

## ĐỀ CHÍNH THỨC

Môn thi: **TIẾNG ANH**

Ngày thi: 10 tháng 01 năm 2019

Thời gian làm bài : 150 phút

(Đề thi gồm : 07 trang)

Điểm		Giám khảo		PHÁCH
Bảng số	Bảng chữ	Họ và tên	Chữ ký	
		1.		
		2.		

- Thí sinh làm bài trực tiếp vào đề thi và không được sử dụng bất kỳ tài liệu nào, kể cả từ điển.  
- Cán bộ coi thi không giải thích gì thêm.

**PART I. LISTENING (3.0 pts)**

**I. You will hear people talking in 5 different situations. For questions 1-5, circle the best answer A, B, C or D. You will listen to each talking twice. (1.0 pt)**

1. You hear some information about a country on a travel programme. Where do most people spend the summer months ?  
A. On the beach.      B. In the capital city.      C. In the mountains.      D. At the seaside
2. You hear part of a radio programme about chewing gum. What is the speaker doing ?  
A. Outlining its history.      B. Discussing the benefits of chewing gum.  
C. Explaining its popularity.      D. Describing why it has changed.
3. You hear part of a radio programme where listeners phone in with their opinions. What does the man want to do ?  
A. Express his disappointment.      B. Express his excitement.  
C. Complain about his situation.      D. Encourage other listeners.
4. You hear a woman speaking on the radio about buying a painting for the first time. What opinion is she expressing ?  
A. A painting can be a worthwhile investment.  
B. Only buy a painting if you have room for it.  
C. Take your time when buying your first painting.  
D. Only buy a painting if you have enough money for it.
5. You hear a man being interviewed on the radio. What does he say about his mother ?  
A. She helped him become an artist.      B. She persuaded him to do research.  
C. She wanted him to make money.      D. She wanted him to enjoy his life.

**II. You will hear a student talking about how ocean is affected. Listen carefully and complete questions 6-15. You will listen twice. Write ONE WORD ONLY for each blank. (2.0 pts)**

## Biodiversity hotspots

- Areas containing many different species.
- Important for locating targets for (6) \_\_\_\_\_.
- At first only identified on land.

**Boris Worm, 2005**

- Identified hotspots for large ocean predators, e.g. sharks.
- Found that ocean hotspots:
  - were not always rich in (7) \_\_\_\_\_.
  - had higher temperatures at the (8) \_\_\_\_\_.
  - had sufficient (9) \_\_\_\_\_ in the water.

**Lisa Ballance, 2007**

- Looked for hotspots for marine (10) \_\_\_\_\_.
- Found these were all located where ocean currents meet.

### Census of Marine Life

Found new ocean species living:

- Under the (11) \_\_\_\_\_.
- Near volcanoes on the ocean floor.

### Global Marine Species Assessment

- Want to list endangered ocean species, considering:
  - Population size
  - Geographical distribution
  - Rate of (12) \_\_\_\_\_
- Aim: to assess 20,000 species and make a distribution (13) \_\_\_\_\_ for each one.

### Recommendations to retain ocean biodiversity

- Increase the number of ocean reserves.
- Establish (14) \_\_\_\_\_ corridors (e.g. for turtles).
- Reduce fishing quotas.
- Catch fish only for the purpose of (15) \_\_\_\_\_.

## PART II. PHONETICS (2.0 pts)

**I. Choose the word whose underlined part is pronounced differently from that of the others by circling A, B, C or D. (1.0 pt)**

- |                           |                      |                      |                         |
|---------------------------|----------------------|----------------------|-------------------------|
| 1. A. <u>map</u> le       | B. <u>stap</u> le    | C. <u>mass</u> ive   | D. <u>breath</u> taking |
| 2. A. <u>persu</u> asion  | B. <u>exten</u> sion | C. <u>confu</u> sion | D. <u>expl</u> osion    |
| 3. A. <u>negoti</u> ation | B. <u>enlar</u> ge   | C. <u>inven</u> t    | D. <u>thin</u> k        |
| 4. A. <u>ob</u> ey        | B. <u>oxy</u> gen    | C. <u>oper</u> ation | D. <u>oper</u> a        |
| 5. A. <u>agre</u> e       | B. <u>deep</u> en    | C. <u>commi</u> ttee | D. <u>refuge</u> e      |

**II. Choose the word whose main stress pattern is different from that of the others by circling A, B, C or D. (1.0 pt)**

- |                    |                |                 |               |
|--------------------|----------------|-----------------|---------------|
| 1. A. magnificence | B. stimulating | C. imperial     | D. simplicity |
| 2. A. habitable    | B. business    | C. consequently | D. externally |
| 3. A. affordable   | B. ingredient  | C. destination  | D. derivative |
| 4. A. cancel       | B. invent      | C. enlarge      | D. reverse    |
| 5. A. lemonade     | B. puppeteer   | C. Japanese     | D. physician  |

## PART III. VOCABULARY AND GRAMMAR (4.5 pts)

**I. Circle the best option A, B, C or D to complete the following sentences. (1.5 pts)**

- The living standards of people in remote areas \_\_\_\_\_.  
A. will be risen      B. will arise      C. will raise      D. will be raised
- I am sorry I opened your handbag, but I \_\_\_\_\_ it for mine.  
A. mistook      B. confused      C. recognized      D. imagined
- We're moving out soon because our house is going to be knocked \_\_\_\_\_ when the new road is built.  
A. off      B. out      C. down      D. away
- Messi: Did you enjoy the picnic?  
Rooney: It was okay, but I'd rather \_\_\_\_\_ to the movies.  
A. had gone      B. be going      C. have gone      D. went
- I can't possibly lend you any money; it is quite out of the \_\_\_\_\_.  
A. order      B. question      C. practice      D. place
- Her immediate goal was to complete her novel, but her long-term goal was to \_\_\_\_\_ her potential as a writer.  
A. fulfill      B. assume      C. gain      D. accomplish
- The material world greatly influences \_\_\_\_\_ young people \_\_\_\_\_ old people.  
A. x/ more than      B. far more/ than      C. x/ greater than      D. as/ as
- Mr Jones knew who has won the contest, but he kept it under his \_\_\_\_\_ until it was announced publicly.  
A. cap      B. tongue      C. hat      D. umbrella
- In the eastern part of New Jersey \_\_\_\_\_, a major shipping and manufacturing centre.  
A. the city of Elizabeth lies there      B. around the city of Elizabeth lies  
C. there lies the city of Elizabeth around      D. lies the city of Elizabeth



10. Previously she had been forgiving and not seriously offended, even when he had been \_\_\_\_\_ drunk.  
 A. deep                      B. blind                      C. hard                      D. strong
11. Financial problems have forced the company to \_\_\_\_\_ their expansion plans.  
 A. prevent                      B. finger                      C. expire                      D. shelve
12. Reagan \_\_\_\_\_ an actor years ago.  
 A. is said to be                      B. was said being  
 C. was said have been                      D. is said to have been
13. Women have been given \_\_\_\_\_ economic and political rights, as well as the right to choose their own husband.  
 A. equal                      B. able                      C. same                      D. alike
14. I've never really enjoyed going to the ballet or the opera ; they're not really my \_\_\_\_\_.  
 A. piece of cake                      B. sweets and candy                      C. biscuit                      D. cup of tea
15. Parsons: I enjoyed myself so much at your birthday party.  
 Lawrence: \_\_\_\_\_  
 A. Oh, I'm glad to hear that.                      B. Oh, that's very kind of you.  
 C. It's my pleasure.                      D. Of course. It's all right.

**II. Replace the word or phrase in bold with the word with a similar meaning (A, B, C or D). (0.5 pt)**

1. Although we argued with him for a long time, he **stood his ground**.  
 A. wanted to continue                      B. felt sorry for us  
 C. refused to change his decision                      D. changed his decision
2. Scientists and engineers have invented filters and other methods of **removing** pollutants from industrial wastes.  
 A. taking away                      B. taking over                      C. making out                      D. making over
3. Biogas can be utilized for electricity **production**, cooking, space heating, water heating and process heating.  
 A. increase                      B. generation                      C. reformation                      D. development
4. Lyndon Johnson **succeeded** John Kennedy as president of the United States.  
 A. overruled                      B. preceded                      C. followed                      D. assisted
5. I helped my mother to lay the **forks, spoons and knives** on the dining table.  
 A. cutlery                      B. utensils                      C. equipment                      D. crockery

**III. Give the correct form of the words in brackets to complete the passage. (1.0 pt)**

When people enjoy whatever they are doing, they report some characteristic feelings that distinguish the (1. pleasure) \_\_\_\_\_ moment from the rest of life. The same types of feelings are reported in the context of playing chess, climbing mountains, playing with babies, reading a book or writing a poem. They are the same for young and old, male and female, American or Japanese, rich or poor. In other words, the nature of enjoyment seems to be (2. universe) \_\_\_\_\_. We call this state of (3. conscious) \_\_\_\_\_ a flow experience, because many people report that when what they are doing is (4. special) \_\_\_\_\_ enjoyable, it feels like being carried away by a current, like being in a flow.

At present, (5. lament) \_\_\_\_\_, few students would recognise the idea that learning can be like that. But if educators invested a fraction of the energy on (6. stimulus) \_\_\_\_\_ the students' enjoyment of learning that they now spend in trying to transmit information, we could achieve much better results. Once students' (7. motivate) \_\_\_\_\_ is engaged, once they can be (8. power) \_\_\_\_\_ to take control of their own learning and provided with clear (9. feed) \_\_\_\_\_ on their efforts, then they are on their way to a lifetime of (10. propel) \_\_\_\_\_ acquisition of knowledge.

**IV. Think of one word which can be used appropriately in all three sentences. Number '0' is an example. (1.5 pts)**

0. After being responsible for two **false** starts, the athlete was disqualified from the sprint.  
 I couldn't understand what Grandma was saying until in her **false** teeth.  
 Making **false** statement to the police is an offence.



1. The film company supplied an information \_\_\_\_\_ for the sponsors.  
She didn't trust him when she discovered he had told her a \_\_\_\_\_ of lies.  
The dealer shuffled the \_\_\_\_\_ and dealt the cards.
2. The driver escaped with just a few \_\_\_\_\_ on his face.  
The writer was annoyed that so many \_\_\_\_\_ had been made to the script.  
The recession means that \_\_\_\_\_ in pay are inevitable for many workers.
3. Audiences prefer to see films \_\_\_\_\_ in exotic locations.  
Their new single \_\_\_\_\_ to the top of the charts.  
Sylvester Stallone \_\_\_\_\_ to fame with the movie "Rocky".
4. Many people hold the \_\_\_\_\_ that children should not be physically punished.  
She waited until the whole of the castle was in \_\_\_\_\_ and then took a photograph.  
The pictures are currently on \_\_\_\_\_ in the local art gallery.
5. All the workers want is a \_\_\_\_\_ wage for the work that they do.  
A \_\_\_\_\_ number of people came along to the meeting.  
He offered to do all the cleaning if I did all the cooking, which seemed like a \_\_\_\_\_ deal.

#### PART IV. READING (5.0 pts)

##### I. Read and circle the best option A, B, C or D to complete the passage. (2.0 pts)

One rather unlikely word that has recently entered the language is "blog", a shortened form of "web log". A blog is a diary posted on the Internet by the person writing it – the "blogger" – who presumably (1) \_\_\_\_\_ other people to read it. It is ironical that modern technology is being used to (2) \_\_\_\_\_ new life into such an old-fashioned form as the personal journal. And now, as the technology behind video camera is making them easier to use, we have the video log, or "vlog". Vlogging does not require (3) \_\_\_\_\_ sophisticated equipment: a digital video camera, a high-speed Internet connection and a host are all that is needed. Vloggers can put anything that (4) \_\_\_\_\_ their fancy onto their personal website. Some vloggers have no ambitions (5) \_\_\_\_\_ than to show films they have (6) \_\_\_\_\_ while on holiday in exotic places. However, vlogs can also (7) \_\_\_\_\_ more ambitious purposes. For instance, amateur film-makers who want to make a name for themselves might publish their work on the Internet, eager to receive advice or criticism. And increasingly, vlogs are being used to (8) \_\_\_\_\_ political and social issues that are not newsworthy enough to (9) \_\_\_\_\_ coverage by the mass media. It is still too early to predict whether vlogging will ever (10) \_\_\_\_\_ off in a major way or if it is just a passing fad, but its potential is only now becoming apparent.

- |                  |                 |               |              |
|------------------|-----------------|---------------|--------------|
| 1. A. believes   | B. expects      | C. assumes    | D. supposes  |
| 2. A. add        | B. inhale       | C. insert     | D. breathe   |
| 3. A. absolutely | B. largely      | C. utterly    | D. highly    |
| 4. A. grasps     | B. appeals      | C. takes      | D. gives     |
| 5. A. except     | B. apart        | C. more       | D. other     |
| 6. A. shot       | B. photographed | C. snapped    | D. captured  |
| 7. A. serve      | B. employ       | C. function   | D. play      |
| 8. A. emphasize  | B. publicize    | C. distribute | D. circulate |
| 9. A. earn       | B. warrant      | C. excuse     | D. cause     |
| 10. A. fly       | B. show         | C. take       | D. make      |

##### II. Read the passage carefully and then fill each gap with ONE suitable word. (2.0 pts)

Copyright is the inalienable legally secured (1) \_\_\_\_\_ to publish, reproduce, and sell the matter and form of a literary, musical, dramatic, or artistic work. Copyright is designed specifically to protect an artist, publisher, or other (2) \_\_\_\_\_ against any unauthorised copying of his works – as by reproducing the work in any material form, publishing it, performing it in (3) \_\_\_\_\_, filming it, broadcasting it, causing it to be distributed to subscribers or (4) \_\_\_\_\_ any adaptation of the work. A copyright supplies a copyright holder with a kind of (5) \_\_\_\_\_ over the created material, which assures him of both control over its use and the monetary benefits derived (6) \_\_\_\_\_ it. Historically, copyrights grew out of the same system as royal patent grants, by (7) \_\_\_\_\_ certain authors and printers were given the exclusive right to publish books and other materials. The basic (8) \_\_\_\_\_ of such grants was not to protect authors' or publishers' rights but to raise government revenue and to give governing authorities (9) \_\_\_\_\_ over publicised contents. The statute of Anne, passed in English in



1970, was a milestone in the history of (10) \_\_\_\_\_ law as it recognized that authors should be the primary beneficiaries of copyright law.

**III. You are going to read an extract from a magazine article. Five paragraphs have been removed from the extract. Choose from the paragraphs A-F the one which fits each gap (1-5). There is one extra paragraph you do not need to use. (1.0 pt)**

*How much of the world around you do you really see? You only take in tiny pieces of information at a time and that can have unnerving consequences, says Laura Spinney.*

Imagine you're walking across a college campus when an unknown man asks you for directions. While you're talking, two men pass between you carrying a door. After an irritating minute of interruption you carry on describing the route. When you've finished, you are informed that you've just taken part in a psychology experiment, and asked if you noticed any changes after the two men passed with the door. "No," you reply uneasily. The unknown man then explains that the man who approached you initially walked off behind the door, leaving this man in his place. You are stunned; the two men are dressed differently and have different voices and haircuts.

It sounds impossible, but when this test was carried out, a full 50 per cent of those who took part failed to notice the substitution. The subjects had succumbed to what is called change blindness. Taken with a glut of recent experimental results, this phenomenon suggests we see far less than we think we do.

Rather than logging every detail of the visual scene, we are actually highly selective about what we take in. Our impression of seeing everything is just that – an impression. In fact we extract a few details and rely on memory, or perhaps even our imagination, for the rest.

(1) \_\_\_\_\_

Yet in 1991, the controversial claim was made that our brains hold only a few salient details about the world – and that this is the reason we are able to function at all. We don't store elaborate pictures in short-term memory, because it isn't necessary and would take up valuable computing power. Rather, we log what has changed and assume the rest has stayed the same. Of course, this bound to mean that we miss a few details. Experimenters had already shown that we may ignore items in the visual field if they appear not to be significant – a repeated word or line on a page of text for instance. But nobody realised quite how little we really do "see".

Just a year later, at a conference on perception in Vancouver, it was reported that people shown computer-generated pictures of natural scenes were blind to changes that were made during an eye movement. In a typical laboratory demonstration of this you might be shown a picture on a computer screen of, say, a couple dining on a terrace.

(2) \_\_\_\_\_

It's an unnerving experience. But to some extent, such "change blindness" is artificial because the change is masked in some way. In real life, there tends to be a visible movement that signals the change. But not always. For instance, we have all had the experience of not noticing a traffic signal change because we had briefly looked away.

(3) \_\_\_\_\_

For instance, an experiment was done at Harvard in which people were shown a videotape of basketball game and asked to count the passes made by one or other team. After about 45 seconds a man dressed in a gorilla suit walked slowly across the scene, passing between the players. Although he was visible for five seconds, an amazing 40 per cent of the viewers failed to notice him.

(4) \_\_\_\_\_

Such lapses raise important questions about vision. For instance, how can we reconcile these gross lapses with our subjective experience of having continuous access to a rich visual scene? One researcher has actually shown that imagining a scene activates parts of the visual context in the same way as seeing it. He says that this supports the idea that we take in just what information we consider important at the same time, and fill in the gaps where the details are less important. The illusion that we see "everything" is partly a result of filling in the gaps using memory. Such memories can be created based on beliefs and expectations.



(5) \_\_\_\_\_

This particular idea has not been generally accepted. Yet most researchers in the field do agree that of all the myriad visual details of any scene that we could record, we take only what is relevant to us at the time. This leads us to the uncomfortable realisation that, for all our subjective experience of a rich visual world, it may, in fact, be impossible to tell what is real and what is imagined.

A. Now imagine that the task absorbing their attention had been driving a car, and the distraction had been a pedestrian crossing their path. According to some estimates, nearly half of all motor-vehicle accidents in the US can be attributed to driver error, including momentary loss of attention. It is more than just academic interest that had made both forms of cognitive error hot research topics.

B. The image would disappear, to be replaced for a fraction of a second by a blank screen, before reappearing significantly altered – by the raising of a railing in the background, perhaps. Many people search the screen for up to a minute before they see the change. A few never spot it.

C. In contrast, other researchers argue that we can get the impression of visual richness without holding any of that richness in our heads. For instance, the ‘grand illusion’ theory argues that we hold no picture of the visual world in our brains at all. Instead, we refer back to the external visual world as different aspects become important. The illusion arises from the fact that as soon as you ask yourself “am I seeing this or that ?” you turn your attention to it and see it.

D. The relationships between attention, awareness and vision have yet to be clarified. Because we have a less than complete picture of the world at any one time, there is the potential for distortion and error. How that complete picture could be objectively established is controversial, but there is one obvious way forward.

E. This flies in the face of what vision researchers have long believed: that seeing really means making pictures in the brain. According to this theory, by building detailed internal representations of the world, and comparing them over time, we would be able to pick out anything that changed.

F. And there’s a related phenomenon called inattention blindness, that doesn’t need any experimental visual trick at all: if you are not paying attention to some feature of a scene, you won’t see it.

## **PART V. WRITING (5.5 pts)**

**I. Rewrite the following sentences without changing their meaning using the words in the brackets.**

**Do not change the words given. (2.0 pts)**

1. We were lucky to find somewhere to park so quickly. **(stroke)**  
→ Finding somewhere to park \_\_\_\_\_.
2. Werner found it hard to get used to the fact that he’d lost his job. **(terms)**  
→ Werner found it hard \_\_\_\_\_ the fact that he’d lost his job.
3. I’m so sorry, I didn’t realise it was so late. **(track)**  
→ Sorry, I didn’t \_\_\_\_\_ time.
4. Would you give us your answer as soon as possible? **(convenience)**  
→ Please reply \_\_\_\_\_.
5. Any correspondence from the Canberra office must be dealt with before other matters. **(priority)**  
→ Any correspondence \_\_\_\_\_ other matters.

**II. Finish the second sentence in such a way that is similar to the original one. (1.0 pt)**

1. The world would be much better if all environmental pollution stopped today.  
→ Were \_\_\_\_\_.
2. He suddenly thought that he might have misunderstood her.  
→ It crossed \_\_\_\_\_.
3. The football match didn’t start until the lights went on.  
→ It was \_\_\_\_\_.
4. You must concentrate on your study more.  
→ You must apply \_\_\_\_\_.
5. If you don’t pay on time, your booking will be cancelled.  
→ Failure \_\_\_\_\_.

[illegible]