

SECTION I. LISTENING (50 points) HƯỚNG DẪN PHẦN THI NGHE HIỂU

- Bài nghe gồm 4 phần; mỗi phần được nghe 2 lần, mỗi lần cách nhau 05 giây; mở đầu và kết thúc mỗi phần nghe có tín hiệu. Thí sinh có 20 giây để đọc mỗi phần câu hỏi.
- Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.

Part 1. You will hear a conversation between an optometrist and a patient who has come for an eye test. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

PATIENT RECORD

Time of appointment: 10:00 am

Full Name: Simon 1. _____

Date of birth: 2. _____ 1989

Address: 3. _____ Adams Terrace, Wellington

Name of insurance company: 4. _____

Date of last eye test: 5. _____

Patient's observations: Problems seeing 6. _____

Your answers:

1.	2.	3.
4.	5.	6.

Part 2. You will hear a talk about sleep deprivation. Complete the sentences with NO MORE THAN THREE WORDS for each answer.

How much sleep do you actually need?

Feeling tired, irritable, and groggy is usually a sign that you haven't been getting enough sleep. But how much sleep is really enough, and can you ever 1. _____ lost sleep?

Scientists still debate the exact purpose of sleep, but it's clear that it's essential for us to function 2. _____ and productively. Studies show that people who sleep eight hours each night perform better mentally than those who sleep only 3. _____ hours. In fact, after two weeks of getting just six hours of sleep, people showed the same reaction times as someone who is 4. _____. Sleep loss builds up over time, creating what scientists call "5. _____." While a few nights of good sleep can recover short-term loss, long-term sleep deprivation is harder to fix and might even cause 6. _____ to the brain. Most adults need seven to eight hours of sleep each night. Sleeping less increases the risk of heart disease, obesity, 7. _____, and even early death. Sleeping too much can also be harmful. However, sleep needs vary by person, and some people with the 8. _____ of a specific gene can feel fine on only six hours. In the end, it's important to know 9. _____, but also to pay attention to your own body's needs to stay healthy and alert.

Part 3. For questions 1-5, you will listen to part of a talk about Schizophrenia and decide whether the following statements are True (T), False (F) according to what you hear. Write your answers in the corresponding numbered boxes provided.

1. _____ People with schizophrenia may show different combinations of symptoms.
2. _____ Men are usually diagnosed with schizophrenia earlier than women.
3. _____ People with schizophrenia display multiple personalities.
4. _____ Schizophrenia is the mental illness caused entirely by genetic factors.
5. _____ Marijuana use can trigger psychosis in people with high genetic risk.

Your answers:

1.	2.	3.	4.	5.
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Part 4. You will hear an interview in which two students, a girl called Tamsin and a boy called Farid, are talking about whether to go to university or not. For questions 1 - 5, choose the answer (A, B, C or D) which fits best according to what you hear.

1. What alternative to going to university has Farid's sister suggested to him?

A travelling for a year

B setting up his own business

C doing charity work

D working for a large organization

2. Tamsin worries that many students go to university because

A they are attracted by the social life.

B it's expected of them by their school teachers.

C they believe they'll be able to find a better job afterwards.

D certain courses are fashionable.

3. What do both Tamsin and Farid say about working while at university?

A It's a good way to get practical experience.

B It can reduce the time available for studying.

C It enables more students to afford to go to university.

D It may result in poor health.

4. Why does Tamsin think going to university is the right choice for her?

A She excelled at academic subjects at school.

B She believes university will broaden her mind.

C She needs more time before deciding on a career path.

D She thinks the contacts she'll make there will be invaluable.

5. How did Farid feel about a university Open Day he went to?

A confident he would fit in with other students at the university

B pleased that the university's facilities were so modern

C surprised that he could talk to so many of the staff

D reassured that his questions were answered

Your answers:

1.	2.	3.	4.	5.
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SECTION II. GRAMMAR AND VOCABULARY (30 points)

Part 1. Choose the correct answer A, B, C, or D to each of the following questions.

1. Mrs. Parker delivered a very touching _____ at her husband's funeral. Everyone cried when they heard it.

A. eulogy

B. sarcophagus

C. diatribe

D. carcass

2. For years businesses have dumped toxic waste into the ocean thinking it was just a drop in the _____

but that behavior has destroyed many ecosystems.

- A. sea B. river C. bucket D. cup
3. When riding public transit, it is courteous to _____ your seat to elderly people.
A. abdicate B. concede C. yield D. peddle
4. Allison didn't have time to discuss the project, so she told her co-worker that she would ... with him tomorrow about it.
A. keep track B. touch base C. move forward D. fall behind
5. The browser was slow as molasses in _____, but it worked.
A. December B. February C. January D. winter
6. Victoria was unable to eat much while in hospital. She grew very _____ in appearance, which worried her family.
A. haughty B. gaunt C. dainty D. supple
7. It was only _____, so Jake didn't get very wet even though he didn't have a brolly.
A. blustery B. hazy C. drizzling D. lashing
8. The dog _____ because it hadn't been washed in weeks.
A. stench B. stank C. slid D. reeked
9. The Olympic committee released a statement saying it does not _____ the use of drugs to enhance athletic performance.
A. expunge B. condone C. refute D. insulate
10. None of the girls at the bar were impressed by the guy's _____ joke. It wasn't original or funny.
A. cheesy B. lanky C. mouldy D. meaty
11. Cathy has bad vision, but she's too _____ to wear glasses because she thinks they look unattractive.
A. vain B. preoccupied C. vulgar D. limp
12. The flight attendant caught a _____ of cigarette smoke, so she checked the cabin and washrooms to see if someone was smoking.
A. mite B. glitch C. bout D. whiff
13. During the economic boom of the 1970s, many families had _____ income to spend.
A. inflatable B. disposable C. distorted D. insolvent
14. Tina was too poor to buy a TV, so all of her friends _____ to buy her a new one on her birthday.
A. chipped in B. pieced together C. shipped off D. cashed in
15. Jake _____ as an honest man, so everyone was surprised to learn that he has been cheating on his wife.
A. sets up B. moves forward C. comes across D. gets over

Your answers:

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

Part 2. Write the correct form of each bracketed word in each sentence.

1. Researchers now look at even tinier fragments called _____ that infiltrate our blood, wombs and breastmilk. (PLASTIC)
2. The K-pop group – the first Asian and all-female band to headline Coachella music festival – delivered on its promise of solid vocals, tight _____ and maximalist pop numbers. (CHOREA)
3. Marvel _____ Universe's latest superhero movie took \$47m over its first three days in US and Canadian cinemas. (CINEMA)
4. _____ is an emerging social media trend that discourages consumers from buying certain products that are considered indulgent, ineffective or not worth the money. (INFLUENCE)
5. The new term _____ is an epithet referring to a series of challenges – including Covid, US-China rivalry, Russia's invasion of Ukraine, and energy prices – that "how no signs of abating" (CRISIS)
6. Thousands of functional food products found dumped in landfills were identified as _____

goods. (COUNTER)

7. Vietnam commemorated the 50th anniversary of national _____ with a grand ceremony and massive parade in Ho Chi Minh City. (UNIFY)

8. An artificial intelligence (AI) agent refers to a system or program that is capable of _____ performing tasks on behalf of a user or another system. (AUTONOMY)

9. The Ministry of Education and Training has officially announced the end of early admission, implementing a _____ admission timeline. (STANDARD)

10. Myanmar, Cambodia and Laos have become havens for criminal syndicates operating online scam operations and tricking thousands into _____ work (SLAVE)

Part 3. The sentences below contain mistakes. Identify them and write their correct forms in the space provided in the column.

1. It was only through remarkable farsightedness that the architect included sustainable features long before they became standard.

2. His conduct throughout the trial was exemplified, serving as a model of restraint under pressure.

3. Though the oversight was embarrassing, it was ultimately of a little import to the outcome of the negotiations.

4. Though dismissed by critics as a low-brow book, it captured millions and sparked meaningful discussions.

5. In traditional societies, publicly displays of affection are still frowned upon.

Your answers:

1.
2.
3.
4.
5.

Part 4. Use the most suitable form of the words in brackets.

1. Researchers now look at even tinier fragments called _____ that infiltrate our blood, wombs and breastmilk. (PLASTIC)

2. The K-pop group – the first Asian and all-female band to headline Coachella music festival – delivered on its promise of solid vocals, tight _____ and maximalist pop numbers. (CHOREA)

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SECTION III. READING COMPREHENSION (60 points)

Part 1. Read the following passage and choose the correct answer A, B, C, or D for each blank. (10 pts)

Morse code: the communication method that is never outdated

Instantaneous telecommunications technology is (1). ___ taken for granted nowadays. Every single day, millions of people use phones to converse with others who are not physically present, and to send online messages at the (2) ___ of a button, all without (3) ___ giving a thought to (4) ___ this modern capability is. For most of human history, the only alternatives to face-to-face communication were written documents, which could not be transmitted instantaneously, or one of the diverse forms of primitive instant messaging, such as sending smoke (5). ___

Modern telecommunications were born, not with the invention of the Internet, nor the radio, nor even the telephone, but even earlier with the arrival in the 1840s of Morse code. This (6) ___ simple means of communication may appear primitive. Yet the fact that Morse code has never become obsolete is a testament to how (7). ___ this system is.

The inventor of Morse code, Samuel F.B. Morse, effectively rewrote the alphabet, translating each letter into a combination of short dots and long dashes. The most frequently used letters were (8) ___ the simplest dot-and-dash representations, for example, the letter "e" is represented by one single dot, while those letters that are used less frequently took the form of more complex combinations, such as the letter "c", which is represented by dot-dash-dot. These dot-dash letter symbols could be converted into short and long electrical (9) ___ and transmitted over long distances, along telegraph wires, in a (10), ___ of a second.

- | | | | |
|------------------|--------------|------------------|------------------|
| 1. A. mainly | B. nearly | C. mostly | D. essentially |
| 2. A. clicking | B. hit | C. stress | D. touch |
| 3. A. truly | B. actually | C. really | D. genuinely |
| 4. A. however | B. what | C. how | D. no matter how |
| 5. A. signals | B. signs | C. warnings | D. alerts |
| 6. A. superiorly | B. supremely | C. outstandingly | D. optimally |
| 7. A. ingenuous | B. credulous | C. glamorous | D. ingenious |
| 8. A. delegated | B. allocated | C. assigned | D. ascribed |
| 9. A. pulses | B. circuits | C. charges | D. waves |
| 10. A. partition | B. portion | C. fraction | D. split |

Your answers:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
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Part 2. Read the text below and think of the word which best fits each space. Use only ONE word in each space. (10 pts)

Many of us suffer from a wish to be special. We toil _____ in the unconscious belief that a special person is a better person, and a special life is a better life. _____ that specialness is conferred by the glamour of celebrity or social media likes, or by the dignified success of reaching the top of your profession, or by the glow of being anointed head girl, this craving to be raised above _____, to be "the special one", can lie at the heart of everything we do.

This wish might be lurking under the making and breaking of your relationships, as you seek the person who will make you feel special, and reject the ones who _____. It might hide in the extra hours you _____ in the office to get something "just right" for your boss, rather than settling for good enough. It might ring out with the alarm that wakes you far _____ early to train for a marathon, or to perfect a yoga pose.

There is a disturbing vulnerability _____ comes with an unconscious wish to feel special. It means you can easily be drawn into relationships built on sand – falling in love not with the other person, with who they are, _____ with yourself through their eyes. Someone who can make you feel like you are the most special person in the world – far more special than anyone else – can also just _____ easily make you feel like you are the dirt on the bottom of their shoe. And you might be _____ to believe that's who you are, too.

Your answers:

1.	2.	3.	4.	5.
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6.	7.	8.	9.	10.
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Part 3. Read the following passage and do the tasks that follow.

LEARNING STYLES: WHY DO SOME PEOPLE LEARN FASTER THAN OTHERS?

In both the public and private sectors of post-16 education the buzz phrases of the age are *Lifelong Learning*, *Continuous Professional Development* and *Key Skills*. Large sums of government and private sector money are poured into trying to equip the workplace with the skills for the job role they are, or will be, required to fulfil. Some learners succeed and some fail, some learning interventions are popular with the learner, others are regarded as a waste of time and effort. Often it seems that good money is thrown after bad in a bid to address the problem of workforce skills not measuring up to employers' expectations in the fast-changing world we inhabit. The demands of commerce change faster than education and training can respond. Perhaps we need to take a step back and look at how we all learn and apply knowledge, in the hope that money spent will have a lasting impact on education and training, and produce the abilities and skills required by today's employers. How can we measure learning and the efficacy of teaching and training if we do not understand how we learn? How can we understand learning sufficiently to improve our own learning and that of our students? Is the way one person learns so different from the way another does? What factors affect the way we learn? How can we quantify learning? Do learning styles work? Due to the myriad of learning styles currently available, which is the best?

With the publication of two reports in 2004, Professor Frank Coffield raised the question, 'Should we be using learning styles?' The twin reports were commissioned by the *Learning and Skills Research Centre (LSRC)* and produced by the *School of Education, Communication and Language Sciences* at the University of Newcastle. The first report was a systematic critical literature review on learning styles and pedagogy in post-16 learning. The second report looked at what research has to offer as an answer to Coffield's question.

The wide range and extensive nature of learning styles astounded even the researchers, who identified 71 separate learning styles models. From this plethora of information, the researchers identified the 13 most influential models that are in common usage today. These were then grouped onto a continuum according to whether the author claimed them to be fixed, constitutionally-based learning styles or flexible, open-to-change learning styles.

This created five families, or groups, of learning styles. Each model was analyzed according to the same framework to ensure comparability of evaluation and an independently researched minimum standard of application. Most of the 13 models that were studied closely exhibited clear psychometric flaws. Three of the models could not meet any criteria in the minimum standard, four of the models could only meet one of the minimum standards, a further four could only meet two, one met three and only one of the original 13 could meet all four of the minimum standard criteria.

The researchers concluded that some of the best known and widely used learning style instruments have low reliability, poor validity and negligible impact on post-16 education, and recommended that their use in research and practice be discontinued.

In an effort to ensure that students learn and retain information, teachers and trainers have developed a range of skills and approaches to aid retention. A mainstay of a teacher's tool kit has been learning styles, promoting the idea that students learn in different ways and only by adopting a variety of activities will a teacher ensure that he or she effectively reaches each student. Generations of teachers and trainers have been made to feel guilty if they cannot use a myriad of teaching styles, and that they are disadvantaging those students whose preferred approach they are not expert at exploiting. Over the years, psychologists and researchers have promoted models of learning which have been

incorporated into mainstream education without their validity being questioned, or their usefulness being gauged.

Student learning styles can be categorized in a number of ways. Some psychological research asserts that students are thought to prefer using one hemisphere of the brain to the other. Learning in a logical and sequential style, breaking subjects and problems down to smaller bite-sized chunks, doing one thing at a time and dealing with detail denotes a left-brain preference. Those with a right brain preference tend to deal with a whole concept at once, and then focus on similarities, patterns and connections with other information they are aware of. They are more intuitive and like to get a feel for the subject before dealing with the details. 'Left Brainers' are sometimes categorized as lacking creativity and imagination, while 'Right brainers' might be stigmatized as being disorganized.

Petty, 1998, claims, 'Ideally, a teacher should adopt both right-brain and left-brain approaches' and that 'right-brain approaches are often ignored.' Among the activities he lists as crucial for some students and of at least some benefit to all are: explaining by analogy or metaphor overviews, summarizing, using mind maps and other visual representations, modelling, demonstrating, using case studies and anecdotes, and using imaginative visualizations, for example, *imagine you are a water molecule passing through a body*. Unfortunately, Petty does not explain what research any of this is based on, nor which criteria he has used to justify activities as 'crucial'. Conversely, Reece and Walker, advocate the use of Honey and Mumford's Learning Styles Questionnaire, which identifies four styles of learners: *Activists*, *Reflectors*, *Theorists* and *Pragmatists*. They note, 'We found at an early stage in our teaching careers that students learn in different ways. The differences might be slight, but also significant. You may have experienced a lesson and thought, "That was really good. I learnt a lot from that." However, some of your friends may have said, "That was useless. What a waste of time." This may indicate your learning styles are different.' Again, the advice is forthright, but extremely vague, using words and phrases such as 'slight', 'maybe' and 'may have', prior to exhorting the use of a questionnaire that itself may have no measurable scientific basis despite the fact that it turns up repeatedly in textbooks for trainee teachers. Professor Coffield argues in his report that Honey and Mumford's Learning Styles Questionnaire 'has been widely used in business, but needs to be redesigned to overcome weaknesses identified by researchers.'

'Inventors' of learning styles tend to have their own websites, where you can fill in innumerable questionnaires in an effort to establish what type of learner you are. One of the most widely used questionnaires of this type is the Myers Briggs. It records your preferences for E rather than I, S rather than N, T rather than F and J rather than P, and then draws the conclusion that you have a personality type such as INTJ, ESFP or INTP.

Not surprisingly, websites like these carry disclaimers stating that, 'As with all personality questionnaires, the results of any of these can be wrong.' Of course, all questionnaires recognized by the psychological establishments have reliability and validity research which shows just how wrong they usually are!

In my opinion, learning styles are only useful in the broadest of senses, when they help identify a preference which you can then use to your advantage when revising or learning crucial information. However, nobody should exclusively adopt one learning style. It makes obvious sense to have a number of methods available to you, and to experiment with other styles that might increase your ability to learn and retain information.

For questions 1-9, decide whether the following statements are True (T), False (F) or Not Given (NG). Write your answers in the corresponding numbered boxes provided.

1. Investment in job training by the government and private companies proves not quite effective.

2. The variety and nature of learning styles surprised even the researchers.
3. Researchers recommend supplementing more learning style models to the 13 influential ones.
4. Procedures were commonly adopted with thorough trials and tests.
5. There is an unclear distinction between two models of thought process.
6. Some psychological research suggests that students with a right-brain preference tend to be less creative than those with a left-brain preference.
7. Petty raises doubts about the value of most right-brain approaches.
8. Businesses have been dissatisfied with Honey and Mumford's Learning Styles Questionnaire.
9. Further improvement needs to be made on Honey and Mumford's Learning Styles Questionnaire.

Your answers:

1.	2.	3.	4.	5.	6.	7.	8.	9.
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For questions 10-13, complete the sentences with words from the text. Use NO MORE THAN TWO WORDS for each answer.

10. Reece and Walker believe that _____ may play an important role in education.
11. The Myers Briggs Questionnaire aims to label a person's _____ with a series of letters.
12. The writer feels that _____ issued by certain websites should come as no surprise.
13. The writer is of the view that learning styles are only relevant if _____ can be exploited beneficially.

Your answers:

10.	11.	12.	13.
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Part 3. In the passage below, seven paragraphs have been removed. For questions 1-7, read the passage and choose from paragraphs A-H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered boxes provided.

YOU CAN TEACH AN OLD DOG NEW TRICKS ...

Dr Patricia Fitzgerald witnesses the results of an amazing new scheme that brought prisoners and animals new hope.

August 9, 2014, was one of the most memorable days of my life. On that day I entered a maximum-security prison in Lancaster, California, to witness an extraordinary event connecting the lives of some of its inmates with a pack of rescued shelter dogs. Just a few months ago, five lucky dogs - Shelby, Oreo, Rendell, Chuey and Eddie - beat the odds and were pulled from a shelter in Los Angeles and entered this prison for a chance at a better life.

1	
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The group has saved the lives of over 2,000 dogs since their inception in 2003, placing them in loving 'forever' homes. Education and outreach has always been part of their mission statement, so when officials from the California Department of Corrections and Rehabilitation approached Karma with this unique opportunity, it seemed like a perfect match.

2	
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For instance, Jack explained that, 'It's a pleasure to simply observe dogs and to be observed by them. Caring for them is an opportunity and a privilege to openly display caring and compassion, and at times let my inner child out when playing with the dogs; being mindful of the overall goal of training for adoption. I know that the best of me that I give will be the ensured success of the dog. It feels good

to nurture and care! I have no inhibitions about availing myself to any aspect of caring for the dogs ... If I've learned nothing else in my life, it's tolerance, patience, and caring for myself and others.'

3	
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After these were reviewed, fourteen inmates were then selected to train five shelter dogs who stayed at the prison this summer for a 12-week programme. From the very beginning, the programme struck a chord with everyone involved.

4	
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During the programme, professional dog trainer Mark Tipton would drive out to the prison several times a week to instruct the inmates on how to train their assigned dogs for 'Canine Good Citizen' certification, a designation that increases the chance that a dog will be successfully adopted. The culmination of all this hard work was the graduation of the first class of Paws for Life, which I had the pleasure to attend on August 9th.

5	
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Four of the dogs in the programme had already been adopted into loving homes. And the inmates had gained experience and skills that renewed their own lives as much as their training renewed the dogs' lives during those 12 weeks. Although the programme was limited to 14 inmates, it was clear there has been a ripple effect through the prison. 'The calming effect of the staff, the interaction between the staff and inmates is amazing. Before it was yes sir, no sir – now it's more cordial – it's two human beings having a conversation. The hearts are totally open,' explained the warden of the prison, John Soto.

6	
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Every inmate that I spoke with expressed how deeply the programme had touched their hearts, and shared sincere gratitude for the support of Warden Soto and Captain Wood, often referring to them as 'awesome' and 'amazing'. Although there were certainly bittersweet moments as the inmates prepared to say goodbye to the dogs they had loved and cared for, they were overjoyed that they could positively contribute to society and even meet the people whose lives were now going to be enriched by their new canine companion.

7	
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Witnessing this event had an enormous impact on me and I am deeply grateful for the opportunity. A couple of weeks have passed and my mind still lingers on the occasion. I am thrilled; programmes like this exist to allow people – and dogs – to have a second chance at life.

Missing Paragraphs:

- A. Families stated how grateful they would be to receive a dog via Paws for Life. Everyone agreed that adopting an animal that has gone through such excellent training really made their decision to take a dog into their home easier.
- B. What made this ceremony so powerful was the pervasive sense that it changed all the participants so profoundly. Everybody involved – the volunteers, the prison warden and staff, the inmates, the dogs, and everyone in their vicinity – was transformed by it.
- C. Through the scheme inmates eligible for Paws for Life applied for the limited slots by participating in interviews and writing essays, often laden with extraordinary reflections on their lives. Some of the excerpts are remarkable, as is the frankness of the writers.

- D.** Captain Crystal Wood also noticed a huge change in the inmates in a relatively short time after the dogs entered the prison. 'A lot of times in this setting it's so depressing and you don't show emotion ... and when you have a creature that gives you unconditional love and licks you and doesn't care – you see men who've been in prison for 20 and 30 years break down and cry just for the compassion and the humanity. It's just generally made the yard a calmer place.'
- E.** Karma Rescue's founder Rande Levine was amazed at the impact, 'Men who had not seen an animal in decades were openly emotional at the sight of the beautiful creatures before them. Just petting our dogs brought many to happy tears. It was a moment I will never, ever forget.'
- F.** In another essay Christopher tells us that, 'I know some people in society may think that we as prisoners don't have anything good left in ourselves or have redeeming qualities, or should be allowed any goodness in our lives; however contrary to that thinking I know in my heart this to be the opposite.'
- G.** This remarkable situation came about as a result of Paws for Life, a programme, started by the charity Karma Rescue, that matches rescued dogs with inmates who train them to boost their odds of adoption. What's even more unusual about it is that it's the first programme in California to take place at a high-security prison with inmates serving life sentences.
- H.** Indeed, at the end of the ceremony, the inmates spent quite a bit of time with the families, giving them pointers. Observing the inmates bond with the families and beam with pride over the dogs was an incredibly moving experience.

Your answers:

1.	2.	3.	4.	5.	6.	7.
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Part 4. For questions 1-10, read the passage on the nature of symbols and choose the answer A, B, C or D which fits best according to the passage. Write your answers in the corresponding numbered boxes provided.

One of the current definitions of a symbol is that it is 'something that stands for something else.' We can differentiate between three kinds of symbols: the *conventional*, the *accidental*, and the *universal* symbol.

The *conventional* symbol is the best known of the three, since we employ it in everyday language. If we see the word 'table' or hear the sound 'table', the letters *t-a-b-l-e* stand for something else. They stand for the thing 'table' that we see, touch, and use. What is the connection between the *word* 'table' and the *thing* 'table'? Is there any inherent relationship between them? Obviously not. The *thing* table has nothing to do with the *sound* table, and the only reason the word symbolizes the thing is the convention of calling this particular thing by a name. We learn this connection as children by the repeated experience of hearing the word in reference to the thing until a lasting association is formed so that we don't have to think to find the right word.

There are some words, however, in which the association is not only conventional. When we say 'phooey', for instance, we make with our lips a movement of dispelling the air quickly. It is an expression of disgust in which our mouths participate. By this quick expulsion of air we imitate and thus express our intention to expel something, to get it out of our system. In this case, as in some others, the symbol has an inherent connection with the feeling it symbolizes. But even if we assume that originally many or even all words had their origins in some such inherent connection between symbol and the symbolized, most words no longer have this meaning for us when we learn a language.

Words are not the only illustration for conventional symbols, although they are most frequent and best known ones. Pictures also can be conventional symbols. A flag, for instance, may stand for a specific country, and yet there is no intrinsic connection between the specific colors and the country for which they stand. They have been accepted as denoting that particular country, and we translate

the visual impression of the flag into the concept of that country, again on conventional grounds.

The opposite to the conventional symbol is the *accidental* symbol, although they have one thing in common: there is no intrinsic relationship between the symbol and that which it symbolizes. Let us assume that someone has had a saddening experience in a certain city; when he hears the name of that city, he will easily connect the name with a mood of sadness, just as he would connect it with a mood of joy had his experience been a happy one. Quite obviously, there is nothing in the nature of the city that is either sad or joyful. It is the individual experience connected with the city that makes it a symbol of a mood.

[A] The same reaction could occur in connection with a house, a street, a certain dress, certain scenery, or anything once connected with a specific mood. [B] We might find ourselves dreaming that we are in a certain city. We ask ourselves why we happened to think of that city in our sleep and may discover that we had fallen asleep in a mood similar to the one symbolized by the city. [C] The picture in the dream represents this mood, the city ‘stands for’ the mood once experienced in it. [D]

The *universal* symbol is one in which there is an intrinsic relationship between the symbol and that which it represents. Take, for instance, the symbol of fire. We are fascinated by certain qualities of fire in a fireplace. First of all, by its aliveness. It changes continuously, it moves all the time, and yet there is constancy in it. It remains the same without being the same. It gives the impression of power, of energy, of grace and lightness. It is as if it were dancing, and had an inexhaustible source of energy. When we use fire as a symbol, we describe the *inner experience* characterized by the same elements which we notice in the sensory experience of fire – the mood of energy, lightness, movement, grace, gaiety, sometimes one, sometimes another of these elements being predominant in the feeling.

The universal symbol is the only one in which the relationship between the symbol and that which is symbolized is not coincidental, but intrinsic. It is rooted in the experience of the affinity between an emotion or thought, on the one hand, and a sensory experience, on the other. It can be called universal because it is shared by all men, in contrast not only to the accidental symbol, which is by its very nature entirely personal, but also to the conventional symbol, which is restricted to a group of people sharing the same convention. The universal symbol is rooted in the properties of our body, our senses, and our mind, which are common to all men and, therefore, not restricted to individuals or to specific groups. Indeed, the language of the universal symbol is the one common tongue developed by the human race, a language which it forgot before it succeeded in developing a universal conventional language.

1. What is the passage mainly about?
 - A. Refuting an argument
 - B. Describing a process
 - C. Proving a thesis
 - D. Refining a definition
2. What is likely to be another example of a word with both inherent and conventional associations to its meaning?
 - A. Computer
 - B. Hike
 - C. Wave
 - D. Hiss
3. What is the difference between “table” and “phooey”?
 - A. Only one is a conventional symbol.
 - B. “Phooey” has an inherent link with its meaning.
 - C. “Table” is a better known symbol than “phooey”.
 - D. Only one is used exclusively by children.
4. Which of the following statements is true about conventional symbols?
 - A. They can be pictorial and linguistic.
 - B. They are less known than accidental ones.

- C. They are not as familiar as universal ones.
 D. They must have a connection with a mood.
5. According to the author's argument, what can the association between the city of Hanoi and the mood of ecstasy be best described as?
 A. Innate B. Elemental C. Coincidental D. Immutable
6. Which of the following square brackets [A], [B], [C], or [D] best indicates where in the paragraph the sentence "*The connection between the symbol and the experience symbolized is entirely accidental.*" can be inserted?
 A. [A] B. [B] C. [C] D. [D]
7. Which of the following would the author be most likely to categorize as a universal symbol?
 A. A British flag B. Water in a stream C. A blue shirt D. A familiar city
8. What is a major distinction of a universal symbol from conventional and accidental symbols?
 A. Its association with a repeated experience
 B. Its independence of a specific occasion
 C. The intensity of the mood experienced
 D. Its unmemorable nature
9. According to the passage, which of the following is true?
 A. Accidental and conventional symbols are entirely different.
 B. Accidental symbols can be both personal and communal.
 C. A word can be both inherently and conventionally associated with its meaning.
 D. A universal symbol developed accidentally from the human desire to communicate.
10. The author contends that the language of the universal symbol _____.
 A. restricts itself to those capable of comprehending symbolism
 B. should be adopted as the common tongue for the human race
 C. comes before the development of everyday conventional language
 D. grew out of human efforts to create a universal conventional language

Your answers:

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

Part 5. The passage below consists of five paragraphs marked A, B, C, D, and E. For questions 1-10, read the passage and do the task that follows. Write your answers in the corresponding numbered boxes provided.

CLIMATE CHANGE: CAN IT HAPPEN OVERNIGHT?

A. Humans are capable of affecting the atmosphere that encircles the Earth – no doubt about it. Air pollutants, such as ground-level ozone and soot, greatly contribute to global warming, which is linked to climate change. Methane, one of the most important greenhouse gases, is a major cause of ground-level ozone depletion. Climate change itself impacts air quality. Addressing air pollution is a daunting task. However, reducing pollution, in general, can also lessen greenhouse gas emissions. The assumption that humans make inroads into the environment is no longer a rumour that can be spiked. There are multiple forms of contamination – toxic chemicals from industrial processes, rivers overflowing with nutrients from farms, rubbish blown away from landfills. There are no longer pristine landscapes. They are muddied by pollution, while soils and waterways are poisoned, and plants and animals are killed. Humans are not left unscathed. Long-term exposure to air pollution may lead to respiratory diseases and cancer.

B. Pollution is real; it is not the realm of experts alone. Everybody faces the dire consequences, and

everybody must act! Pollution, whether it be air, water, noise, radioactive, or other, disturbs all ecosystems, and knocks our lives off-kilter. Fuels, which are the driving forces of our society, release sulphur dioxide into the air, making it toxic. Industrial waste dumped into rivers and seas contaminates water sources, thus poisoning all forms of life. Noise pollution is known to cause stress, hypertension, and hearing impairment. In the name of science and technology, nuclear plants mushroom all over the world and, if they malfunction, they can cause cancer, congenital defects, infertility, and blindness. As for heat pollution, it brings about drastic climatic changes, deforestation, and wildlife extinction.

C. Global warming is one of the corollaries of pollution. The emission of greenhouse gases, such as CO₂, gradually leads to the melting of polar ice caps, increasing sea level, and threatening the lives of people living in coastal areas. The ozone layer, Earth's natural shield against the sun's ultraviolet rays, is being depleted and, as a result, skin cancer is of frequent occurrence. Experts sound a note of warning, which seems to fall on deaf ears. Factories keep giving off greenhouse gases, and people bask in the sun, as if that were the most natural thing in the world. To make matters worse, lead in soil is extremely hazardous, causing brain damage. Moreover, according to research, mercury can damage kidneys, as well as bring on neuromuscular blockage and depression. As for animals – since we are not the only living organisms on this planet, soil pollution is capable of altering their metabolism, destroying some layers of the primary food chain. Furthermore, photosynthesis in plants may be disrupted, while acid rain renders them unsuitable for nutrition or habitation. What is the world coming to?

D. Technological breakthroughs and medical advances go hand in hand with cardiovascular diseases, lung cancer, asthma, stress, and sleep disturbance. To the extent that psychological problems are deeply rooted in our biology, we can safely conclude that the squalor we languish in has a more profound impact on us than we could ever imagine. Progress is not all it's cracked up to be, after all. Can an inflated ego deflate this situation? When vast swaths of land are burnt down, and a great number of trees are felled, with a view to either urbanising an area, or harvesting timber for commercial purposes, we come up against a case of deforestation. In other words, nature is, once again, harnessed, so that man may furnish his home, make money by selling timber, or make more land to build on. Once he feasts his eyes on a rainforest or a plain field, he makes no bones about ravaging it. An estimated 18 million acres (7.3 million hectares) of forest, which is roughly the size of the country of Panama, are lost each year, according to the United Nations' Food and Agriculture Organisation (FAO). Besides, many arsons are thought to be actuated by this kind of avarice.

E. In large measure, deforestation is conducive to climate change as it impacts the global carbon cycle. When trees are felled and die, they release carbon dioxide, whose concentration in the atmosphere may disrupt natural weather patterns, and change current climate models. When an area is laid waste, it is not only the trees that are destroyed. There is a whole ecosystem that is violently shaken, with innumerable species becoming extinct in the twinkling of an eye. Apart from that, trees cushion the effects of water pollution, so deforestation degrades the quality of the water cycle. Of course, soil erosion is an ineluctable corollary. Unless we rebuild wildlife habitats, protect ecosystems, or curtail carbon dioxide emissions, the situation will only get worse and, in the foreseeable future, there will be more houses and factories than parks or forests. Greed is surely one of the seven deadly sins, but indifference is the eighth!

<i>In which section are the following mentioned?</i>	<i>Your answers:</i>	
• Scientists' efforts don't cut much ice with anyone.	1.	_____
• Human selfishness is ironically hinted at.	2.	_____
• People have no scruples about devastating the environment.	3.	_____

[illegible]

Part 2. Write an essay of about 250 words on the following topic:

Many employers believe that good social skills are as important as good qualifications to succeed in a job, so they are employing people who are with good social skills. To what extent do you agree or disagree?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.[illegible]

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Giáo viên ra đề:

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