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| --- | --- |
| **SỞ GD&ĐT NGHỆ AN**  **TRƯỜNG THPT**  **NAM YÊN THÀNH**  *(Đề thi gồm 14 trang)* | **KỲ THI KSCL HỌC SINH GIỎI LỚP 12 (Lần 1)**  **NĂM HỌC 2022- 2023**  **Môn thi: TIẾNG ANH LỚP 12 THPT - BẢNG A**  *Thời gian: 150 phút (không kể thời gian giao đề)* |

|  |  |  |
| --- | --- | --- |
| **Điểm bài thi** | | **Họ tên, chữ ký của giám khảo** |
| **Bằng số** | **Bằng chữ** |
|  |  | 1. .........................................................................  2. ........................................................................... |

**SECTION A. LISTENING (50 points)**

**I. LISTENING**

***Part1:You will hear a woman talking to a man about joining a drama club and fill in the blank with the missing information. Write NO MORE THAN THREE WORDS and /or A NUMBER for each answer in the spaces provided. You will hear the recording twice.(30pts)***

**Write NO MORE THAN THREE WORDS for each answer.**

Over the past few years as first lady, I have had the (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of traveling all across this country and (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I’ve gone and the people I've met and the stories I’ve heard, I have seen the very best of the (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

See, our life before moving to Washington was, was filled with simple joys. Saturdays at soccer games, Sundays at(4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and a date night for Barack and me was (5) \_\_\_\_\_\_\_\_\_\_\_ dinner or movie because as an exhausted mum I couldn’t stay awake for both.  
Even back then when Barack was a senator and(6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to me he was still the guy who picked me up for our dates in a car that was so(7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ that I could actually see the(8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ going by in a hole in the passenger side door. He was the guy whose (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ was a coffee table he'd found in a dumpster.

 Well today, after so many(10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and moments that’ve tested my husband in ways I never could have imagined, I have seen first-hand that being president doesn’t change who you are. No it(11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_who you are.

When it comes to the health of our families, Barack refused to listen to all those folks to told him to leave (12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for another day, another president. He didn’t care whether it was the easy thing to do politically, no that's not how he was raised. He cared that it was the right thing to do.

 When we were first married our combined monthly student loan bill was actually higher than our (13) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Yeah!! We were so young, so in love, and so in debt.

If we wanna give all of our children a foundation for their dreams and opportunities worthy of their promise. If we wanna give them that sense of (14) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, that belief that here in America there was always something better out there if you're willing to work for it. Then we must work like never before, and we must once again come together and stand together for the man we can trust to keep(15) \_\_\_\_\_\_\_\_this great country forward.

My husband, our president, Barack Obama.

Thank you, God bless you, God bless America.

***Part 2: You will hear a radio interview about fox hunting. For questions 1-5, choose the answer (A, B, C or D) which fits best according to what you hear. Write your answers in the corresponding numbered boxes (10pts) - CAE Practice Test***

*1. What surprises the interview about the hunt?*

**A.** The dogs are no longer allowed to run free.

**B.** Nothing seems to have changed after a the new law on hunting.

**C.** The hunters seem to have adopted a strange system of hunting.

**D.** The dogs seemed to be losing their ability to find a fox.

*2. According to Brian Hook, \_\_\_\_\_\_.*

**A.** he enjoys the thrill of the hunt as much as ever

B. the hunters try to deceive the public

C. it’s difficult to keep up with a hunt to see what is really happening

D. it is impossible for them to moniotr all the hunts

*3. The new law \_\_\_\_\_\_.*

A. forbids dogs to chase foxes

B. allows dogs to kill a fox as long as the kill is monitored

C. has proved to be difficult to enforce

D. forbids foxes to be shot

*4. What was done wrong in the case of Richard Black?*

A. He should not have used dogs to flush the fox out of the hole.

B. He was slow to intervene when the fox was caught.

C. He realised too late that his dogs had caught a fox.

D. He shot the fox and then gave it to the dogs.

*5. Hook believes that \_\_\_\_\_\_.*

A. the countryside will be overrun with foxes

B. the law was intended to make the killing of foxes less cruel

C. the fox could become an endangered species

D. traditional hunting methods are the only way to control the fox population

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. |

***Part 3: You will hear the historian, George Davies, talking about society and the theatre in England in the time of William Shakespeare. Decide whether the following statements are true (T) or false (F). Write your answers in the corresponding numbered boxes . (10pts)***

1. According to Professor Davies, the level of literacy in sixteen-century England matched his expectations.

2. In Professor Davies' opinion, the advantage of the usual method of communication in the sixteenth century was that people absorbed more of what they heard.

3. Professor Davies believes that Shakespeare's company developed their basic acting skills by attending special voice classes.

4. In Professor Davies' view, the advantage of sixteen-century theatres was that the performances were complemented by everyday life.

5. Professor Davies thinks that sixteen-century plays were expected to deal with personal confessions.

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. |

**SECTION B. LEXICO – GRAMMAR (20 points)**

**Part 1. Choose the best answer to complete each of the following sentences. Write A, B, C or D in the corresponding numbered boxes.**

1. People can become very ……………. when they are stuck in traffic for a long time.

A. nervous B. stressful C. bad-tempered D. pressed

2. Mr. Thomson is one of the most distinguished scientists in his ………… .

A. matter B. field C. part D. place

3. There has been a great ……………… in her English.



A. escalation B. rise C. increase D. improvement

4. The ……………… of the general election will be known today.

A. result B. decision C. effect D. choice

5. The couple decided to …………….. every month for their retirement.

A. put some money away B. put some money aside

C. take up some money D. take some money away

6. The taxi was so late reaching the station that my father ……………… missed his train.

A. rarely B. immediately C. entirely D. almost

7. ……………an emergency arise, call 911.

A. Should B. Can C. Does D. Will

8. The doctor gave the patient …………….examination to discover the cause of his collapse.

A. a thorough B. an exact C. a universal D. a whole

9. I'm saving all my pocket money ………………to buy a new PlayStation.

A. out B. down C. up D. away

**10. Choose the correct answer A, B, C, or D toindicate the word(s) *CLOSEST* in meaning to the underlined word(s) in each of the following questions.**

Yes, I agree, but at the same time, it's not **the end of the world.**

**A.** worth worrying about **B.** worth talking about

**C.** worth looking at **D.** worth speaking about

**11. Choose the correct answer A, B, C, or Dto indicate the word(s) *OPPOSITE* in meaning to the underlined word(s) in each of the following questions.**

Teachers are still getting used to the latest **upheavals** in the education system.

**A.** alterations **B.** stagnation **C.** disruptions **D.** inappropriateness

**12. Choose the correct answer A, B, C, or D to indicate the sentence that best completes each of the following exchanges**

**Mary** : "Would you like to go to the theatre with me tonight?."

**Peter**: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

A. No, thanks. I’d better do it myself.

B. Why not? Staying at home is always what I want.  
C. Thanks for asking. I just need an early night

D. Are there any good programs on TV tonight?

***Your answers:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. | 3. | 5. | 7. | 9. | 11. |
| 2. | 4. | 6. | 8. | 10. | 12. |

**Part 2. Read the passage below, which contains 8 mistakes. Identify the mistakes and write the corrections in the corresponding numbered boxes.**

|  |  |
| --- | --- |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17 | It was the human factor that contributes to the absolute majority of road accidents which involves the tremendous toll of fatalities each year. Other, less decisive, causes are vehicle functions or road shortcomings.  Speeding motorists are notorious about failing to give way at junctions, misjudging the situation on the road or being unable to accurately estimate the distance while overtaking the “snailpacers” ahead. Drinkers who settle behind the wheel after one glass or two may be running the risk of causing a tragedy through their impairing perception, which is not so rare a case, again.  Unfortunately, it is much simpler to introduce the necessary alterations in the traffic system that change the behavioural patterns of drivers. There are voices that more severe disciplinary resolutions ought to put into practice if the vehicle users are to benefit from greater security on the road. The idea of producing safe road users through pre-school parental instruction or through incorporating the safety regulations into school curriculum has been widely acclaimed in many communities and are expected to yield the required results as the first step in bettering the qualifications of the future drivers and acquaint them with the potential hazards that may arise en route. |

***Your answers:***

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

**SECTION C. READING (70 points)**

**Part 1. Read the passage and choose the best answer. Write your answers A, B, C or D in the corresponding numbered boxes.**

**ADULT EDUCATION: HISTORICAL BACKGROUND**

Early formal adult education activities focused on single needs such as reading and writing. Many early programs were (**1**) \_\_\_\_\_\_\_ by churches to teach people to read the Bible. When the original purpose was (**2**) \_\_\_\_\_\_\_, programs were often adjusted to meet more general educational needs of the (**3**) \_\_\_\_\_\_\_. Libraries, lecture series, and discussion societies began in various countries during the 18th century. As more people experienced the benefits of (**4**) \_\_\_\_\_\_\_, they began to participate increasingly in social, political, and occupational (**5**) \_\_\_\_\_\_\_. By the 19th century, adult education was developing as a formal, organized movement in the Western world.

The largest early program in the U.S., the Lyceum, (**6**) \_\_\_\_\_\_\_ (1826) in Massachusetts by Josiah Holbrook, was a local (**7**) \_\_\_\_\_\_\_ of men and women with some schooling who wanted to expand their own education (**8**) \_\_\_\_\_\_\_ working to establish a public school system. The Lyceum (**9**) \_\_\_\_\_\_\_ encouraged the development of other adult education institutions such as libraries, evening schools, and gifted lecture series. By mid-century, employers and philanthropists began to (**10**) \_\_\_\_\_\_\_ institutions such as the Cooper Union for the Advancement of Science and Art (1859) in New York City and the Peabody Institute (1857) in Baltimore, Maryland, for adult education. Large audiences were (**11**) \_\_\_\_\_\_\_ to the Chautauqua movement, which began (1874) in New York State (**12**) \_\_\_\_\_\_\_ a summer training program for Sunday school teachers and evolved into a traveling lecture series and summer school. Chautauqua was the (**13**) \_\_\_\_\_\_\_ of institutions established to further (**14**) \_\_\_\_\_\_\_ education in the U.S. By 1876, universities started offering extension programs that (**15**) \_\_\_\_\_\_\_ education directly to the public.

|  |  |  |  |
| --- | --- | --- | --- |
| **1**. A. started | B. begun | C. made | D. done |
| **2**. A. interested | B. fascinated | C. satisfied | D. amused |
| **3**. A. people | B. country | C. community | D. population |
| **4**. A. schooling | B. learning | C. education | D. teaching |
| **5**. A. deeds | B. things | C. activities | D. societies |
| **6**. A. created | B. built | C. held | D. founded |
| **7**. A. relationship | B. friendship | C. governorship | D. scholarship |
| **8**. A. after | B. before | C. while | D. when |
| **9**. A. movement | B. motion | C. action | D. refreshment |
| **10**. A. advocate | B. supply | C. endow | D. protect |
| **11**. A. interested | B. excited | C. fascinated | D. attracted |
| **12**. A. such | B. as | C. like | D. for |
| **13**. A. specimen | B. prototype | C. advertisement | D. illustration |
| **14**. A. common | B. important | C. main | D. popular |
| **15**. A. sent | B. gave | C. brought | D. threw |

***Your answers:***

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

**Part 2. Fill in the gap with ONE suitable word. Write the answers in the corresponding numbered boxes. SEASON AND BABY SIZE**

People born in certain months of the year tend to be taller than (16) \_\_\_\_\_\_\_\_\_\_ born in others. This discovery was (17) \_\_\_\_\_\_\_\_\_\_ in a recent study carried out at the Danish Epidemiology Science Centre in Copenhagen.

The researchers looked at the height and weight details (18) \_\_\_\_\_\_\_\_\_\_birth of over a million Danes born in the 1970s, 1980s and 1990s, and (19) \_\_\_\_\_\_\_\_\_\_ that a child born in April is, on (20) \_\_\_\_\_\_\_\_\_\_, nearly two centimeters taller than one born in December. As (21) \_\_\_\_\_\_\_\_\_\_ as being taller, the April baby is also likely to be heavier, and the odds (4) (22) \_\_\_\_\_\_\_\_\_\_ that he or she will remain bigger throughout life.

The study also shows that (23) \_\_\_\_\_\_\_\_\_\_ children born in December tend to be the smallest, the size of those born in June and July is also well below (24) \_\_\_\_\_\_\_\_\_\_ of the April babies. In these two midsummer months, however, the difference in height and weight is only half as much as in midwinter.

Similar results (25) \_\_\_\_\_\_\_\_\_\_ these emerged from a separate study in Australia. There they found that by the time children reached 18, the gap between the April and the December ones had increased to about five (26) \_\_\_\_\_\_\_\_\_\_.

Another seasonal variation that (27) \_\_\_\_\_\_\_\_\_\_ to light concerned actual birth dates. Winter babies, it was discovered, were born an average of one day earlier than spring, summer or autumn(28) \_\_\_\_\_\_\_\_\_\_.

In (29) \_\_\_\_\_\_\_\_\_\_ of these studies were scientists able to explain these differences. In both cases they called (30) \_\_\_\_\_\_\_\_\_\_ further research into the subject.

***Your answers:***

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

**Part 3. Read the following passage and choose the correct answer to each of the questions. Write your answers A, B, C or D in the corresponding numbered boxes.**

**Orientation and Navigation**

To South Americans, robins are birds that fly north every spring. To North Americans, the robins simply vacation in the south each winter. Furthermore, they fly to very specific places in South America and will often come back to the same trees in North American yards the following spring. The question is not why they would leave the cold of winter so much as how they find their way around. The question **perplexed** people for years, until, in the 1950s, a German scientist named Gustavo Kramer provided some answers and. in the process, raised new questions.

Kramer initiated important new kinds of research regarding how animals orient and navigate. Orientation is simply facing in the right direction; navigation involves finding ones way from point A to point B.

Early in his research, Kramer found that caged migratory birds became very restless at about the time they would normally have begun migration in the wild. Furthermore, he noticed that as they fluttered around in the cage, they often launched themselves in the direction of their normal migratory route. He then set up experiments with caged starlings and found that their orientation was, in fact, in the proper migratory direction except when the sky was overcast, at which times there was no clear direction to their restless movements. Kramer surmised, therefore, that they were orienting according to the position of the Sun. To test this idea, he blocked their view of the Sun and used mirrors to change its apparent position. He found that under these circumstances, the birds oriented with respect to the new "Sun." They seemed to be using the Sun as a compass to determine direction. At the time, this idea seemed **preposterous**. How could a bird navigate by the Sun when some of us lose our way with road maps? Obviously, more testing was in order.

So, in another set of experiments, Kramer put identical food boxes around the cage, with food in only one of the boxes. The boxes were stationary, and the one containing food was always at the same point of the compass. However, its position with respect to the surroundings could be changed by revolving either the inner cage containing the birds or the outer walls, which served as the background. As long as the birds could see the Sun, no matter how their surroundings were altered, they went directly to the correct food box. Whether the box appeared in front of the right wall or the left wall, they showed no signs of confusion. On overcast days, however, the birds were disoriented and had trouble locating their food box.

In experimenting with artificial suns, Kramer made another interesting discovery. If the artificial Sun remained stationary, the birds would shift their direction with respect to it at a rate of about 15 degrees per hour, the Sun's rate of movement across the sky. Apparently, the birds were assuming that the "Sun" they saw was moving at that rate. When the real Sun was visible, however, the birds maintained a constant direction as it moved across the sky. In other words, they were able to compensate for the Sun's movement. This meant that some sort of biological clock was operating-and a very precise clock at that.

What about birds that migrate at night? Perhaps they navigate by the night sky. To test the idea, caged night-migrating birds were placed on the floor of a planetarium during their migratory period. A planetarium is essentially a theater with a domelike ceiling onto which a night sky can be projected for any night of the year. When the planetarium sky matched the sky outside, the birds fluttered in the direction of their normal migration. But when the dome was rotated, the birds changed their direction to match the artificial sky. The results clearly indicated that the birds were orienting according to the stars.

There is **accumulating** evidence indicating that birds navigate by using a wide variety of environmental cues. Other areas under investigation include magnetism, landmarks, coastlines, sonar, and even smells. The studies are complicated by the fact that the data are sometimes contradictory and the mechanisms apparently change from time to time. Furthermore, one sensory ability may back up another.

***31. Which of the following can be inferred about bird migration from paragraph 1?***

A. Birds will take the most direct migratory route to their new habitat.

B. The purpose of migration is to join with larger groups of birds.

C. Bird migration generally involves moving back and forth between north and south.

D. The destination of birds' migration can change from year to year.

***32. The word ‘perplexed’ in the passage is closest in meaning to \_\_\_\_\_.***

A. defeated B. interested C. puzzled D. occupied

***33. Which of the sentences below best expresses the essential information in the underlined sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.***

A. Experiments revealed that caged starlings displayed a lack of directional sense and restless movements.

B. Experiments revealed that caged starlings were unable to orient themselves in the direction of their normal migratory route.

C. Experiments revealed that the restless movement of caged starlings had no clear direction.

D. Experiments revealed that caged starlings' orientation was accurate unless the weather was overcast.

***34. The word ‘preposterous’ in the passage is closest in meaning to \_\_\_\_\_.***

A. unbelievable B. inadequate C. limited D. creative

***35. According to paragraph 3, why did Kramer use mirrors to change the apparent position of the Sun?***

A. To test the effect of light on the birds' restlessness

B. To test whether birds were using the Sun to navigate

C. To simulate the shifting of light the birds would encounter along their regular migratory route

D. To cause the birds to migrate at a different time than they would in the wild

***36. According to paragraph 3, when do caged starlings become restless?***

A. When the weather is overcast

B. When they are unable to identify their normal migratory route

C. When their normal time for migration arrives

D. When mirrors are used to change the apparent position of the Sun

***37. Which of the following can be inferred from paragraph 4 about Kramer’s reason for filling one food box and leaving the rest empty?***

A. He believed the birds would eat food from only one box.

B. He wanted to see whether the Sun alone controlled the birds' ability to navigate toward the box with food.

C. He thought that if all the boxes contained food, this would distract the birds from following their migratory route.

D. He needed to test whether the birds preferred having the food at any particular point of the compass.

***38. According to paragraph 5, how did the birds fly when the real Sun was visible?***

A. They kept the direction of their flight constant.

B. They changed the direction of their flight at a rate of 15 degrees per hour.

C. They kept flying toward the Sun.

D. They flew in the same direction as the birds that were seeing the artificial Sun.

***39. The experiment described in paragraph 5 caused Kramer to conclude that birds possess a biological clock because \_\_\_\_\_.***

A. when birds navigate they are able to compensate for the changing position of the Sun in the sky

B. birds innate bearings keep them oriented in a direction that is within 15 degrees of the Suns direction

C. birds' migration is triggered by natural environmental cues, such as the position of the Sun

D. birds shift their direction at a rate of 15 degrees per hour whether the Sun is visible or not

***40. According to paragraph 6, how did the birds navigate in the planetarium's nighttime environment?***

A. By waiting for the dome to stop rotating

B. By their position on the planetarium floor

C. By orienting themselves to the stars in the artificial night sky

D. By navigating randomly until they found the correct orientation

***Your answers:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 31. | 33. | 35. | 37. | 39. |
| 32. | 34. | 36. | 38. | 40. |

**Part 4. The reading passage has eight paragraphs, A-H. Choose the correct heading for paragraphs B-G from the list of headings below. Write your answers A, B, C or D in the corresponding numbered boxes.**

***Questions 41- 46: Read the passage and choose the heading for each section.***

***List of headings***

*I. Different personality types mentioned*II. Recommendation of combined styles for group  
*III. Historical explanation of understanding personality*IV. A lively and positive attitude person depicted  
V. A personality likes challenge and direct communication  
VI. Different characters illustrated  
VII. Functions of understanding communication styles  
VIII. Cautious and considerable person cited  
IX. Calm and Factual personality illustrated  
X. Self-assessment determines one’s temperament

*Example:* Section A: III ; Section C: I

1. Section B: \_\_\_\_\_\_\_\_\_\_\_\_

2. Section D: \_\_\_\_\_\_\_\_\_\_\_\_

3. Section E: \_\_\_\_\_\_\_\_\_\_\_\_

4. Section F: \_\_\_\_\_\_\_\_\_\_\_\_

5. Section G: \_\_\_\_\_\_\_\_\_\_\_\_

6. Section H: \_\_\_\_\_\_\_\_\_\_\_\_

## Section A - Historical explanation of understanding personality

As far back as Hippocrates' time (460-370 B.C.) 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 any 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 - Different personality types mentioned

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

Tile 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

Tile melancholic person who is softhearted 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 all 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!”

***Do the following statements agree with the information given in Reading Passage.***

***TRUE If the statement agrees with the information***

***FALSE If the statement contradicts the information***

***NOT GIVEN If there is no information on this***

47. Melancholic and phlegmatic people have similar characteristics.

48. It is the sanguine personality that needed most in the workplace.

49. It is possible for someone to change type of personality.

50. Work surrounding can affect which communication style is the most effective.

***Your answers:***

|  |  |  |
| --- | --- | --- |
| 41. Paragraph B \_\_\_\_\_\_ | 43. Paragraph D \_\_\_\_\_\_ | 45. Paragraph F \_\_\_\_\_\_ |
| 42. Paragraph C \_\_\_\_\_\_ | 44. Paragraph E \_\_\_\_\_\_ | 46. Paragraph G \_\_\_\_\_\_ |

**Questions 47-50**

**Do the following statements agree with the information given in Reading Passage? Write**

***Your answers:***

|  |  |  |  |
| --- | --- | --- | --- |
| 47. \_\_\_\_\_\_ | 48. \_\_\_\_\_\_ | 49. \_\_\_\_\_\_ | 50. \_\_\_\_\_\_ |

**SECTION D. WRITING (60 points)**

**Part 1. 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.**

1. The fact that he will never race again is something he cannot accept. **( TERMS)**

He cannot **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** the fact that he will never race again.

2. Driving that fast was a stupid thing to do. (**ONLY)**

If\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ driving so fast.

3. Julia didn’t listen to what her doctor told her.  **(notice)**

Julia didn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of what the doctor told her

4. The young actress was very nervous before the audition. (**BUTTERFLIES**)

The young actress \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_before the audition.

5. He made an unsuccessful attempt to buy the company. **(WITHOUT)**

He attempted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_success.

**Part 2.** *You are living and working in Ho Chi Minh City. You have been infected with covid 19 but fortunately have been cured. Write a letter (80- 100 words) to your parents in Nghe An to tell about the challenges you went through to recover from the disease and tell them what to do to prevent the covid 19 epidemic. Use your name and address as Hoang Van Hung– 37 Nam Ky Khoi Nghia, District 1, Ho Chi Minh City.*

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**Part 3: Write an essay of about 350 words on the following topic.**

***“Some people say that economic growth is the only way to end hunger and poverty, while others believe that economic growth is damaging the environment so it should be stopped. Discuss both views and give your opinion”***

*Give reasons for your answer, and include any relevant examples from your knowledge or experience. You may continue your writing on the back page if you need more space*

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