      B. straight and narrow  
C. high and dry                      D. safe and sound

**Question 29.** We hadn't \_\_\_\_\_ such a dramatic change in the weather, and our flight was cancelled.

- A. risen up                      B. bargained for                      C. set about                      D. fallen over

**Question 30.** Herman's first novel was published last year in a blaze of \_\_\_\_\_.

- A. publicity                      B. public                      C. publication                      D. publicise

**Question 31.** Robbie was too frightened to \_\_\_\_\_ the mistake he had made.

- A. put in for                      B. go down with                      C. brush up on                      D. own up to

**Question 32.** Atwood is regarded as the \_\_\_\_\_ favorite to win the Booker Prize.

- A. ardent                      B. warm                      C. fiery                      D. hot

**Question 33.** The staff will get a chance to ask questions and \_\_\_\_\_ their views at the meeting.

- A. vent                      B. air                      C. utter                      D. blurt

**Question 34.** It is apparent that physical health is \_\_\_\_\_ linked to mental health.

- A. indomitably                      B. inextricably                      C. inexorably                      D. indulgently

**Question 35.** The seemingly \_\_\_\_\_ oil and minerals have shown signs of depletion over the years.

- A. inexhaustive                      B. exhaustive                      C. inexhaustible                      D. exhaustible

## SECTION D: READING

Read the following passage and mark the letter A, B, C, or D on the answer sheet to indicate the option that best fits each of the numbered blanks from 36 to 45.

Ever had a song stuck in your head, playing on an endless loop? Scientists call them "involuntary musical images", or "earworms", and a wave of new research\_\_\_\_(36)\_\_\_\_ and what can be learned from them. Some neuroscientists and cognitive psychologists are studying earworms to explore the mysteries of memory and the part of the brain that is beyond our conscious control. "The idea\_\_\_\_(37)\_\_\_\_ is an illusion," says psychologist Lauren Stewart, who founded the master's program in music, mind and brain at Goldsmiths, University of London, UK, where recent research has taken place. \_\_\_\_ (38)\_\_\_\_, researchers haven't been able

to watch what happens in the brain when they occur. \_\_\_\_ (39) \_\_\_\_ comes from surveys, questionnaires, diaries and lab experiments.

A Goldsmiths study published in the journal *Memory and Cognition* this year showed that the singing we hear in our heads \_\_\_\_ (40) \_\_\_\_\_. Researchers had 17 volunteers tap to the beat of any earworm they heard during a four-day period \_\_\_\_ (41) \_\_\_\_ recorded their movements. The tapping tempos were within 10% of the tempos of the original recordings. Another Goldsmiths study, published this year in *Consciousness and Cognition*, found that people who report hearing earworms often, and find them most intrusive, have slightly different brain structures, \_\_\_\_ (42) \_\_\_\_\_.

Studies also show that the music in our heads often starts playing during times of “low cognitive load”, such as while showering, getting dressed, walking, or doing chores. Dr. Stewart likens earworms to “sonic screen savers” that \_\_\_\_ (43) \_\_\_\_\_. She and her colleagues tested that theory by having volunteers listen to songs and giving them various tasks afterwards. The volunteers who sat idly for the next five minutes were the most likely to report hearing the music in their heads. Dr. Stewart observed that the more challenging the activity, \_\_\_\_ (44) \_\_\_\_\_. Diary studies also show songs tend to match people's moods and therefore they are not random. \_\_\_\_ (45) \_\_\_\_\_.

*(Adapted from IELTS Reading Practice Tests)*

**Question 36.**

- A. of which their occurrences are clarified
- B. that is casting light on their occurrences
- C. is shedding light on why they occur
- D. giving clarifications on how they occur

**Question 37.**

- A. of thought procedures gets out of human's control
- B. that we have full control over our thinking processes
- C. to take absolute power over our act of thinking
- D. entirely dominates the way our minds work

**Question 38.**

- A. Coming about despite earlier predictions
- B. Having appeared against all expectations
- C. Although earworms occur unexpectedly
- D. Because earworms happen unpredictably

**Question 39.**

- A. Most of which we know about them
- B. Our primarily knowledge about them
- C. That we know much about them
- D. Much of what is known about them

**Question 40.**

- A. tends to be contrasting to authentic recordings
- B. is bound to bear no resemblance to recordings
- C. has a tendency to be true to actual recordings
- D. is likely to be inexact in terms of recordings

**Question 41.**

- A. once their wrist on attachment to a device
- B. when a device fastens to their wrist
- C. while a device attached to their wrist
- D. as their wrist in connection with a device

**Question 42.**

- A. showing more problems in gray areas where emotions process
- B. in which emotional processes conjoining with areas of gray matter
- C. with more gray matter in areas associated with processing emotions
- D. have close connection with the expression of feelings in grey areas

**Question 43.**

- A. take much brain to make them entertained and yet occupied
- B. occupy the mind and keep it entertaining at the same time
- C. keep the mind entertained while it is otherwise unoccupied
- D. engage in entertaining the mind whereas keeping it occupied

**Question 44.**

- A. the more likely the earworms were expected to hear
- B. the less likely were the earworms heard in their heads
- C. the less likely the volunteers were to hear the music
- D. the more singing the volunteers were to listen to

**Question 45.**

- A. An earworm will probably come to pass fast unless you are in a happy and jolly mood.
- B. You will be more energetic and cheerful as long as an earworm happens infrequently.
- C. If you are energized and upbeat, an earworm that occurs is likely to be uptempo, too.
- D. Provided you are uptempo, an earworm that occurs is likely to be energized and upbeat.

**Read the following passage and mark the letter A, B, C or D to indicate the option that best fits each of the numbered blanks from 46 to 50.**

Nelson Mandela's life and writings show his interest in education. The late statesman's autobiography, *Long Walk to Freedom*, profiles characters \_\_\_(46)\_\_. Mandela pursued his own learning actively and curiously in many different settings.

Mandela's education can be understood as a layered cake. The first layer was a traditional Thembu upbringing in South Africa's rural Eastern Cape province. Mandela learnt a style of leadership which emphasised listening to everyone's views. Democracy, which he learnt, meant hearing everyone and \_\_\_(47)\_\_.

The second layer was a formal primary and secondary schooling at Wesleyan mission institutions. Although he rebelled against colonial authorities, he maintained a tradition of mission education - he admired parliamentary democracy, a Christian value system of service and \_\_\_(48)\_\_\_ against racial or cultural differences.

Mandela's higher education was perhaps \_\_\_(49)\_\_\_ as for relationships and informal learning. At what was then the University College of Fort Hare he was exposed to African role models like academic and author. His professional education included his law degree, but more profoundly, his practical law experience.

Mandela's political education was strongly influenced by popular struggles. He participated in the Defiance Campaign of the 1950s, a massive and non-violent response to the apartheid government's racist laws. The "prison education" of Robben Island was the final layer of learning. Here, Mandela learned about how to survive in extreme conditions. While learning the practical value of collective strength, Mandela also learnt to develop relationships, especially with prison warders, \_\_\_(50)\_\_\_.

*(Adapted from <https://theconversation.com>)*

**Question 46.**

- A. by their education and what he learnt from them
- B. received his educational training during his time
- C. how and what they were educated at the time
- D. which he showed them how he got his schooling

**Question 47.**

- A. their judgements making together
- B. decided with each other as a whole
- C. to resolve themselves into groups
- D. taking a decision together as a group

**Question 48.**

- A. the English language as a unifying force
- B. the unifying force that the English language
- C. the force that the English language unifying
- D. the language English like unifying force

**Question 49.**

- A. more significant for its formal instruction
- B. as not significant for its formal instruction
- C. not so significant as its formal instruction
- D. not as significant for its formal instruction

**Question 50.**

- A. seeing even enemies as human beings and potential friends
- B. even enemies seeing as human beings and potential friends
- C. human beings and potential friends even seen as enemies
- D. saw human beings and potential friends even as enemies

**Read the following passage and mark the letter A, B, C, or D on the answer sheet to indicate the option that best fits each of the numbered blanks from 51 to 55.**

The Pleiades, a stunning cluster of stars in the constellation Taurus, \_\_\_(51)\_\_\_ its name from the Seven Sisters of Greek mythology. It ranks among the closest star clusters to Earth, and is widely regarded not only as one of the most recognizable, but also as one of the most visually striking. This celestial grouping has been known to humanity since ancient times, making notable appearances in \_\_\_(52)\_\_\_ works such as Homer's *Odyssey*. On autumn evenings, it presents itself in the sky as a dipper-shaped array of luminous points, captivating stargazers and astronomers alike. Remarkably young at just a few million years old, many of its stars are enveloped in a captivating blue mist.

This ethereal glow is a result of the intense starlight emitted by the hot blue stars that dominate the cluster, which interacts with the interstellar dust and debris remaining from the stars' formation. Our own sun's stellar environment likely resembled this vibrant cluster shortly \_\_\_(53)\_\_\_ it formed, showcasing a similar youthful exuberance. Interestingly, despite its name, the Pleiades comprises approximately 250 stars, of which only a \_\_\_(54)\_\_\_ few can be observed with the naked eye. The seven brightest stars bear their names from the Greek mythological narrative: Asterope, Electra, Maia, Taygete, Celaeno, Alcyone, and Merope. They all hold a unique place in the lore of the ancients, playing roles in various mythologies around the world. Six of these stars shine with significantly greater brilliance than the seventh, Merope. According to one poignant myth, Merope is less luminous than her sisters because she is eternally grappling \_\_\_(55)\_\_\_ the memory of a lost lover, symbolizing the heartache that can accompany love and longing in human experience.

*(Adapted from TOEFL Reading)*

**Question 51.**

- |            |            |             |             |
|------------|------------|-------------|-------------|
| A. results | B. derives | C. protects | D. recovers |
|------------|------------|-------------|-------------|

**Question 52.**

- |             |             |              |               |
|-------------|-------------|--------------|---------------|
| A. literary | B. culinary | C. empirical | D. scientific |
|-------------|-------------|--------------|---------------|

**Question 53.**

- A. until                      B. after                      C. once                      D. during

**Question 54.**

- A. chosen                      B. partial                      C. good                      D. select

**Question 55.**

- A. away                      B. in                      C. with                      D. through

**Read the following passage and mark the letter A, B, C, or D on the answer sheet to indicate the best answer to each of the questions from 56 to 65.**

In seeking to describe the origins of theater, one must rely primarily on speculation, since there is little concrete evidence on which to draw. The most widely accepted theory, championed by anthropologists, in the late nineteenth and early twentieth centuries, envisions theater as emerging out of myth and ritual. The process perceived by these anthropologists may be summarized briefly. During the early stages of its development, a society becomes aware of forces that appear to influence or control its food supply and well-being. Having little understanding of natural causes, it attributes both desirable and undesirable occurrences to supernatural or magical forces, and it searches for means to win the favor of these forces. Perceiving an apparent connection between certain actions performed by the group and the result it desires, the group repeats, refines, and formalizes those actions into fixed ceremonies, or rituals.

Stories (myths) may then grow up around a ritual. Frequently the myths include representatives of those supernatural forces that the rites celebrate or hope to influence. Performers may wear costumes and masks to represent the mythical characters or supernatural forces in the rituals or in accompanying celebrations. As a people becomes more sophisticated, its conceptions of supernatural forces and causal relationships may change. As a result, it may abandon or modify some rites. But the myths that have grown up around the rites may continue as part of the group's oral tradition and may even come to be acted out under conditions divorced from these rites. When this occurs, the first step has been taken toward theater as an autonomous activity, and thereafter entertainment and aesthetic values may gradually replace the former mystical and socially efficacious concerns.

[A] Although origin in ritual has long been the most popular, it is by no means the only theory about how the theater came into being. [B] Storytelling has been proposed as one alternative. [C] Under this theory, relating and listening to stories are seen as fundamental human pleasures. [D] Thus, the recalling of an event (a hunt, battle, or other feat) is elaborated through the narrator's pantomime and impersonation and eventually through each role being assumed by a different person.

A closely related theory sees theater as evolving out of dances that are primarily pantomimic, rhythmical or gymnastic, or from imitations of animal noises and sounds. Admiration for the performer's skill, virtuosity, and grace are seen as motivation for elaborating the activities into fully realized theatrical performances.

In addition to exploring the possible antecedents of theater, scholars have also theorized about the motives that led people to develop theater. Why did theater develop, and why was it valued after it ceased to fulfill the function of ritual? Most answers fall back on the theories about the human mind and basic human needs. One, set forth by Aristotle in the fourth century B.C., sees humans as naturally imitative-as taking pleasure in imitating persons, things, and actions and in seeing such imitations. Another, advanced in the twentieth century, suggests that humans have a gift for fantasy, through which they seek to reshape reality into more satisfying forms than those encountered in daily life. Thus, fantasy or fiction (of which drama is one form) permits people to objectify their anxieties and fears, confront them, and fulfill their hopes in fiction if not fact. The theater, then, is one tool whereby people define the world or escape from unpleasant realities.

But neither the human imitative instinct nor a penchant for fantasy by itself leads to an autonomous theater. Therefore, additional explanations are needed. One necessary condition seems to be a somewhat detached view of human problems. For example, one sign of this condition is the appearance of the comic vision, since comedy requires sufficient detachment to view some deviations from social norms as ridiculous



rather than as serious threats to the welfare of the entire group. Another condition that contributes to the development of autonomous theater is the emergence of the aesthetic sense. **For example, some early societies ceased to consider certain rites essential to their well-being and abandoned them; nevertheless, they retained as parts of their oral tradition the myths that had grown up around the rites and admired them for their artistic qualities rather than for their religious usefulness.**

*(Adapted from TOEFL Reading)*

**Question 56.** What can be the best title for the passage?

- A. The Origins of Theater
- B. The Importance of Myths in Theater
- C. The Role of Ritual in Modern Theater
- D. The Development of Theater

**Question 57.** According to paragraph 1, theories of the origins of theater \_\_\_\_.

- A. are for the most part hypothetical
- B. have rarely been agreed upon by anthropologists
- C. were expressed in the early stages of its development
- D. are well supported by factual evidence

**Question 58.** According to paragraph 1, why did some societies develop and repeat ceremonial actions?

- A. To seek to increase the society's prosperity
- B. To establish a positive connection between their members
- C. To distinguish their beliefs from those of other societies
- D. To help citizens understand the forces controlling food supply

**Question 59.** Which of the sentences below best expresses the essential information in the highlighted sentence in the passage?

**For example, some early societies ceased to consider certain rites essential to their well-being and abandoned them; nevertheless, they retained as parts of their oral tradition the myths that had grown up around the rites and admired them for their artistic qualities rather than for their religious usefulness.**

- A. Some early societies stopped using myths in their religious practices when rites ceased to be seen as useful for social well-being.
- B. Myths sometimes survived in a society's tradition because of their artistic qualities even after they were no longer deemed religiously beneficial.
- C. The artistic quality of a myth was sometimes an essential reason for a society to abandon it from the oral tradition.
- D. A society's rites were more likely to be retained in the oral tradition if its myths were admired for artistic qualities.

**Question 60.** According to paragraph 2, what may cause societies to abandon certain rites?

- A. Developing a new understanding of why events occur
- B. Emphasizing theater as a form of entertainment
- C. Finding a more complex way of representing mythical characters
- D. Moving from a primarily oral tradition to a more written tradition

**Question 61.** All of the following are mentioned in paragraph 5 as possible reasons that led societies to develop theater EXCEPT that \_\_\_\_.

- A. theater provides the opportunity to understand the human mind
- B. theater is a way to enjoy imitating other people
- C. theater gives citizens an opportunity to imagine a better reality
- D. theater allows people to face what they are afraid of

**Question 62.** Which of the following best describes the organization of paragraph 5?

- A. The author points out problems with two popular theories.
- B. The author argues against theories expressed earlier in the passage.
- C. The author presents two theories for a historical phenomenon.
- D. The author argues for replacing older theories with a new one.

**Question 63.** The word “virtuosity” in paragraph 4 is CLOSEST in meaning to \_\_\_\_\_.

- A. reputation
- B. showmanship
- C. affluence
- D. liability

**Question 64.** Why does the author mention “comedy” in paragraph 6?

- A. To show how theatrical performers become detached from other members of society
- B. To give an explicit example of the early types of theater
- C. To explain how theater helps a society respond to threats to its welfare
- D. To help explain why detachment is needed for the development of theater

**Question 65.** Which of the following square brackets [A], [B], [C] or [D] best indicates the place where the sentence “**To enhance their listeners’ enjoyment, storytellers continually make their stories more engaging and memorable.**” can be inserted?

[A] Although origin in ritual has long been the most popular, it is by no means the only theory about how the theater came into being. [B] Storytelling has been proposed as one alternative. [C] Under this theory, relating and listening to stories are seen as fundamental human pleasures. [D] Thus, the recalling of an event (a hunt, battle, or other feat) is elaborated through the narrator’s pantomime and impersonation and eventually through each role being assumed by a different person.

- A. [C]
- B. [B]
- C. [D]
- D. [A]

**Read the following passage and mark the letter A, B, C, or D on the answer sheet to indicate the best answer to each of the questions from 66 to 70.**

As heart disease continues to be the number-one killer in the United States, researchers have become increasingly interested in identifying the potential risk factors that trigger heart attacks. High-fat diets and “life in the fast lane” have long been known to contribute to the high incidence of heart failure. But according to new studies, the list of risk factors may be significantly longer and quite surprising.

Heart failure, for example, appears to have seasonal and temporal patterns. A higher percentage of heart attacks occur in cold weather, and more people experience heart failure on Monday than on any other day of the week. In addition, people are more susceptible to heart attacks in the first few hours after waking. Cardiologists first observed this morning phenomenon in the mid-1980s and have since discovered a number of possible causes. An early-morning rise in blood pressure, heart rate, and concentration of heart-stimulating hormones, plus a reduction of blood flow to the heart, may all contribute to the higher incidence of heart attacks between the hours of 8:00 a.m. and 10:00 a.m.

In other studies, both birthdays and bachelorhood have been implicated as risk factors. Statistics reveal that heart attack rates increase significantly for both females and males in the few days immediately preceding and following their birthdays. And unmarried men are more at risk for heart attacks than their married counterparts. Though stress is thought to be linked in some way to all of the aforementioned risk factors, intense research continues in the hope of further comprehending why and how heart failure is triggered.

*(Adapted from Master the TOEFL Tests)*

**Question 66.** What is the passage mainly about?

- A. Diet and stress as factors in heart attacks
- B. Risk factors in heart attacks
- C. Cardiology in the 1980s
- D. Seasonal and temporal patterns of heart attacks

**Question 67.** According to the passage, which of the following is NOT a possible cause of many heart attacks?

- A. Lower heart rate
- B. Increased blood pressure
- C. Increase in hormones
- D. Decreased blood flow to the heart

**Question 68.** The word “phenomenon” in paragraph 2 is CLOSEST in meaning to \_\_\_\_\_.

- A. occurrence                      B. activity                      C. habit                      D. illness

**Question 69.** The word “their” in paragraph 3 refers to \_\_\_\_\_.

- A. unmarried men              B. married women              C. other statistics              D. heart attacks

**Question 70.** It can be inferred from the passage that \_\_\_\_\_.

- A. we recently began to study how risk factors trigger heart attacks  
B. we now fully understand how risk factors trigger heart attacks  
C. we have not identified any risk factors associated with heart attacks  
D. we do not fully understand how risk factors trigger heart attacks

**Read the following passage and mark the letter A, B, C, or D on the answer sheet to indicate the best answer to each of the questions from 71 to 75.**

Hardly a week goes by without some advance in technology that would have seemed incredible 50 years ago. And we can expect the rate of change to accelerate rather than slow down within our lifetime. The developments in technology are bound to have a dramatic effect on the future of work. In the near future, new technology will revolutionize communications. People will be transmitting everything down telephone lines that previously would have been sent by post. Not only postmen but also clerks and secretaries will vanish in a paper-free society. All the routine tasks they perform will be carried on a tiny silicon chip so that they will be as **obsolete** as the horse and cart after the invention of the motor car. One change will make thousands, if not millions, redundant.

Even people in traditional professions, where expert knowledge has been the key, are unlikely to escape the effects of new technology. Instead of going to a solicitor, you might go to a computer which is programmed with all the most up-to-date legal information. Doctors, too, will find that an electronic competitor will be able to carry out a much quicker and more accurate diagnosis and recommend more efficient courses of treatment. In education, teachers will be largely replaced by teaching machines far more knowledgeable than any human being. Most learning will take place in the home via video conferencing. Children will still go to school though, until another place is created where they can make friends and develop social skills.

What can we do to avoid the threat of unemployment? **We shouldn't bury our heads in the sand.** Unions will try to stop change but they will be fighting a losing battle. People should get computer literate as this just might save them from professional extinction. After all, there will be a few jobs left in law, education and medicine for those few individuals who are capable of writing and programming the software of the future. Strangely enough, there will still be jobs like rubbish collection and cleaning, as it is tough to programme tasks which are largely unpredictable.

*(Source: doclecture.net)*

**Question 71.** What is the passage mainly about?

- A. Developments in the communication industry  
B. The reactions to technological advances  
C. Effects of new technology on employment  
D. The importance of conventional occupations

**Question 72.** The word “**obsolete**” in paragraph 1 is OPPOSITE in meaning to \_\_\_\_\_.

- A. advanced                      B. outmoded                      C. classy                      D. archaic

**Question 73.** Which of the following is NOT true according to the passage?

- A. Some manual jobs will still remain.  
B. Thousands of people will be out of work.  
C. Computers could make quicker judgements.  
D. Office jobs will be in greater demand.

**Question 74.** It can be inferred from the passage that, in the future, children \_\_\_\_\_.

- A. will learn more than at present
- B. won't make use of learning facilities
- C. will still find schools of certain value
- D. won't have contact with teachers

**Question 75.** The sentence “We shouldn't bury our heads in the sand.” in paragraph 3 probably means \_\_\_\_\_.

- A. we shouldn't refuse to fight a battle with others
- B. we shouldn't look ahead and get ready
- C. we shouldn't take care of our heads
- D. we shouldn't ignore an unpleasant situation

## SECTION E: WRITING

**Mark the letter A, B, C, or D on your answer sheet to indicate the correct arrangement of the sentences to make a meaningful paragraph/letter in each of the questions from 76 to 80.**

**Question 76.**

- a) In addition, many people set salary as a measure of their working capacity as well as their level in the company.
- b) The higher income they receive, the more valuable they are in their prospective employment.
- c) There are a variety of reasons for considering salary as the most crucial factor.
- d) Therefore, not only the amount of money itself but also made-up reputation makes the salary the most concerned matter in job selection.
- e) A high income guarantees a high standard quality of life so that people can afford their increasing demand on not only human basic needs but also luxurious things.

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

**Question 77.**

- a) While AI has the potential to automate jobs, it also creates opportunities for new roles that require advanced problem-solving and creative skills.
- b) As machines become more adept at performing complex tasks, businesses are rapidly integrating AI to enhance efficiency and innovation.
- c) The key to navigating this transformation lies in balancing technological advancements with the human elements of adaptability and continuous learning.
- d) Artificial intelligence is revolutionizing industries at an unprecedented pace.
- e) This technological shift is not without its challenges, particularly in areas like employment.

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

**Question 78.**

Dear colleagues,

- a) In light of this restructuring, we will be contacting all employees individually to arrange a meeting with each of you to discuss your position and future plans.
- b) Although we have yet to finalise the details of these changes, we can guarantee that there will be no redundancies and we will try to match your skills with the most appropriate job.
- c) Further to recent discussions with the management team, it has now been decided to restructure the company.
- d) As you know, over the past two years the company has grown considerably but, along with higher turnover, there has also been increased employee turnover.
- e) In fact, we expect these changes to offer more opportunities for you to utilise your skills more

effectively and for personal development.

f) It is therefore obvious that we need to make some major changes in order to retain our most valuable asset - our employees.

Yours sincerely,  
Mel Jackman

A. c-a-f-b-d-e                      B. c-d-f-b-e-a                      C. c-d-b-e-f-a.                      D. c-e-d-a-b-f

**Question 79.**

a) The joy of seeing my name at the top of the list was unparalleled. It was not just a personal victory but a shared one, as it brought happiness and pride to everyone who had been part of my journey.

b) The happiest day of my life was when I received the news that I had topped my school in the Board exams.

c) This milestone in my academic career taught me the value of perseverance and dedication.

d) This achievement was the result of countless hours of study, consistent hard work, and the support of my family and teachers.

e) It also instilled in me a sense of responsibility towards maintaining my academic excellence.

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

**Question 80.**

a) Furthermore, it creates opportunities to connect with people from different backgrounds, fostering friendships and expanding social networks.

b) In addition to career benefits, learning a foreign language has positive effects on brain health such as enhancing cognitive flexibility and increasing creativity.

c) The benefits of learning a foreign language are multifaceted and extend beyond communication.

d) To begin with, learning a foreign language opens up numerous job opportunities in today's globalized world.

e. Lastly, it allows for deeper cultural understanding and greater appreciation of different cultures.

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

----- **HẾT** -----

*(Thí sinh không sử dụng tài liệu, cán bộ coi thi không cần giải thích gì thêm)*

Cán bộ coi thi số 1.....Cán bộ coi thi số 2.....