

CHỮA ĐỀ CHI TIẾT CAM 14

Cuốn Cambridge IELTS 14 là cuốn sách luyện đề thi IELTS mới nhất trong tuyển tập sách đề của Cambridge. Đây là cuốn sách gối đầu giường của tất cả các sĩ tử khi chinh phục IELTS.

Hiểu được tầm quan trọng và độ chất của bộ sách luyện đề sát đề thi thật nhất trên thị trường hiện nay, đội ngũ giảng viên 8.5 IELTS tại Aland đã dành thời gian chữa chi tiết full 4 đề trong cuốn Camb 14 này.

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MỤC LỤC

| | |
|--|-----------|
| TEST 1 | 4 |
| READING | 4 |
| PASSAGE 1 – THE IMPORTANCE OF CHILDREN’S PLAY | 4 |
| PASSAGE 2 – THE GROWTH OF BIKE-SHAREING SCHEMES AROUND THE WORLD | 8 |
| PASSAGE 3 – MOTIVATIONAL FACTORS AND THE HOSPITALITY INDUSTRY..... | 12 |
| LISTENING | 18 |
| SECTION 1 | 18 |
| SECTION 2 | 20 |
| SECTION 3 | 24 |
| SECTION 4 | 28 |
| WRITING..... | 32 |
| TASK 1 | 32 |
| TASK 2 | 32 |
| SPEAKING | 34 |
| PART 1 | 34 |
| PART 2 | 34 |
| PART 3 | 35 |
| TEST 2 | 38 |
| READING | 38 |
| PASSAGE 1 – ALEXANDER HENDERSON (1831-1913) | 38 |
| PASSAGE 2 – BACK TO THE FUTURE OF SKYSCRAPER DESIGN | 42 |
| PASSAGE 3 – WHY COMPANIES SHOULD WELCOME DISORDER..... | 46 |
| LISTENING | 52 |
| SECTION 1 | 52 |
| SECTION 2 | 54 |
| SECTION 3 | 58 |
| SECTION 4 | 62 |
| WRITING..... | 66 |
| TASK 1 | 66 |
| TASK 2 | 66 |
| SPEAKING | 68 |
| PART 1 | 68 |
| PART 2 | 68 |
| PART 3 | 69 |
| TEST 3 | 71 |

| | |
|--|------------|
| READING | 71 |
| PASSAGE 1 – THE CONCEPT OF INTELLIGENCE | 71 |
| PASSAGE 2 – SAVING BUGS TO FIND NEW DRUGS..... | 75 |
| PASSAGE 3 – THE POWER OF PLAY | 79 |
| LISTENING | 83 |
| SECTION 1 | 83 |
| SECTION 2 | 85 |
| SECTION 3 | 89 |
| SECTION 4 | 92 |
| WRITING..... | 95 |
| TASK 1 | 95 |
| TASK 2 | 95 |
| SPEAKING | 97 |
| PART 1 | 97 |
| PART 2 | 97 |
| PART 3 | 98 |
| TEST 4 | 101 |
| READING | 101 |
| PASSAGE 1 – THE SECRET OF STAYING YOUNG | 101 |
| PASSAGE 2 – WHY ZOOS ARE GOOD | 105 |
| PASSAGE 3..... | 110 |
| LISTENING | 115 |
| SECTION 1 | 115 |
| SECTION 2 | 118 |
| SECTION 3 | 121 |
| SECTION 4 | 125 |
| WRITING..... | 128 |
| TASK 1 | 128 |
| TASK 2 | 128 |
| SPEAKING | 130 |
| PART 1 | 130 |
| PART 2 | 130 |
| PART 3 | 131 |

TEST 1**READING****PASSAGE 1 – THE IMPORTANCE OF CHILDREN’S PLAY****Dạng bài tập**

- Questions 1-8: table completion
- Questions 9-13: True/False/Not Given

1. Creativity

Sau động từ develop, chúng ta cần 1 danh từ.

Từ khóa trong câu này là “magical kingdom”

Dòng 4-5 (đoạn 1): “...this fantasy is helping her take her first steps towards her capacity for creativity...”

- This fantasy (sự kỳ ảo) = magical kingdom
- Take her first steps towards = develop (phát triển)
→ creativity

2. Rules

Cần 1 danh từ vì sau từ “and” là 1 danh từ (turn –taking).

Từ khóa trong câu này là “board games”

Dòng 4-5 (đoạn 2) : “.....settle down with a board game, she’s learning about the need to follow rules and takes turns with a partner”

- Turn-taking (danh từ) = takes turn (động từ - lần lượt)
→ rules

3. Cities

Cần 1 danh từ vì sau giới từ “of” là 1 danh từ

Từ khóa trong câu này là “populations”

Dòng 2 (đoạn 5): “... over half the people in the world now live in cities...”

- Over half the people = populations (dân số)
→ cities

4. Traffic + 5. Crime

Cần 2 danh từ vì sau giới từ “of” là danh từ

Từ khóa trong 2 câu này là “fear”

Dòng 4-5 (đoạn 5): “...by perceptions of risk to do with traffic, ... protect their children from being the victims of crime...”

- risk, victims (rủi ro, nạn nhân) = fear (nỗi sợ, nỗi ám ảnh)
→ traffic, crime

6. competition

Cần một danh từ vì sau tính từ “increased” cần 1 danh từ

Từ khóa trong câu này là “increased” và “schools”

Dòng 6 (đoạn 5): "... which is leading to greater competition in academic learning and schools"

- greater (lớn hơn) = increased (gia tăng)
- schools
 - ➔ competition

7. evidence

Cần 1 danh từ vì sau động từ "find" là một danh từ

Từ khóa trong câu này là "difficult to find" và "support new policies"

Dòng 3 (đoạn 6): "what they often lack is the evidence to base policies on"

- lack (thiếu) = difficult to find (khó tìm)
- base policies on (xây dựng chính sách dựa trên) = support new policies (hỗ trợ chính sách mới)
 - ➔ evidence

8. life

Cần 1 danh từ vì sau sở hữu "child's" là một danh từ

Từ khóa trong câu này là "impact" và "the rest of the child's"

Dòng 2-3 (đoạn 8): "there is very little data on the impact it has on the child's later life"

- impact
- the child's later life = the rest of the child's
 - ➔ life

9. True

Greater self-control = good self-control (khả năng làm chủ bản thân tốt)

Likely to do well at school (có khả năng làm tốt ở trường) = a key predictor of academic performance (giả định quan trọng cho khả năng học tập)

➔ True

10. True

Children at play = the way a child play

Give us important clues = provide information

Diagnosis of neurodevelopmental disorders (chẩn đoán bất thường trong phát triển trí não) = possible medical problems (những vấn đề sức khỏe có thể xảy ra)

➔ True

11. Not given

They first played with dolls (động từ) = playing with dolls (cụm danh từ - việc chơi với búp bê)

Benefit girls' writing more than boys' writing (không nhắc đến)

➔ Not given

12. False

they did not know what to write about. With Lego building, however, not a single child said this

→ False

13. True

The importance of play has been lost in recent decades (tầm= children's play as less significant

→ True

Vocabulary highlight

| THE IMPORTANCE OF CHILDREN'S PLAY | |
|--|---|
| <p>Brick by brick, six-year-old Alice is building a magical kingdom. Imagining fairy-tale turrets and fire-breathing dragons, wicked witches and gallant heroes, she's creating an enchanted world. Although she isn't aware of it, this fantasy is helping her take her first steps towards her capacity for creativity and so it will have important repercussions in her adult life.</p> | <p><i>wicked (adj):</i> độc ác; <i>gallant (adj):</i> dũng cảm <i>enchanted (adj):</i> mê hoặc; <i>repercussion (n):</i> kết quả <i>abandon (v):</i> bỏ rơi</p> |
| <p>Minutes later, Alice has abandoned the kingdom in favour of playing schools with her younger brother. When she bosses him around as his 'teacher', she's practising how to regulate her emotions through pretence. Later on, when they tire of this and settle down with a board game, she's learning about the need to follow rules and take turns with a partner.</p> | <p><i>regulate (v):</i> điều chỉnh</p> |
| <p>'Play in all its rich variety is one of the highest achievements of the human species,' says Dr David Whitebread from the Faculty of Education at the University of Cambridge, UK. 'It underpins how we develop as intellectual, problem-solving adults and is crucial to our success as a highly adaptable species.'</p> | <p><i>achievement (n):</i> thành quả <i>intellectual (n):</i> người trí thức</p> |
| <p>Recognising the importance of play is not new: over two millennia ago, the Greek philosopher Plato extolled its virtues as a means of developing skills for adult life, and ideas about play-based learning have been developing since the 19th century. But we live in changing times, and Whitebread is mindful of a worldwide decline in play, pointing out that over half the people in the world now live in cities. 'The opportunities for free play, which I experienced almost every day of my childhood, are becoming increasingly scarce,' he says. Outdoor play is curtailed by perceptions of risk to do with traffic, as well as parents' increased wish to protect their children from being the victims of crime, and by the emphasis on 'earlier is better' which is</p> | <p><i>mindful (adj):</i> quan tâm <i>scarce (adj):</i> ít <i>perception (n):</i> quan điểm</p> |

leading to greater competition in academic learning and schools. International bodies like the United Nations and the European Union have begun to develop policies concerned with children's right to play, and to consider **implications** for leisure facilities and educational programmes. But what they often lack is the evidence to base policies on.

'The type of play we are interested in is child-initiated, **spontaneous** and **unpredictable** - but, as soon as you ask a five-year-old "to play", then you as the researcher have intervened,' explains Dr Sara Baker. 'And we want to know what the long-term **impact** of play is. It's a real challenge.'

Dr Jenny Gibson agrees, pointing out that although some of the steps in the puzzle of how and why play is important have been looked at, there is very little data on the impact it has on the child's later life.

Now, thanks to the university's new Centre for Research on Play in Education, Development and Learning (PEDAL), Whitebread, Baker, Gibson and a team of researchers hope to provide evidence on the role played by play in how a child develops.

'A strong **possibility** is that play supports the early development of children's **self-control**,' explains Baker. 'This is our ability to develop awareness of our own thinking processes - it influences how effectively we go about undertaking challenging activities.'

In a study carried out by Baker with **toddlers** and young **pre-schoolers**, she found that children with greater self-control solved problems more quickly when exploring an **unfamiliar** set-up requiring scientific reasoning. 'This sort of evidence makes us think that giving children the chance to play will make them more successful problem-solvers in the long run.'

If playful experiences do **facilitate** this aspect of development, say the researchers, it could be extremely significant for educational practices, because the ability to self-regulate has been shown to be a key predictor of academic performance.

Gibson adds: 'Playful behaviour is also an important indicator of healthy social and emotional development. In my previous research, I investigated how observing children at play can give us important clues about their well-being and can even be useful in the **diagnosis** of neurodevelopmental disorders like **autism**.'

implication (n): ngụ ý

spontaneous (adj): bất ngờ
unpredictable (adj): không thể đoán được
impact (n): ảnh hưởng

possibility (n): khả năng
self-control (n): tự kiểm soát

toddler (n): trẻ mới biết đi

pre-schooler (n): trẻ nhỏ tuổi

unfamiliar (adj): không quen thuộc

facilitate (n): tạo điều kiện cho

Whitebread's recent research has involved developing a play-based **approach** to supporting children's writing. 'Many primary school children find writing difficult, but we showed in a previous study that a playful **stimulus** was far more effective than an instructional one.' Children wrote longer and better-structured stories when they first played with dolls representing characters in the story. In the latest study, children first created their story with Lego*, with **similar** results. 'Many teachers commented that they had always previously had children saying they didn't know what to write about. With the Lego building, however, not a single child said this through the whole year of the project.'

Whitebread, who directs PEDAL, trained as a primary school teacher in the early 1970s, when, as he describes, 'the teaching of young children was largely a quiet backwater, untroubled by any **serious** intellectual debate or controversy.' Now, the landscape is very different, with hotly **debated** topics such as school starting age.

'Somehow the importance of play has been lost in recent **decades**. It's regarded as something **trivial**, or even as something negative that contrasts with "work". Let's not lose sight of its benefits, and the **fundamental** contributions it makes to human achievements in the arts, sciences and technology. Let's make sure children have a rich diet of play experiences.'

diagnosis (n): chẩn đoán
autism (n): tự kỷ

approach (n): phương pháp

stimulus (n): sự kích thích

similar (adj): tương tự

serious (adj): nghiêm túc
debate (v): tranh luận

trivial (adj): tầm thường

fundamental (adj): cơ bản; contribution (n): sự đóng góp

PASSAGE 2 – THE GROWTH OF BIKE-SHARING SCHEMES AROUND THE WORLD

Dạng bài tập

- Questions 14-18: matching
- Questions 19-22: list selection
- Questions 23-26: summary completion

14. E

After every weekend there would be always a couple of bikes missing = how people misused a bike-sharing scheme (bike-sharing scheme – dự án dùng chung xe)

15. C

- Rejected = turned down (từ chối)
- They said that the bicycle belongs to the past. They saw a glorious future for the car

16. F

Didn't really benefit from it = unable to profit from their work

17. C

Would cost the municipality only 10% of what it contributed to public transport per person per kilometer = potential savings

18. A

Was an answer to the perceived threats of air pollution and consumerism = the problems a bike sharing scheme was intended to solve

19. B

Postbank decided to abolish the chip card, because it wasn't profitable + we would have needed to set up another system

20. D

People had become more environmentally conscious, and the Danish experiment had proved that bike-sharing was a real possibility.

21. D

People who travel on the underground don't carry their bikes around. But often they need additional transport to reach their final destination.

22. E

It is regarded as one of the two most cycle-friendly capitals in the world

23. Activists

Cần danh từ chỉ người vì chủ từ là "people" và động từ là "were"

Từ khóa là the Dutch group Provo

Dòng 2-3 (đoạn A): "Provo... was a group of Dutch activists"

→ Activists

24. Consumerism

Cần 1 danh từ vì sau giới từ "about" là danh từ

Từ khóa là "damage to the environment"

Dòng 4-5 (đoạn A): "the perceived threats of air pollution and consumerism"

- Air pollution = damage to the environment

→ consumerism

25. Leaflets

Cần 1 danh từ vì sau cụm ngoại động từ "hand out" là danh từ

Từ khóa là "handed out", "condemned the use of cars"

Dòng 6 (đoạn A): "they also distributed leaflets describing the dangers of cars"

- Distributed = handed out (phân phát)
- Describing the dangers of cars = condemned the use of cars

→ leaflets

26. Police

Cần 1 danh từ vì sau mạo từ "the" là danh từ

Từ khóa là “left the bikes around the city”, “took them away”

Dòng 4-6 (đoạn B): “the police was opposed to Provo’s initiatives and almost as soon as the white bikes were distributed around the city, they removed them.”

- Bikes were distributed around the city = left the bikes around the city
- Removed them = took them away

→ Police

Vocabulary highlight

| <p style="text-align: center;">THE GROWTH OF BIKE-SHARING SCHEMES AROUND THE WORLD</p> | |
|---|--|
| <p><i>How Dutch engineer Luud Schimmelpennink helped to devise urban bike-sharing schemes</i></p> | |
| <p>A. The original idea for an urban bike-sharing scheme dates back to a summer's day in Amsterdam in 1965. Provo, the organisation that came up with the idea, was a group of Dutch activists who wanted to change society. They believed the scheme, which was known as the Witte Fietsenplan, was an answer to the perceived threats of air pollution and consumerism. In the centre of Amsterdam, they painted a small number of used bikes white. They also distributed leaflets describing the dangers of cars and inviting people to use the white bikes. The bikes were then left unlocked at various locations around the city, to be used by anyone in need of transport.</p> | <p><i>original (adj): đầu tiên</i> <i>scheme (n): kế hoạch</i></p> <p><i>activist (n): nhà hoạt động xã hội</i> <i>perceived (adj): nhận biết; threat (n): mối đe dọa</i> <i>consumerism (n): sự bảo vệ quyền lợi người tiêu dùng</i></p> |
| <p>B. Luud Schimmelpennink, a Dutch industrial engineer who still lives and cycles in Amsterdam, was heavily involved in the original scheme. He recalls how the scheme succeeded in attracting a great deal of attention - particularly when it came to publicising Provo's aims - but struggled to get off the ground. The police were opposed to Provo's initiatives and almost as soon as the white bikes were distributed around the city, they removed them. However, for Schimmelpennink and for bike-sharing schemes in general, this was just the beginning. 'The first Witte Fietsenplan was just a symbolic thing,' he says. 'We painted a few bikes white, that was all. Things got more serious when I became a member of the Amsterdam city council two years later.'</p> | <p><i>struggle (v): đấu tranh</i> <i>opposed (adj): phản đối</i> <i>initiative (n): sáng kiến</i></p> <p><i>symbolic (adj): tượng trưng</i></p> |
| <p>C. Schimmelpennink seized this opportunity to present a more elaborate Witte Fietsenplan to the city council. 'My idea was</p> | <p><i>seize (v): nắm bắt</i> <i>elaborate (adj): phức tạp</i></p> |

| | |
|--|---|
| <p>that the municipality of Amsterdam would distribute 10,000 white bikes over the city, for everyone to use,' he explains. 'I made serious calculations. It turned out that a white bicycle - per person, per kilometre - would cost the municipality only 10% of what it contributed to public transport per person per kilometre.' Nevertheless, the council unanimously rejected the plan. 'They said that the bicycle belongs to the past. They saw a glorious future for the car,' says Schimmelpennink. But he was not in the least discouraged.</p> | <p><i>municipality (n): thành phố tự trị</i></p> <p><i>unanimously (adv): đồng lòng, nhất trí</i></p> <p><i>glorious (adj): huy hoàng</i></p> |
| <p>D. Schimmelpennink never stopped believing in bike-sharing, and in the mid-90s, two Danes asked for his help to set up a system in Copenhagen. The result was the world's first large-scale bike-share programme. It worked on a deposit: 'You dropped a coin in the bike and when you returned it, you got your money back.' After setting up the Danish system, Schimmelpennink decided to try his luck again in the Netherlands - and this time he succeeded in arousing the interest of the Dutch Ministry of Transport. 'Times had changed,' he recalls. 'People had become more environmentally conscious, and the Danish experiment had proved that bike-sharing was a real possibility.' A new Witte Fietsenplan was launched in 1999 in Amsterdam. However, riding a white bike was no longer free; it cost one guilder per trip and payment was made with a chip card developed by the Dutch bank Postbank. Schimmelpennink designed conspicuous, sturdy white bikes locked in special racks which could be opened with the chip card- the plan started with 250 bikes, distributed over five stations.</p> | <p><i>deposit (n): tiền đặt cọc</i></p> <p><i>arouse (v): đánh thức</i></p> <p><i>conscious (adj): nhận thức</i></p> <p><i>conspicuous (adj): đáng chú ý</i></p> |
| <p>E. Theo Molenaar, who was a system designer for the project, worked alongside Schimmelpennink. 'I remember when we were testing the bike racks, he announced that he had already designed better ones. But of course, we had to go through with the ones we had.' The system, however, was prone to vandalism and theft. 'After every weekend there would always be a couple of bikes missing,' Molenaar says. 'I really have no idea what people did with them, because they could instantly be recognised as white bikes.' But the biggest blow came when Postbank decided to abolish the chip card, because it wasn't profitable. 'That chip card was pivotal to the system,'</p> | <p><i>vandalism (n): hành động cố ý phá hoại</i></p> <p><i>theft (n): hành vi trộm cắp</i></p> <p><i>abolish (v): hủy bỏ</i></p> <p><i>profitable (adj): có lợi</i></p> |

| | |
|--|--|
| <p>Molenaar says. 'To continue the project we would have needed to set up another system, but the business partner had lost interest.'</p> | <p><i>pivotal (adj): chủ chốt, then chốt</i></p> |
| <p>F. Schimmelpennink was disappointed, but- characteristically- not for long. In 2002 he got a call from the French advertising corporation JC Decaux, who wanted to set up his bike-sharing scheme in Vienna. 'That went really well. After Vienna, they set up a system in Lyon. Then in 2007, Paris followed. That was a decisive moment in the history of bike-sharing.' The huge and unexpected success of the Parisian bike-sharing programme, which now boasts more than 20,000 bicycles, inspired cities all over the world to set up their own schemes, all modelled on Schimmelpennink's. 'It's wonderful that this happened,' he says. 'But financially I didn't really benefit from it, because I never filed for a patent.'</p> | <p><i>characteristically (adv): một cách đặc trưng</i></p> <p><i>decisive (adj): kiên quyết</i> <i>unexpected (adj): bất ngờ</i> <i>boast (v): khoe khoang</i></p> |
| <p>G. In Amsterdam today, 38% of all trips are made by bike and, along with Copenhagen, it is regarded as one of the two most cycle-friendly capitals in the world - but the city never got another Witte Fietsenplan. Molenaar believes this may be because everybody in Amsterdam already has a bike. Schimmelpennink, however, cannot see that this changes Amsterdam's need for a bike-sharing scheme. 'People who travel on the underground don't carry their bikes around. But often they need additional transport to reach their final destination.' Although he thinks it is strange that a city like Amsterdam does not have a successful bike-sharing scheme, he is optimistic about the future. 'In the '60s we didn't stand a chance because people were prepared to give their lives to keep cars in the city. But that mentality has totally changed. Today everybody longs for cities that are not dominated by cars.'</p> | <p><i>optimistic (adj): lạc quan</i> <i>mentality (n): tâm tính</i></p> |

PASSAGE 3 – MOTIVATIONAL FACTORS AND THE HOSPITALITY INDUSTRY

Dạng bài tập

- Questions 27-31: matching
- Questions 32-35: Yes/No/Not given
- Questions 36-40: summary completion

27. E

Từ khóa “hotel managers, “encourage good staff to remain”

Dòng 4-5 (đoạn 8): “it is beneficial for hotel managers to understand what practices are most favourable to increase employee satisfaction and retention.”

- Hotel managers
- Increase employee satisfaction and retention = encourage good staff to remain

→ E

28. D

Từ khóa “the actions of managers”, “they shouldn’t move”

Dòng 1-3 (đoạn 5): “when managers provide recognition to employees, motivates employees to work together, and remove obstacles preventing effective performance, employees feel more obligated to stay with the company.”

- Provide recognition + motivates employees + remove obstacles = the actions of managers
- More obligated to stay with the company = they shouldn’t move

→ D

29. B

Từ khóa “hospitality industry”, “help workers improve their skills”

Dòng 4-6 (đoạn 3): “despite this recognition of the importance of employee development, the hospitality industry has historically been dominated by underdeveloped HR practices”

- Hospitality industry
- Employee development = help workers improve their skills

→ B

30. D

Từ khóa “less likely to change jobs”, “cooperation is encouraged”

Dòng 1-3 (đoạn 5): “when managers provide recognition to employees, motivates employees to work together, and remove obstacles preventing effective performance, employees feel more obligated to stay with the company.”

- More obligated to stay with the company = less likely to change jobs
- motivates employees to work together = cooperation is encouraged

→ D

31. C

Từ khóa “dissatisfaction with pay”, “not the only reason”

Dòng 4-7 (đoạn 4): “among the many cited reasons are low compensation...”

- Among the many cited reasons = not the only reason
- Low compensation = dissatisfaction with pay

→ C

32. Yes

Among the many cited reasons = one reason

Compromised employee morale = poor morale (đạo đức kém)

→ Yes

33. No

Dòng 3-4 (đoạn 4): “employees may be broadly satisfied with many aspects of their work”

34. No

Dòng 3-4 (đoạn 9): “These include working conditions and job security. When these factors are unfavorable, job dissatisfaction may result.”

35. Not given

Dòng 2-3 (đoạn 12): “those particularly appropriate to the hospitality industry include allowing adequate breaks during the working day”

36. Restaurants

Cần 1 danh từ vì sau giới từ “of” là danh từ

Từ khóa “Tews, Michel and Stafford”, “American chain”

Dòng 1-3 (đoạn 11): “Tews, Michel and Stafford (2013) conducted a study focusing on staff from a chain of themed restaurants in the United States.”

- Tews, Michel and Stafford
- a chain of themed restaurants in the United States = American chain

→ restaurants

37. Performance

Cần 1 danh từ vì sau tính từ sở hữu “their” là danh từ

Từ khóa “activities”, “have fun”, “improved”

Dòng 3 (đoạn 11): “fun activities had a favorable impact on performance”

- fun activities
- a favorable impact = improved (cải thiện)

→ performance

38. Turnover

Cần 1 danh từ để tạo thành 1 danh từ ghép với từ “staff”

Từ khóa “management involvement”, “lower”

Dòng 4 (đoạn 11): “manager support for fun had a favorable impact in reducing turnover”

- Manager support = management involvement
- Lower = reducing (giảm đi)

→ turnover

39. Goals

Cần 1 danh từ vì sau sở hữu “the company’s” là danh từ

Từ khóa “fit”, “company”

Dòng 5-6 (đoạn 11): “the framing of that fun must be carefully aligned with both organizational goals...”

- Be carefully aligned = fit (tương ứng)
- Organizational = company (mang tầm công ty)

→ goals

40. Characteristics

Cần 1 danh từ vì sau mạo từ "the" là danh từ

Từ khóa "fit", "company"

Dòng 5-6 (đoạn 11): "the framing of that fun must be carefully aligned with both organizational goals and employee characteristics"

- Be carefully aligned = fit
- Organizational = company

→ characteristics

Vocabulary highlight

MOTIVATIONAL FACTORS AND THE HOSPITALITY INDUSTRY

A **critical** ingredient in the success of hotels is developing and maintaining **superior** performance from their employees. How is that **accomplished**? What Human Resource Management (HRM) practices should organizations invest in to acquire and **retain** great employees?

Some hotels aim to provide superior working conditions for their employees. The idea originated from workplaces - usually in the non-service sector - that emphasized fun and enjoyment as part of work-life balance. **By contrast**, the service sector, and more specifically hotels, has traditionally not **extended** these practices to address basic employee needs, such as good working conditions.

Pfeffer (1994) **emphasizes** that in order to succeed in a global business environment, organizations must make **investment** in Human Resource Management (HRM) to allow them to acquire employees who possess better skills and capabilities than their competitors. This investment will be to their **competitive** advantage. Despite this **recognition** of the importance of employee development, the hospitality industry has historically been dominated by underdeveloped HR practices (Lucas, 2002). Lucas also points out that 'the **substance** of HRM practices does not appear to be designed to **foster constructive** relations with employees or to represent a **managerial** approach that enables developing and drawing out the full **potential** of people, even though employees may be broadly satisfied with many aspects of their work' (Lucas, 2002). In addition, or maybe as a result,

critical (adj): then chốt
superior (adj): tốt hơn
accomplish (adj): trọn vẹn
retain (v): giữ lại

by contrast: ngược lại
extend (v): kéo dài

emphasize (v): nhấn mạnh
investment (n): đầu tư

competitive (adj): cạnh tranh
recognition (n): sự công nhận

substance (n): cốt lõi
foster (v): thúc đẩy
constructive (adj): có tính xây dựng
managerial (adj): thuộc quản lý

| | |
|--|---|
| <p>high employee turnover has been a recurring problem throughout the hospitality industry. Among the many cited reasons are low compensation, inadequate benefits, poor working conditions and compromised employee morale and attitudes (Maroudas et al., 2008).</p> <p>Ng and Sorensen (2008) demonstrated that when managers provide recognition to employees, motivate employees to work together, and remove obstacles preventing effective performance, employees feel more obligated to stay with the company. This was succinctly summarized by Michel et al. (2013): '[P]roviding support to employees gives them the confidence to perform their jobs better and the motivation to stay with the organization.' Hospitality organizations can therefore enhance employee motivation and retention through the development and improvement of their working conditions. These conditions are inherently linked to the working environment.</p> <p>While it seems likely that employees' reactions to their job characteristics could be affected by a predisposition to view their work environment negatively, no evidence exists to support this hypothesis (Spector et al., 2000). However, given the opportunity, many people will find something to complain about in relation to their workplace (Poulston, 2009). There is a strong link between the perceptions of employees and particular factors of their work environment that are separate from the work itself, including company policies, salary and vacations.</p> <p>Such conditions are particularly troubling for the luxury hotel market, where high-quality service, requiring a sophisticated approach to HRM, is recognized as a critical source of competitive advantage (Maroudas et al., 2008). In a real sense, the services of hotel employees represent their industry (Schneider and Bowen, 1993). This representation has commonly been limited to guest experiences. This suggests that there has been a dichotomy between the guest environment provided in luxury hotels and the working conditions of their employees.</p> <p>It is therefore essential for hotel management to develop HRM practices that enable them to inspire and retain competent employees. This requires an understanding of what motivates employees at different levels of management and different</p> | <p><i>potential (n): tiềm năng</i> <i>turnover (n): nghỉ việc</i> <i>compensation (n): lương</i> <i>morale (n): tinh thần</i></p> <p><i>obstacle (n): chướng ngại</i> <i>succinctly (adv): súc tích</i></p> <p><i>retention (n): sự duy trì</i></p> <p><i>predisposition (n): khuyến hướng thiên về</i></p> <p><i>separate (adj): riêng biệt</i></p> <p><i>sophisticated (adj): phức tạp</i></p> <p><i>dichotomy (n): sự lưỡng phân</i></p> |
|--|---|

stages of their careers (Enz and Siguaw, 2000). This implies that it is beneficial for hotel managers to understand what practices are most favorable to increase employee satisfaction and retention.

Herzberg (1966) proposes that people have two major types of needs, the first being **extrinsic** motivation factors relating to the context in which work is performed, rather than the work itself. These include working conditions and job security. When these factors are unfavorable, job dissatisfaction may result. Significantly, though, just fulfilling these needs does not result in satisfaction, but only in the reduction of dissatisfaction (Maroudas et al., 2008).

Employees also have **intrinsic** motivation needs or motivators, which include such factors as achievement and recognition. Unlike extrinsic factors, motivator factors may ideally result in job satisfaction (Maroudas et al., 2008). Herzberg's (1966) theory discusses the need for a 'balance' of these two types of needs.

The impact of fun as a motivating factor at work has also been explored. For example, Tews, Michel and Stafford (2013) conducted a study focusing on staff from a chain of themed restaurants in the United States. It was found that fun activities had a favorable impact on performance and manager support for fun had a favorable impact in reducing turnover. Their findings support the view that fun may indeed have a beneficial effect, but the framing of that fun must be carefully **aligned** with both organizational goals and employee characteristics. 'Managers must learn how to achieve the **delicate** balance of allowing employees the freedom to enjoy themselves at work while **simultaneously** maintaining high levels of performance' (Tews et al., 2013).

Deery (2008) has recommended several actions that can be adopted at the organizational level to retain good staff as well as assist in balancing work and family life. Those particularly appropriate to the hospitality industry include allowing **adequate breaks** during the working day, staff functions that involve families, and providing health and well-being opportunities.

extrinsic (adj): từ bên ngoài

intrinsic (adj): từ bên trong

align (v): sắp hàng

delicate (adj): tinh tế

simultaneously (adv): đồng thời

adequate (adj): đầy đủ
break (n): giờ giải lao

LISTENING

SECTION 1

Dạng bài tập:

- Questions 1-10: Note completion (ONE WORD AND/OR A NUMBER)

1. Canadian

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Nationality 1 → danh từ (quốc tịch) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "LOUISE: No. I'm actually <u>Canadian</u> , though my mother was British. OFFICER: And your date of birth?" |
| Bước 3 | Nghe đáp án | Canadian |

2. Furniture

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Reason for visit: business (to buy antique 2) Có mạo từ "an" và tính từ "antique" đứng trước → danh từ (chỉ đồ vật) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "I'm an interior designer and I come over to buy old <u>furniture</u> - antiques you know." |
| Bước 3 | Nghe đáp án | Furniture |

3. Park

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Current address 3..... Apartment (No 1) → Danh từ riêng (tên của căn hộ này) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "Well at present I've got a place at <u>Park</u> Apartments, that's on King Street." |
| Bước 3 | Nghe đáp án | Park |

4. 250 (sterling)

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Items stolen – a wallet containing approximately 4 £..... → Một con số (số tiền) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "OFFICER: And what did your wallet have in it?" |

| | | |
|--------|-------------|--|
| | tin đó | LOUISE: Well, fortunately I don't keep my credit cards in that wallet — I keep them with my passport in an inside compartment in my backpack But there was quite a bit of cash there ... about <u>£250</u> sterling, I should think” |
| Bước 3 | Nghe đáp án | 250 (sterling) |

5. Phone

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | - A 5..... Sau mạo từ “a” → danh từ (đồ bị mất) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “At first I thought, oh I must have left the wallet back in the apartment, but then I realised my <u>phone</u> had gone as well” |
| Bước 3 | Nghe đáp án | Phone |

6. 10(th) September

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Date of theft 6..... → Ngày tháng |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “OFFICER: Yes. So you say the theft occurred yesterday? LOUISE: Yes. OFFICER: So that was <u>September the tenth</u> ” |
| Bước 3 | Nghe đáp án | 10(th) September |

7. Museum

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Location: outside the 7 at about 4 pm Sau mạo từ “the” → Danh từ (chỉ nơi chốn) Keywords: at about 4 pm |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “Anyway, I met up with a friend. and we spent a couple of hours in the <u>museum</u> . But I do remember that as we were leaving <u>there</u> , at about 4 o'clock, ” |
| Bước 3 | Nghe đáp án | Museum |

8. Time

| | | |
|--------|----------------------------------|---|
| Bước 1 | Xác định loại thông tin cần nghe | Some boys asked for the 8..... then ran off |
|--------|----------------------------------|---|

| | | |
|--------|---|---|
| | | Sau mạo từ “the” → danh từ Keywords: boys, asked, ran off |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “a group of young boys ran up to us, and they were really crowding round us, and they were asking us what <u>time</u> it was, then all of a sudden they ran off .” |
| Bước 3 | Nghe đáp án | Time |

9. Blond(e)

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | He was about 12, slim build with 9..... hair Đứng trước danh từ “hair”, sau giới từ “with” → tính từ (miêu tả tính chất của tóc) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “OFFICER: Colour of hair ? LOUISE: I do remember that — he was <u>blond</u> . All the others were dark-haired.” |
| Bước 3 | Nghe đáp án | Blond(e) |

10. 87954 82361

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Crime reference number allocated 10 → Số điện thoại |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “I’m going to do now is give you a crime reference number so you can contact your insurance company. So this is ten digits: <u>87954 82361</u> .” |
| Bước 3 | Nghe đáp án | 87954 82361 |

SECTION 2

Dạng bài tập:

- Questions 11-14: List selection
- Questions 15-20: Matching information / List selection

11&12 IN EITHER ORDER

11. A

12. C

| | | |
|--------|----------------------------------|--|
| Bước 1 | Xác định loại thông tin cần nghe | Which TWO pieces of advice for the first week of an apprenticeship does the manager |
|--------|----------------------------------|--|

| | | |
|--------|---|---|
| | | give? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “There will be a lot of new information to take in but don't worry too much about trying to remember everything. The important thing is to <u>check with someone if you're not sure what to do</u> — you'll find your supervisor is very approachable and won't mind explaining things or helping you out. You're here to learn so make the most of that opportunity. You'll be spending time in different departments during your first week so make an effort to talk to as many people as possible about their work — you'll make some new friends and find out lots of useful information. ” |
| Bước 3 | Nghe đáp án | <p>A. get to know colleagues (make an effort to talk to as many people as possible about their work)</p> <p>B. learn from any mistakes (không đề cập)</p> <p>C. ask lots of questions (check with someone if you're not sure what to do)</p> <p>D. react positively to feedback (“I hope that the next six months will be a positive and enjoyable experience for you” – chỉ nói về hi vọng của manager về trải nghiệm tích cực và thú vị chứ không phải khuyên nhân viên phản ứng tích cực với các nhận xét)</p> <p>E. enjoy new challenges (“the first week or so may be quite challenging” – chỉ nói tuần đầu có thể thử thách chứ không khuyên nên chấp nhận những thử thách mới)</p> |

13&14 IN EITHER ORDER**13. B****14. E**

| | | |
|--------|--|--|
| Bước 1 | Xác định loại thông tin cần nghe | Which TWO things does the manager say mentors can help with? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin | “Of course, this doesn't mean they'll actually do any of your work for you — instead they'll |

| | | |
|--------|-------------|---|
| | tin đó | <p>be asking you <u>about what goals you've achieved so far</u>, as well as helping you to <u>identify any areas for improvement</u>. You can also <u>discuss your more long-term ambitions</u> with them as well. ”</p> <p>Paraphrase: Improvement ~ Progress</p> |
| Bước 3 | Nghe đáp án | <p>A. confidence-building</p> <p>B. making career plans (“they'll be asking you about what goals you've achieved so far” và “You can also discuss your more long-term ambitions with them” – nói về mục tiêu đã đạt được và mục tiêu dài hạn trong tương lai – đồng nghĩa với xây dựng kế hoạch, lộ trình sự nghiệp)</p> <p>C. completing difficult tasks (“this doesn't mean they'll actually do any of your work for you” – không phải là học làm hộ việc)</p> <p>D. making a weekly timetable (“you'll meet with them on a weekly basis” – gặp họ hằng tuần chứ không phải họ giúp lên thời gian biểu hàng tuần)</p> <p>E. reviewing progress (identify any areas for improvement)</p> |

15. B

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Using the internet |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “Most importantly, the internet . As part of your job you'll be doing some research online so obviously you'll have unlimited access for that but please <u>don't use it for personal use</u> ” |
| Bước 3 | Nghe đáp án | B. There are some restrictions – hạn chế “don't use it for personal use” - không sử dụng cho mục đích cá nhân |

16. B

| | | |
|--------|----------------------------------|--|
| Bước 1 | Xác định loại thông tin cần nghe | Flexible Working |
| Bước 2 | Nghe thông tin liên quan và các | “Some of you have already asked me about |

| | | |
|--------|---------------------------------------|---|
| | cách để paraphrase những thông tin đó | flexible working. After your probationary three-month period — some of you will be eligible for this — <u>but it will depend on which department you're in and what your personal circumstances are.</u> " |
| Bước 3 | Nghe đáp án | B. There are some restrictions – “some of you will be eligible for this — but it will depend on which department you're in and what your personal circumstances are.” – có thể áp dụng với vài người nhưng phụ thuộc vào người đó ở phòng ban nào và gặp trường hợp như thế nào |

17. C

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Booking holidays |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “I want to make sure there's no confusion about our holiday policy . Apart from any statutory public holidays <u>we ask that you don't book any holidays until after your six-month apprenticeship has finished</u> ” |
| Bước 3 | Nghe đáp án | C. It is against the rules – trái với luật vì “don't book any holidays until after your six-month apprenticeship has finished” – không xin nghỉ tới khi kết thúc 6 tháng học việc |

18. A

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Working overtime |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “You'll be expected to work a 40-hour week but there may be opportunities to do overtime during busy periods. Although you're not required to do this, <u>it can be a valuable experience — so we advise you to take it up if possible.</u> ” Advise sb to do sth ~ encourage |
| Bước 3 | Nghe đáp án | A. It is encourage – “it can be a valuable experience — so we advise you to take it up if possible” – được khuyến khích vì đây có thể là kinh nghiệm quý báu |

19. A

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Wearing trainers |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "Comfortable shoes like trainers are preferable" |
| Bước 3 | Nghe đáp án | A. It is encourage - "Comfortable shoes like trainers are preferable" nên ưu tiên loại giày thoải mái như giày thể thao |

20. C

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Bringing food to work |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "so <u>we've decided to introduce a no packed lunch policy.</u> " |
| Bước 3 | Nghe đáp án | C. It is against the rules – trái luật vì vi phạm "no packed lunch policy." – chính sách không mang đồ ăn trưa đến công ty |

SECTION 3

Dạng bài tập:

- Questions 21-25: Multiple Choice
- Questions 27-30: Matching information / List selection

21. B

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Carla and Rob were surprised to learn that coastal cities |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | " <u>But most of the biggest cities are actually built by the sea,</u> I'd not realised that before " Paraphrase: not realised that before ~ surprised |
| Bước 3 | Nghe đáp án | A. contain nearly half the world's population ("we know that more than half the world's population lives in cities now" – cả 2 cùng đã biết nửa dân số sống ở thành phố / và là thành phố nói chung chứ không phải chỉ thành phố biển) |

| | | |
|--|--|--|
| | | <p>B. Include most of the world largest cities (by the sea ~ coastal; biggest ~ largest)</p> <p>C. are growing twice as fast as other cities (chỉ đề cập “cities are growing so quickly” các thành phố phát triển nhanh chứ không nói rõ về tốc độ phát triển của các thành phố biển)</p> |
|--|--|--|

22. A

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | According to Rob, building coastal cities near to rivers |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “Well, as the city expands, agriculture and industry tend to spread further inland along the rivers , and so agriculture moves even further inland up the river. That's not necessarily a problem, except <u>it means more and more pollutants are discharged into the rivers.</u> ” |
| Bước 3 | Nghe đáp án | <p>A. May bring pollution to the cities (Pollutants ~_pollution)</p> <p>B. May reduce the land available for agriculture (“agriculture and industry tend to spread further inland” – nông nghiệp lấn đất nội địa, không đề cập đến diện tích nông nghiệp giảm hay không)</p> <p>C. May mean the countryside is spoiled by industry (không đề cập đến countryside)</p> |

23. C

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | What mistake was made when building water drainage channels in Miami in the 1950s ? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | <p>“ROB: Well, apparently back in the 1950s they built channels to drain away the water in case of flooding.</p> <p>CARLA: Sounds sensible. Yeah, they spent quite a lot of money on them. <u>But what they didn't take into account was global warming</u>”</p> |

| | | |
|--------|-------------|---|
| | | Paraphrase : channels to drain away ~ drainage channels |
| Bước 3 | Nghe đáp án | A. There were not enough of them. (không đề cập) B. They were made of unsuitable materials. (không đề cập) C. They did not allow for the effects of climate change (climate change ~ global warming) |

24. B

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What do Rob and Carla think that the authorities in Miami should do immediately ? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “CARLA: So what are the authorities doing about it now ? ROB: I don't know. I did read that they're aiming to stop disposing of waste water into the ocean over the next ten years. CARLA: But that won't help with flood prevention now, will it? ROB: No. Really <u>they just need to find the money for something to replace the drainage channels</u> , in order to protect against flooding now. But in the long term they need to consider the whole ecosystem.” |
| Bước 3 | Nghe đáp án | A. take measures to restore ecosystems (đây là việc làm trong “long-term” chứ không phải “immediately”) B. pay for a new flood prevention system (pay = find the money) C. stop disposing of waste materials into the ocean (đây là những gì chính quyền đang làm nhưng Carla và Rob cho rằng “that won't help with flood prevention now” – không giúp gì cho việc ngăn bão) |

25. A

| | | |
|--------|----------------------------------|---|
| Bước 1 | Xác định loại thông tin cần nghe | What do they agree should be the priority for international action ? |
|--------|----------------------------------|---|

| | | |
|--------|---|--|
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | <p>"I mean, they've got to start acting together at an international level instead of just doing their own thing.</p> <p>ROB: Absolutely. The thing is, everyone knows what the problems are and environmentalists have a pretty good idea of what we should be doing about them, <u>so they should be able to work together</u> to some extent."</p> |
| Bước 3 | Nghe đáp án | <p>A. greater coordination of activities (coordination ~ work together)</p> <p>B. more sharing of information (không đề cập)</p> <p>C. agreement on shared policies (không đề cập)</p> |

26 – 30

What decision do the students make about each of the following parts of their presentation?

26. B

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Historical background |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | <p>"So I suppose we'll begin with some general historical background about why coastal cities were established. But <u>we don't want to spend too long on that</u>"</p> |
| Bước 3 | Nghe đáp án | B. keep it short (don't want to spend too long – không dài) |

27. A

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Geographical factors |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | <p>"CARLA: Yes. We should mention some geographical factors, things like wetlands and river estuaries and coastal erosion and so on. We could have some maps of different cities with these features marked.</p> <p>ROB: On a handout you mean? Or <u>some slides everyone can see?</u>"</p> |
| Bước 3 | Nghe đáp án | A. use visuals (see ~ visuals) |

28. F

| | | |
|--------|----------------------------------|---|
| Bước 1 | Xác định loại thông tin cần nghe | Past mistakes |
| Bước 2 | Nghe thông tin liên quan và các | "ROB: It'd be good to go into past mistakes in |

| | | |
|--------|---------------------------------------|---|
| | cách để paraphrase những thông tin đó | a bit more detail. Did you read that case study of the problems there were in New Orleans with flooding a few years ago? CARLA: Yes. <u>We could use that as the basis for that part of the talk</u> |
| Bước 3 | Nghe đáp án | F. focus on one example (example ~ case study of the problems there were in New Orleans with flooding a few years ago) |

29. G

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Future risks |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “ROB: OK. What else do we need to talk about? Maybe something on future risks , looking more at the long term, if populations continue to grow. CARLA: Yeah. We'll need to do a bit of work there, I haven't got much information, have you? ROB: No. <u>We'll need to look at some websites</u> ” |
| Bước 3 | Nghe đáp án | G. do online research (= look at some websites) |

30. C

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | International implications |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “CARLA: OK. And I think we should end by talking about international implications . Maybe <u>we could ask people in the audience.</u> ” |
| Bước 3 | Nghe đáp án | C. involve other students (other students = people in the audience) |

SECTION 4

Dạng bài tập:

- Questions 31-40: Note completion (ONE WORD ONLY)

31. Industry

| | | |
|--------|----------------------------------|--|
| Bước 1 | Xác định loại thông tin cần nghe | More energy required because of growth in population and 31 |
|--------|----------------------------------|--|

| | | |
|--------|---|--|
| | | sau giới từ “in” và cùng từ loại với “population” → Danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “Demand is rising rapidly, because of the world's increasing population and expanding <u>industry</u> .” Paraphrase: required ~ Demand Growth ~ increasing ~ expanding |
| Bước 3 | Nghe đáp án | industry |

32. Constant

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | waves provide a 32 source of renewable energy trước danh từ → Tính từ/ Phân từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “First, wave energy ... This form of energy has plenty of potential, as the source is <u>constant</u> ” |
| Bước 3 | Nghe đáp án | constant |

33. Direction

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Problem: waves can move in any 33 sau giới từ “in” và từ “any” → Danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “But the problem with ocean waves is that they're erratic, with the wind making them travel in every direction .” Paraphrase: Move ~ travel Any: bất kỳ ~ every: tất cả |
| Bước 3 | Nghe đáp án | direction |

34. Floor

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | movement of sand , etc. on the 34 of the ocean may be affected sau mạo từ “the” → Danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “Another drawback is that sand and other sediment on the ocean <u>floor</u> might be stopped from flowing normally” Paraphrase: |

| | | |
|--------|-------------|------------------------------------|
| | | may be affected ~ might be stopped |
| Bước 3 | Nghe đáp án | floor |

35. Predictable

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Tides are more 35 than waves Sau động từ to be “are” và “more ... than” → dạng so sánh hơn → một tính từ dài |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “One major advantage of using the tide , rather than waves , as a source of energy is that it's <u>predictable</u> ” |
| Bước 3 | Nghe đáp án | predictable |

36. Bay

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Planned tidal lagoon in Wales: will be created in a 36 at Swansea sau mạo từ “a” → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “One current plan is to create a tidal lagoon on the coast of Wales. This will be an area of water within a <u>bay</u> at Swansea,” |
| Bước 3 | Nghe đáp án | bay |

37. Gates

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | stored water is released through 37 Sau giới từ “through” → danh từ (chưa có mạo từ nên là Danh từ không đếm được hoặc đếm được số nhiều) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “Then, in order to release the stored water , <u>gates</u> in the breakwater are opened” |
| Bước 3 | Nghe đáp án | gates |

38. Fuel

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | no 38 is required to make it work câu thiếu chủ ngữ → điền Danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “the turbines are operated without the need for <u>fuel</u> ,” Paraphrase: work ~ operated |

| | | |
|--------|-------------|---|
| | | no is required ~ without the need for |
| Bước 3 | Nghe đáp án | fuel |

39. jobs

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | likely to create a number of 39 sau “a number of” → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “would create more than 2,000 <u>jobs</u> ” a number of: nhiều ~ 2,000 |
| Bước 3 | Nghe đáp án | jobs |

40. migration

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | may harm fish and birds, e.g. by affecting 40 Sau ngoại động từ “affect” → Danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “lagoons might harm both fish and birds, for example by disturbing <u>migration</u> patterns” Paraphrase: e.g = for example by affecting: làm ảnh hưởng ~ by disturbing: làm rối loạn |
| Bước 3 | Nghe đáp án | migration |

WRITING

TASK 1

The provided pie charts illustrate the proportions of three categories of nutrients namely sodium, saturated fat, and added sugar contained in 4 meals on the daily basis. If consumed in large amount, those are not beneficial for health.

From a general perspective, the percentages of sodium and saturated fat are the highest in dinner while snacks provide eaters with the greatest amount of added sugar.

From the first glance, it is noticeable that the highest proportion of sodium belongs meals in the evening. This makes up 43% compared to 37% of saturated fat taken in during dinner. Besides, this figure is 10% higher than that of added sugar in dinner. The meal that has the second largest consumption of sodium is lunch with 29%, followed by 26% and 19% of saturated fat and added sugar respectively.

Standing at 42%, the figure of added sugar in snacks is twice as much as that of saturated fat. Meanwhile, the statistics of sodium obtained in snacks and breakfast is the same at 14%. Similarly, the saturated fat and added sugar consumed in breakfast share the equal figure, which is 16%.

(187 words)

Useful Vocabularies

| | |
|------------------------|---------------------------------------|
| <i>Category (n)</i> | loại |
| <i>Nutrient (n)</i> | chất dinh dưỡng |
| <i>Contain (v)</i> | chứa đựng |
| <i>Consume (v)</i> | tiêu thụ |
| <i>Consumption (n)</i> | sự tiêu thụ |
| <i>Obtain (v)</i> | thu được, đạt được |
| <i>Take in (v)</i> | thu nạp (đặc biệt là chất dinh dưỡng) |

Useful Structures

| | |
|-----------------------------------|--------------------|
| <i>From a general perspective</i> | nhìn tổng quan |
| <i>It is noticeable that</i> | điều đáng chú ý là |

TASK 2

Stressful situations, such as unsatisfactory jobs or lack of money, are inevitable in life, and how one should react when confronted with such predicaments is still up for debate. While some people choose to come to terms with unpleasant conditions, I strongly believe that earnest endeavours should be made to improve them.

There are several reasons why some people shift their mindset to one of acceptance. Firstly, life is all about challenges, whether they are financial setbacks, health problems, or workplace difficulties. Therefore, people accept things as they are, move on with their life and focus on more workable problems. Secondly, this method helps people maintain their inner peace and happiness, as they admit the limit of their endurance, and allow peace to replace distressing emotions. Finally, pursuing acceptance, to some people, means resilience and self-empowerment in a way.

In spite of the above arguments, I support the view that striving for change is the positive approach we should take when stressful situations arise. Even when such circumstances can't be changed, they should be viewed as an opportunity for self-growth. Mentally strong people acknowledge that everything is the result of their own actions, face reality, and make decisions to change. For example, in lieu of compromising with an unsatisfactory low-paying job, we could improve our performance and negotiate a raise, or simply find a new job. In my view, when people succeed in improving their situation, they feel good about themselves and about the improvement they affected through their effort.

In conclusion, while learning to accept unfavourable circumstances is one way to cope with, it is important to face adversity head-on, as it is more rewarding in the long run.

(280 words)

Useful Vocabularies

| | |
|--------------------------|-------------------|
| <i>predicament (n)</i> | tình thế khó khăn |
| <i>endeavour (n)</i> | nỗ lực |
| <i>distressing (adj)</i> | đau buồn |
| <i>resilience (n)</i> | sự kiên cường |
| <i>adversity (n)</i> | nghịch cảnh |

Useful Structures

| | |
|---|--|
| <i>(to be) up for debate</i> | gây tranh cãi |
| <i>(to be) a/the positive approach we should take</i> | là một giải pháp tích cực mà chúng ta nên chọn |
| <i>in lieu of ...</i> | thay vì |

SPEAKING

PART 1

Future

What job would you like to have ten years from now? [Why?]

When I look at my future I like to think that I'll be working in some high-end fashion label, creating more environmentally conscious apparel. The industry needs an honest change in practices from design to manufacture and I think I could be an integral part of that change.

How useful will English be for your future? [Why/Why not?]

The future is globalization, and English is the language of international commerce. So if I wish to make any impact as a business person beyond the borders of my country, I must acquire mastery over the English language in order to achieve my goals.

How much traveling do you hope to do in the future? [Why/Why not?]

I find travel to be a learning experience in so many different ways, so I hope to be doing a lot of travelling in the future. Of course I wish to travel not only for educational purposes, but so I can also unwind and enjoy the fruits of my labor. I would set my personal goal to at least visit every continent once.

How much do you think your life will change in the future? [Why/Why not?]

It's a very tough thing to say, to be honest. I would hope that whatever changes come in the future will be for the best. I also wish not to have any problems with my career path and that should also help enrich my personal life. And if all turns out alright, I should be sitting comfortably somewhere working on a passion project.

Useful Expressions

| | |
|-------------------------------|--------------------|
| <i>apparel (n)</i> | quần áo |
| <i>integral (adj)</i> | thiết yếu |
| <i>the fruits of my labor</i> | thành quả lao động |

PART 2

Describe a book that you enjoyed reading because you had to think a lot.

You should say:

- *What this book was*
- *Why you decided to read it*
- *What reading this book made you think about*

And explain why you enjoyed reading this book

I've chosen The Golden Compass, the first book in a fantasy trilogy written by Philip Pullman. It's a piece of literature that covers a multitude of fantastical elements, from magic to religion to creatures of myth. It's a very complex book that at first glance could seem like a children's book with your standard save the innocent from the big great evil, which is what

originally drew my attention to it, but there are levels to this story and its development that more mature readers are able to pick up. I found particularly interesting parallels drawn between the dogma of this world and our own and that was very appealing to me as I have always been a student of religions around the world. It made me reflect on my personal beliefs and the history of the Catholic church mainly. The author's storytelling was captivating and weaved a world with his words that seemed driven by a simple enough reason, save people, but ends up making the characters question religion, the powers that be and the morality of the greater good. I loved this book as it kept me on my toes at every turn and it used real-life counterparts for places on our world, which made it more appealing by adding to the sensation of reality within fantasy. That was so strong that when I visited England, I took the chance to visit several of the locations described in the book.

Useful Expressions

| | |
|------------------------|----------------------|
| <i>trilogy (n)</i> | chuỗi sách gồm 3 tập |
| <i>at first glance</i> | thoạt nhìn |
| <i>dogma (n)</i> | giáo điều |
| <i>weave (v)</i> | thêu dệt |
| <i>sensation (n)</i> | cảm giác |

PART 3

Children and reading

What are the most popular types of children's books in your country?

I would say it's a toss-up between fantasy and reality fiction. Fantasy is a genre filled with stories that are full of impossible things that could not take place in reality, such as magic and talking animals, often set in a different world or universe. This genre actively develops the reader's imagination through its worldbuilding. Reality fiction, on the other hand, is firmly rooted in reality so requires less of an active connection to the imagination. The stories are still fictitious, but they could happen to anyone as the plots deal with events such as falling in love, work, and addiction for example.

What are the benefits of parents reading books to their children?

I think the benefits have been well-documented, research has shown that reading to a child can be highly beneficial to their development. When read to children have a chance to learn new vocabulary, practice their pronunciation, improve their listening skills and develop their creativity and imagination, this should have a lasting impact on their intelligence. In addition to that it is also a valuable interaction between parents and children that can be used as a bonding opportunity.

Should parents always let their children choose the books they read?

I think it is a great motivational tool that could in fact make them better readers. I am an avid reader, but I still remember how much I hated being assigned books at school that I had

no interest in reading. I also understand the concern that a parent might have about their children reading the “wrong thing” or choosing something out of their ability, so I would think that a good middle ground would be for a parent to present choices to children. Tailor the experience to their needs and make them feel that their opinion matters in the choice.

Electronic books

How popular are electronic books in your country?

I think the popularity of the format has skyrocketed in the past 10 years. It was met at the beginning with a lot of hesitation, particularly from the book industry which saw the advance as a threat, but overall the readers have taken to the change with a positive attitude. At the end of the day, the average reader is concerned mainly with how good a story is and how much it fuels the imagination. E-readers becoming more affordable has also helped push the popularity of the format and made it more accessible to people and there are now almost as many digital books as printed book being published.

What are the advantages of parents reading electronic books (compared to printed books)?

There are a number of things to consider, off the top of my head I can think of 3: cost, accessibility and space. Since there is no physical copy of the book, e-books will generally be priced lower than their physical counterpart. If you are a parent looking to stretch your wallet as far as it will go, this seems like a valid point to consider. That is followed by how accessible they are. I could in this instant search for a book on my device, buy it and have it delivered instantly to the palm of my hand without ever having to get up. And finally, space. Most modern e-readers are about the size and weight of a paperback book and they can carry more than 1000 books.

Will electronic books ever completely replace printed books in the future?

I think e-books have created new experiences for readers, but will never entirely replace print. For a reader the interaction with a book is part of the experience, a physical copy holds more than just a story, it's a record of the reader's interaction with it. Dog ears, bookmarks, notes, highlighting, stains, they all shape the book just as a child grows, and that is something that is irreplaceable. That means that while the e-book might be a marvel of technology and advancement, it can't entirely replace what came before it but in many ways have a symbiotic relationship where the success of one fuels the other and that is great for now.

Useful Expressions

| | |
|-------------------------------|---------------------------------------|
| <i>a toss-up (between)</i> | trò sắp ngửa, thay đổi liên tục |
| <i>(be) rooted in reality</i> | dựa vào thực tế |
| <i>skyrocket (v)</i> | tăng nhanh |
| <i>off the top of my head</i> | để nói ngay lập tức mà không suy nghĩ |
| <i>symbiotic (adj)</i> | cộng sinh |

TEST 2**READING****PASSAGE 1 – ALEXANDER HENDERSON (1831-1913)**

Dạng bài tập

- Questions 1-8: True/False/Not given
- Questions 9-13: Note completion

1. False

Dòng 6 (đoạn 1): “Alexander spent much of his childhood in the area”

2. True

Dòng 3-4 (đoạn 2): “although he never liked the prospect of a business career, he stayed with it to please his family.”

- Business career (sự nghiệp kinh doanh)
- Please his family = what his family wanted

3. Not given

Dòng 4-5 (đoạn 3): “they cooperated on experiments with magnesium flares as a source of artificial light in 1865”

4. False

Dòng 1 (đoạn 4): “their styles of photography were quite different”

5. Not given

Dòng 1 (đoạn 5): “in 1866, he gave up his business to open a photographic studio, advertising himself as a portrait and landscape photographer.”

6. True

Dòng 2-3 (đoạn 5): “From about 1870 he dropped portraiture to specialize in landscape photography and other views.”

7. False

Dòng 5-8 (đoạn 7): “That same year, while in the lower St Lawrence River region, he took some photographs of the construction of the Intercolonial Railway. This undertaking led in 1875 to a commission from the railway to record the principal structures along the almost-completed line connecting Montreal to Halifax.”

8. True

Dòng 4-5 (đoạn 8): “he continued in this post until 1897, when he retired completely from photography.”

9. Merchant

Cần 1 danh từ vì sau mạo từ “a” là danh từ

Từ khóa “Scotland”, “1831”, “father”

Dòng 1 (đoạn 1): “Alexander Henderson was born in Scotland in 1831 and was the son of a successful merchant.”

➔ merchant

10. Equipment

Cần 1 danh từ vì sau mạo từ “the” là danh từ

Từ khóa “photography”, “considerable time”, “heavy”

Dòng 8-9 (đoạn 5): “there was little competing hobby on amateur photography before the late 1880s because of the time-consuming techniques involved and the weight of the equipment.”

- Time consuming = considerable time (tốn thời gian)

- The weight = heavy

➔ equipment

11. Gifts

Cần 1 danh từ vì sau từ “or” là danh từ “souvenirs”

Từ khóa “photographs”, “souvenirs”

Dòng 10 (đoạn 5): “People wanted to buy photographs as souvenirs of a trip or as gifts, ...”

➔ gifts

12. Canoe

Cần 1 danh từ vì sau mạo từ “a” là danh từ

Từ khóa “eastern rivers”

Dòng 3-4 (đoạn 7): “he was especially fond of the wilderness and often travelled by canoe ... and other noted eastern rivers.”

➔ canoe

13. Mountains

Cần 1 danh từ vì sau mạo từ “the” là danh từ

Từ khóa “1885”, “photographed”, “Rogers Pass”

Dòng 10-12 (đoạn 7): “In 1885, ... as far as Rogers Pass in British Columbia, where he took photographs of the mountains ...”

- Took photographs = photographed

➔ Mountains

Vocabulary highlight

| | |
|---|-------------------------------------|
| <p>ALEXANDER HENDERSON (1831-1913)</p> <p><i>Born in Scotland, Henderson emigrated to Canada in 1855 and became a well-known landscape photographer.</i></p> <p>Alexander Henderson was born in Scotland in 1831 and was the son of a successful merchant. His grandfather, also called Alexander, had founded the family business, and later became the first chairman of the National Bank of Scotland. The family had extensive landholdings in Scotland. Besides its residence in</p> | <p><i>extensive (adj): rộng</i></p> |
|---|-------------------------------------|

Edinburgh, it owned Press Estate, 650 acres of farmland about 35 miles southeast of the city. The family often stayed at Press Castle, the large mansion on the northern edge of the property, and Alexander spent much of his childhood in the area, playing on the beach near Eyemouth or fishing in the streams nearby.

Even after he went to school at Murcheston Academy on the outskirts of Edinburgh, Henderson returned to Press at weekends. In 1849 he began a three-year apprenticeship to become an accountant. Although he never liked the prospect of a business career, he stayed with it to please his family. In October 1855, however, he emigrated to Canada with his wife Agnes Elder Robertson and they settled in Montreal.

Henderson learned photography in Montreal around the year 1857 and quickly took it up as a serious amateur. He became a personal friend and colleague of the Scottish-Canadian photographer William Notman. The two men made a photographic excursion to Niagara Falls in 1860 and they cooperated on experiments with magnesium flares as a source of artificial light in 1865. They belonged to the same societies and were among the founding members of the Art Association of Montreal. Henderson acted as chairman of the association's first meeting, which was held in Notman's studio on 11 January 1860.

In spite of their friendship, their styles of photography were quite different. While Notman's landscapes were noted for their bold realism, Henderson for the first 20 years of his career produced romantic images, showing the strong influence of the British landscape tradition. His artistic and technical progress was rapid and in 1865 he published his first major collection of landscape photographs. The publication had limited circulation (only seven copies have ever been found), and was called Canadian Views and Studies. The contents of each copy vary significantly and have proved a useful source for evaluating Henderson's early work.

In 1866, he gave up his business to open a photographic studio, advertising himself as a portrait and landscape photographer. From about 1870 he dropped portraiture to specialize in landscape photography and other views. His

outskirts (n): ngoại ô
apprenticeship (n): thời gian học nghề

excursion (n): chuyến du ngoạn
artificial (adj): nhân tạo

influence (n): sự ảnh hưởng
artistic (adj): đẹp
rapid (adj): nhanh chóng

significantly (adv): đáng kể

specialize in (v): chuyên
numerous (adj): nhiều

numerous photographs of city life revealed in street scenes, houses, and markets are alive with human activity, and although his favourite subject was landscape he usually composed his scenes around such human pursuits as farming the land, cutting ice on a river, or sailing down a woodland stream. There was sufficient demand for these types of scenes and others he took depicting the lumber trade, steamboats and waterfalls to enable him to make a living. There was little competing hobby or amateur photography before the late 1880s because of the time-consuming techniques involved and the weight of the equipment. People wanted to buy photographs as souvenirs of a trip or as gifts, and catering to this market, Henderson had stock photographs on display at his studio for mounting, framing, or inclusion in albums.

Henderson frequently exhibited his photographs in Montreal and abroad, in London, Edinburgh, Dublin, Paris, New York, and Philadelphia. He met with greater success in 1877 and 1878 in New York when he won first prizes in the exhibition held by E and HT Anthony and Company for landscapes using the Lambertype process. In 1878 his work won second prize at the world exhibition in Paris.

In the 1870s and 1880s Henderson travelled widely throughout Quebec and Ontario, in Canada, documenting the major cities of the two provinces and many of the villages in Quebec. He was especially fond of the wilderness and often travelled by canoe on the Blanche, du Lievre, and other noted eastern rivers. He went on several occasions to the Maritimes and in 1872 he sailed by yacht along the lower north shore of the St Lawrence River. That same year, while in the lower St Lawrence River region, he took some photographs of the construction of the Intercolonial Railway. This undertaking led in 1875 to a commission from the railway to record the principal structures along the almost-completed line connecting Montreal to Halifax. Commissions from other railways followed. In 1876 he photographed bridges on the Quebec, Montreal, Ottawa and Occidental Railway between Montreal and Ottawa. In 1885 he went west along the Canadian Pacific Railway (CPR) as far as Rogers Pass in British Columbia, where he took photographs of the mountains and

sufficient (adj): đủ
demand (n): nhu cầu

wilderness (n): vùng
hoang vu

commission (n): nhiệm
vụ

the progress of construction.

In 1892 Henderson accepted a full-time position with the CPR as manager of a photographic department which he was to set up and administer. His duties included spending four months in the field each year. That summer he made his second trip west, photographing extensively along the railway line as far as Victoria. He continued in this post until 1897, when he retired completely from photography.

When Henderson died in 1913, his huge collection of glass negatives was stored in the basement of his house. Today collections of his work are held at the National Archives of Canada, Ottawa, and the McCord Museum of Canadian History, Montreal.

administer (v): điều hành

huge (adj): to lớn

PASSAGE 2 – BACK TO THE FUTURE OF SKYSCRAPER DESIGN

Dạng bài tập

- Questions 14-18: matching
- Questions 19-26: summary completion

14. F

Dòng 5-7 (đoạn F): “Foul air, rather than germs, was believed to be the main driver of ‘hospital fever’, leading to disease and frequent death. The prosperous steered clear of hospitals.”

15. C

Dòng 5-7 (đoạn C): “Short regards glass, steel and air-conditioned skyscrapers as symbols of status...”

16. E

Dòng 1-3 (đoạn E): “we discovered that 19th-century hospital wards ... - that’s similar to the performance of a modern day, computer-controlled operating theatre.”

17. D

Dòng 6-9 (đoạn D): “We put pathogens in the airstreams, modeled for someone with tuberculosis... safe from harm.”

18. B

Dòng 5-7 (đoạn B): “before the widespread introduction of air conditioning systems, which were ‘relentlessly and aggressively marketed’ by their inventors.”

19. Designs

Cần 1 danh từ vì sau tính từ “architectural” là danh từ

Từ khóa “John Shaw Billings”

Dòng 2-5 (đoạn D): “including the design of ingeniously ventilated hospitals. Of particular interest were those built to the designs of John Shaw Billings...”

→ design(s)

20. Pathogens

Cần 1 danh từ đóng vai trò chủ từ trong câu

Từ khóa “in the air”

Dòng 6-7 (đoạn D): “We put pathogens in the airstreams”

- Airstreams = in the air (trong không khí)

→ pathogens

21. Tuberculosis

Cần 1 danh từ vì sau giới từ “from” là danh từ

Từ khóa “patients”, “suffering from”

Dòng 7 (đoạn D): “modeled for someone with tuberculosis”

- Someone = patients (bệnh nhân)

- With = suffering from (bị bệnh)

→ tuberculosis

22. Wards

Cần 1 danh từ vì sau giới từ “in” là danh từ

Từ khóa “hospitals”, “operating theatre”

Dòng 1-3 (đoạn E): “we discovered that 19th-century hospital wards ... - that’s similar to the performance of a modern day, computer-controlled operating theatre.”

→ wards

23. Communal

Cần 1 tính từ để bổ nghĩa cho danh từ “area”

Từ khóa “energy”, “patients”

Dòng 4-6 (đoạn E): “Communal wards appropriate for certain patients... at a fraction of the energy cost”

→ communal

24. Public + 25. Miasmas

Cần 1 danh từ vì sau mạo từ “the” và giới từ “of” là danh từ

Từ khóa “19th-century hospitals”, “protection”

Dòng 1-3 (đoạn F): “Much of the ingenuity present in 19th-century hospital and building design was driven by a panicked public clamouring for buildings that could protect against what was thought to be the lethal threat of miasmas.”

- Protect = protection

→ Public, miasmas

26. Cholera

Cần 1 danh từ vì sau giới từ “of” là danh từ

Từ khóa “London”, “Paris”, “the middle of the 19th century”

Dòng 6 (đoạn F): “through to the cholera outbreaks in London and Paris during the 1850s.

- The 1850s = the middle of the 19th century

➔ Cholera

Vocabulary highlight

BACK TO THE FUTURE OF SKYSCRAPER DESIGN

Answers to the problem of **excessive** electricity use by **skyscrapers** and large public buildings can be found in **ingenious** but forgotten architectural designs of the 19th and early-20th centuries

A. The Recovery of Natural Environments in Architecture by Professor Alan Short is the **culmination** of 30 years of research and award-winning green building design by Short and colleagues in Architecture, Engineering, Applied Maths and Earth Sciences at the University of Cambridge.

'The **crisis** in building design is already here,' said Short.

'Policy makers think you can solve energy and building problems with **gadgets**. You can't. As global temperatures continue to rise, we are going to continue to **squander** more and more energy on keeping our buildings mechanically cool until we have run out of capacity.'

B. Short is calling for a sweeping reinvention of how skyscrapers and major public buildings are designed - to end the **reliance** on sealed buildings which exist solely via the 'life support' system of **vast** air conditioning units.

Instead, he shows it is entirely possible to **accommodate** natural **ventilation** and cooling in large buildings by looking into the past, before the widespread introduction of air conditioning systems, which were 'relentlessly and aggressively marketed' by their inventors.

C. Short points out that to make most contemporary buildings **habitable**, they have to be sealed and air conditioned. The energy use and carbon emissions this generates is **spectacular** and largely unnecessary. Buildings in the West **account for** 40-50% of electricity usage, generating **substantial** carbon emissions, and the rest of the world is catching up at a **frightening** rate. Short regards glass, steel and air-conditioned skyscrapers as symbols of status, rather than practical ways of meeting our requirements.

excessive (adj): quá mức

skyscraper (n): nhà chọc trời

ingenious (adj): khéo léo

culmination (n): điểm cao nhất

crisis (n): khủng hoảng

gadget (n): công cụ

squander (v): lãng phí

reliance (n): sự tín nhiệm

vast (adj): rộng lớn

accommodate (v): cung cấp

ventilation (n): sự thông gió

habitable (adj): có thể ở được

spectacular (adj): ngoạn mục, đẹp mắt

account for: chiếm

substantial (adj): đáng kể

frightening (adj): kinh

| | |
|---|---|
| <p>D. Short's book highlights a developing and sophisticated art and science of ventilating buildings through the 19th and earlier-20th centuries, including the design of ingeniously ventilated hospitals. Of particular interest were those built to the designs of John Shaw Billings, including the first Johns Hopkins Hospital in the US city of Baltimore (1873-1889). 'We spent three years digitally modelling Billings' final designs,' says Short. 'We put pathogens in the airstreams, modelled for someone with tuberculosis (TB) coughing in the wards and we found the ventilation systems in the room would have kept other patients safe from harm.'</p> | <p>khủng <i>sophisticated (adj): phức tạp</i></p> <p><i>pathogen (n): mầm bệnh</i> <i>tuberculosis (n): bệnh lao</i></p> |
| <p>E. 'We discovered that 19th-century hospital wards could generate up to 24 air changes an hour-that's similar to the performance of a modern-day, computer-controlled operating theatre. We believe you could build wards based on these principles now.</p> <p>Single rooms are not appropriate for all patients. Communal wards appropriate for certain patients - older people with dementia, for example - would work just as well in today's hospitals, at a fraction of the energy cost.'</p> <p>Professor Short contends the mindset and skill-sets behind these designs have been completely lost, lamenting the disappearance of expertly designed theatres, opera houses, and other buildings where up to half the volume of the building was given over to ensuring everyone got fresh air.</p> | <p><i>communal (adj): công cộng</i> <i>dementia (n): chứng mất trí</i> <i>fraction (n): phần nhỏ</i> <i>lament (v): xót xa</i></p> |
| <p>F. Much of the ingenuity present in 19th-century hospital and building design was driven by a panicked public clamouring for buildings that could protect against what was thought to be the lethal threat of miasmas - toxic air that spread disease. Miasmas were feared as the principal agents of disease and epidemics for centuries, and were used to explain the spread of infection from the Middle Ages right through to the cholera outbreaks in London and Paris during the 1850s. Foul air, rather than germs, was believed to be the main driver of 'hospital fever', leading to disease and frequent death. The prosperous steered clear of hospitals.</p> <p>While miasma theory has been long since disproved, Short has for the last 30 years advocated a return to some of the</p> | <p><i>panicked (adj): hoảng loạn</i> <i>lethal (adj): gây chết người</i> <i>threat (n): mối nguy</i> <i>miasmas (n): khí độc</i> <i>infection (n): sự nhiễm trùng</i> <i>cholera (n): dịch tả</i> <i>outbreak (n): sự bùng nổ</i> <i>disprove (v): bác bỏ</i> <i>advocate (v): ủng hộ</i></p> |

| | |
|---|--|
| <p>building design principles produced in its wake.</p> <p>G. Today, huge amounts of a building's space and construction cost are given over to air conditioning. 'But I have designed and built a series of buildings over the past three decades which have tried to reinvent some of these ideas and then measure what happens. 'To go forward into our new low-energy, low-carbon future, we would be well advised to look back at design before our high-energy, high-carbon present appeared. What is surprising is what a rich legacy we have abandoned.'</p> <p>H. Successful examples of Short's approach include the Queen's Building at De Montfort University in Leicester. Containing as many as 2,000 staff and students, the entire building is naturally ventilated, passively cooled and naturally lit, including the two largest auditoria, each seating more than 150 people. The award-winning building uses a fraction of the electricity of comparable buildings in the UK.</p> <p>Short contends that glass skyscrapers in London and around the world will become a liability over the next 20 or 30 years if climate modelling predictions and energy price rises come to pass as expected.</p> <p>I. He is convinced that sufficiently cooled skyscrapers using the natural environment can be produced in almost any climate. He and his team have worked on hybrid buildings in the harsh climates of Beijing and Chicago - built with natural ventilation assisted by back-up air conditioning - which, surprisingly perhaps, can be switched off more than half the time on milder days and during the spring and autumn.</p> <p>"My book is a recipe book which looks at the past, how we got to where we are now, and how we might reimagine the cities, offices and homes of the future. There are compelling reasons to do this. The Department of Health says new hospitals should be naturally ventilated, but they are not. Maybe it's time we changed our outlook."</p> | <p><i>auditoria (n):</i> thính phòng</p> <p><i>comparable (adj):</i> có thể so sánh được</p> <p><i>contend (v):</i> cho rằng</p> <p><i>liability (n):</i> nghĩa vụ pháp lý</p> |
|---|--|

PASSAGE 3 – WHY COMPANIES SHOULD WELCOME DISORDER

Dạng bài tập:

- Questions 27-34: matching
- Questions 35-37: sentence completion
- Questions 38-40: True/False/Not given

27. VI

Dòng 3-6 (đoạn A): “We have more strategies ... becoming more productive.”

28. I

Dòng 1-3 (đoạn B): “Ironically, however, the number of businesses .. the way they are managed.”

29. III

Dòng 2-3 (đoạn C): “he designed a number of principles to improve the efficiency of the work process”

30. II

Dòng 1 (đoạn D): “New research suggests that this obsession with efficiency is misguided.”

31. IX

Dòng 1 (đoạn E): “recent studies show that order actually has diminishing returns”

32. VII

Dòng 1-3 (đoạn F): “In fact, research shows that, when innovating, the best approach is to create an environment devoid of structure and hierarchy and enable everyone involved to engage as one organic group.”

33. IV

Dòng 1-3 (đoạn G): “Many of them embrace it ... in terms of process (putting mechanisms in place to reduce structure)”

34. VIII

Dòng 1-3 (đoạn H): “the evidence so far suggests disorder, much like order, also seems to have diminishing utility, and can also have detrimental effects on performance if overused.”

35. Productive

Cần 1 tính từ vì sau “are” là tính từ

Từ khóa “training”, “people”

Dòng 5-8 (đoạn A): “all as a means to becoming more productive. Every week, countless seminars and workshops take place around the world to tell a paying public that they ought to structure their lives in order to achieve this.”

- Seminars and workshops = training (đào tạo)
- Public = people

➔ productive

36. Perfectionists

Cần 1 danh từ vì sau “as” cần danh từ

Từ khóa “organized”, “regard themselves”

Dòng 10 (đoạn A): “much to the delight of self-proclaimed perfectionists with the need to get everything right”

- Get everything right = organized
- Self-proclaimed = regard themselves (tự xưng)

➔ perfectionists

37. Dissatisfied

Cần 1 tính từ vì sau “feel” là tính từ

Từ khóa “aspects of their work”

Dòng 2-3 (đoạn B): “A large proportion of workers from all demographics claim to be dissatisfied with the way their work is structured and the way they are managed.

- the way their work is structured and the way they are managed = aspects of their work

➔ dissatisfied

38. True

Dòng 5-7 (đoạn D): “The result is that businesses and people spend time and money organizing themselves for the sake of organizing, rather than actually looking at the end goal and usefulness of such an effort.”

- Businesses and people
- Order = organizing
- Considering = looking at
- Value = end goal and usefulness

➔ True

39. False

Dòng 1-2 (đoạn F): “when innovating, the best approach is to create an environment devoid of structure and hierarchy and enable everyone involved to engage as one organic group.”

- Innovation = innovating
- Most successful = best
- People involved = everyone involved
- Distinct roles >< one organic group

40. Not given

Dòng 12-14 (đoạn G): “Google and a number of other tech companies have embraced (at least in part) these kinds of flexible structures, facilitated by technology and strong company values which glue people together.”

- Adopt = embraced (sử dụng, thích nghi với...)
- Flexibility = flexible structures (cấu trúc linh hoạt)
- The success of General Electric (*không đề cập*)

Vocabulary highlight

| WHY COMPANIES SHOULD WELCOME DISORDER | |
|---|--|
| <p>A. Organisation is big business. Whether it is of our lives - all those inboxes and calendars - or how companies are structured, a multi-billion dollar industry helps to meet this need.</p> | |
| <p>We have more strategies for time management, project management and self-organisation than at any other time in human history. We are told that we ought to organise our company, our home life, our week, our day and even our sleep, all as a means to becoming more productive. Every week, countless seminars and workshops take place around the world to tell a paying public that they ought to structure their lives in order to achieve this.</p> | <p><i>strategy (n): chiến lược</i></p> <p><i>countless (adj): vô số</i></p> |
| <p>This rhetoric has also crept into the thinking of business leaders and entrepreneurs, much to the delight of self-proclaimed perfectionists with the need to get everything right. The number of business schools and graduates has massively increased over the past 50 years, essentially teaching people how to organise well.</p> | <p><i>rhetoric (n): hùng biện</i> <i>delight (n): sự vui sướng</i> <i>self-proclaimed (adj): tự xưng</i> <i>perfectionist (n): người cầu toàn</i></p> |
| <p>B. Ironically, however, the number of businesses that fail has also steadily increased. Work-related stress has increased. A large proportion of workers from all demographics claim to be dissatisfied with the way their work is structured and the way they are managed.</p> <p>This begs the question: what has gone wrong? Why is it that on paper the drive for organisation seems a sure shot for increasing productivity, but in reality, falls well short of what is expected?</p> | <p><i>proportion (n): phần trăm</i></p> |
| <p>C. This has been a problem for a while now. Frederick Taylor was one of the forefathers of scientific management. Writing in the first half of the 20th century, he designed a number of principles to improve the efficiency of the work process, which have since become widespread in modern companies. So the approach has been around for a while.</p> | <p><i>forefather (n): cha đẻ</i></p> |
| <p>D. New research suggests that this obsession with efficiency is misguided. The problem is not necessarily the management theories or strategies we use to organise our work; it's the basic assumptions we hold in approaching how we work.</p> | <p><i>obsession (n): sự ám ảnh</i> <i>efficiency (n): hiệu suất</i> <i>misguide (v): lạc lối</i> <i>assumption (n): giả định</i></p> |

| | |
|---|--|
| <p>Here it's the assumption that order is a necessary condition for productivity. This assumption has also fostered the idea that disorder must be detrimental to organisational productivity. The result is that businesses and people spend time and money organising themselves for the sake of organising, rather than actually looking at the end goal and usefulness of such an effort.</p> | <p><i>detrimental (adj): có hại</i></p> <p><i>for the sake of: vì lợi ích của</i></p> |
| <p>E. What's more, recent studies show that order actually has diminishing returns. Order does increase productivity to a certain extent, but eventually the usefulness of the process of organisation, and the benefit it yields, reduce until the point where any further increase in order reduces productivity. Some argue that in a business, if the cost of formally structuring something outweighs the benefit of doing it, then that thing ought not to be formally structured. Instead, the resources involved can be better used elsewhere.</p> | <p><i>diminishing (adj): hạ bớt</i></p> <p><i>outweigh (v): lớn hơn</i></p> |
| <p>F. In fact, research shows that, when innovating, the best approach is to create an environment devoid of structure and hierarchy and enable everyone involved to engage as one organic group. These environments can lead to new solutions that, under conventionally structured environments (filled with bottlenecks in terms of information flow, power structures, rules, and routines) would never be reached.</p> | <p><i>devoid (adj): trống rỗng</i></p> <p><i>hierarchy (n): hệ thống cấp bậc</i></p> |
| <p>G. In recent times companies have slowly started to embrace this disorganisation. Many of them embrace it in terms of perception (embracing the idea of disorder, as opposed to fearing it) and in terms of process (putting mechanisms in place to reduce structure). For example, Oticon, a large Danish manufacturer of hearing aids, used what it called a 'spaghetti' structure in order to reduce the organisation's rigid hierarchies. This involved scrapping formal job titles and giving staff huge amounts of ownership over their own time and projects. This approach proved to be highly successful initially, with clear improvements in worker productivity in all facets of the business. In similar fashion, the former chairman of General Electric embraced disorganisation, putting forward the idea of the</p> | <p><i>embrace (v): đi theo</i></p> <p><i>perception (n): sự nhận thức</i></p> <p><i>rigid (adj): cứng nhắc</i></p> |

| | |
|--|---|
| <p>'boundaryless' organisation. Again, it involves breaking down the barriers between different parts of a company and encouraging virtual collaboration and flexible working. Google and a number of other tech companies have embraced (at least in part) these kinds of flexible structures, facilitated by technology and strong company values which glue people together.</p> <p>A word of warning to others thinking of jumping on this bandwagon: the evidence so far suggests disorder, much like order, also seems to have diminishing utility, and can also have detrimental effects on performance if overused. Like order, disorder should be embraced only so far as it is useful. But we should not fear it - nor venerate one over the other. This research also shows that we should continually question whether or not our existing assumptions work.</p> | <p><i>barrier (n)</i>: rào cản</p> <p><i>virtual (adj)</i>: thực sự</p> <p><i>collaboration (n)</i>: sự cộng tác</p> <p><i>glue (v)</i>: kết dính</p> <p><i>evidence (n)</i>: bằng chứng</p> <p><i>venerate (v)</i>: tôn trọng</p> |
|--|---|

LISTENING

SECTION 1

Dạng bài tập:

- Questions 1-10: Note completion (ONE WORD AND/OR A NUMBER)

1. 219 442 9785

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Contact phone 1 → số điện thoại |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "CARL: Perfect. And can I have a contact phone number ? JULIE: It's <u>219 442 9785</u> ." |
| Bước 3 | Nghe đáp án | 219 442 9785 |

2. 10(th) October

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Date of birth 2, 1992 → ngày tháng sinh |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "CARL: OK, and then can I just check that we have the correct date of birth ? JULIE: <u>October tenth</u> , 1992." |
| Bước 3 | Nghe đáp án | October tenth/ 10(th) October |

3. Manager

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Occupation: works as a 3 Sau mạo từ "a" → Danh từ (chỉ nghề nghiệp) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "CARL: ...do you have an occupation , either full-time or part-time? JULIE: Yes, I work full-time in Esterhazy's — you know, the restaurant chain. I started off as a waitress there a few years ago and I'm a <u>manager now</u> ." |
| Bước 3 | Nghe đáp án | Manager |

4. Cawley

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Insurance company: 4 Life Insurance → Danh từ riêng (tên công ty bảo hiểm) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "JULIE: It's <u>Cawley</u> Life Insurance. <u>that's C-A-W-L-E-Y</u> ." |

| | | |
|--------|-------------|--------|
| | tin đó | |
| Bước 3 | Nghe đáp án | Cawley |

5. Knee

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Type of problem: pain in her left 5 → Danh từ (bộ phận trên cơ thể) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "JULIE: Well, I've been getting a pain in my <u>knee</u> , the left one." |
| Bước 3 | Nghe đáp án | knee |

6. 3 weeks

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | When it began: 6 ago → một khoảng thời gian |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "JULIE: Longer. It's been worse for the last couple of days. but it's <u>three weeks</u> since I first noticed it" Paraphrase: first noticed ~ began |
| Bước 3 | Nghe đáp án | three weeks |

7. Tennis

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Sports played: belongs to a 7 club → Danh từ (một môn thể thao) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "CARL: So do you do any sport on a regular basis? JULIE: Yes, I play a lot of <u>tennis</u> . I belong to a club so I go there a lot." |
| Bước 3 | Nghe đáp án | tennis |

8. Running

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | goes 8 regularly → Ving (để tạo thành một hoạt động thể thao) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "But normally I go <u>running</u> a few times a week. maybe three or four times." Paraphrase: |

| | | |
|--------|-------------|--|
| | | Normally/ a few times a week ~ regularly |
| Bước 3 | Nghe đáp án | running |

9. Shoulder

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Medical history: injured her 9 last year → Danh từ (một bộ phận trên cơ thể) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “JULIE: No. not with my legs. I did have an accident last year when I slipped and hurt my <u>shoulder</u> ” Paraphrase: Injured = hurt |
| Bước 3 | Nghe đáp án | shoulder |

10. Vitamins

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | no allergies no regular medication apart from 10 sau giới từ → Danh từ (một loại thuốc) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “CARL: And do you take any medication on a regular basis? JULIE: Well. I take <u>vitamins</u> but that's all. I'm generally very healthy” |
| Bước 3 | Nghe đáp án | vitamins |

SECTION 2

Dạng bài tập:

- Questions 11-15: Multiple Choice
- Questions 16-20: Map labelling

11. B

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Before Queen Elizabeth I visited the castle in 1576 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “However, when Queen Elizabeth I announced that she was going to visit the castle in 1576 it was beginning to look a bit run down , and it was decided that rather than repair the guest rooms, <u>they'd make a new house for her</u> out of wood next to the main |

| | | |
|--------|-------------|--|
| | | hall.” |
| Bước 3 | Nghe đáp án | <p>A. repairs were carried out to the guest rooms. (cả việc “repair” và “guest house” đều không được đề cập)</p> <p>B. a new building was constructed for her. (= “make a new house for her”)</p> <p>C. a fire damaged part of the main hall. (“unfortunately it was destroyed a few years later by fire.” – toà nhà mới xây bị thiêu rụi sau khi nữ hoàng Elizabeth I đã ở đó chứ không phải “main hall” bị thiêu trước khi bà đến)</p> |

12. C

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | In 1982, the castle was sold to |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | <p>“It was eventually taken over <u>by a company who owned a number of amusement parks</u>, but when we get there I think you'll see that they've managed to retain the original atmosphere of the castle.”</p> <p>Paraphrase: was sold to ~ was taken over by</p> |
| Bước 3 | Nghe đáp án | <p>A. the government. (“even though they received government support” – chính phủ chỉ ủng hộ the Fenys family chứ không tiếp quản)</p> <p>B. the Fenys family. (“by 1982 the Fenys family could no longer afford to maintain the castle” – trước năm 1982, gia đình Fenys không còn đủ khả năng duy trì toà lâu đài)</p> <p>C. an entertainment company. (amusement ~ entertainment)</p> |

13. C

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | In some of the rooms, visitors can |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | <p>“When you go inside, you'll find that in the state rooms <u>there are life-like moving wax models dressed in costumes of different</u></p> |

| | | |
|--------|-------------|---|
| | | <u>periods in the past</u> , which even carry on conversations together.” |
| Bước 3 | Nghe đáp án | A. speak to experts on the history of the castle. B. interact with actors dressed as famous characters. C. see models of historical figures moving and talking. (carry on conversations = talking) |

14. B

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | In the castle park, visitors can |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “Nowadays the old zoo buildings are used for <u>public displays of paintings and sculpture.</u> ” |
| Bước 3 | Nghe đáp án | A. see an 800-year-old tree. B. go to an art exhibition. (displays of paintings and sculpture: trưng bày tranh và tác phẩm điêu khắc - art exhibition) C. visit a small zoo. |

15. A

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | At the end of the visit, the group will have |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “...having tea and cakes in the conservatory — and we'll then take you to <u>the same place</u> , where afternoon tea will be served to you.” |
| Bước 3 | Nghe đáp án | A. afternoon tea in the conservatory. (the same place – vẫn là “conservatory”) B. the chance to meet the castle's owners. C. a photograph together on the Great Staircase. |

16. H

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Starting point for walking the walls |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “If you want to get a good view of the whole castle, you can walk around the walls. The starting point's quite near the main entrance — <u>walk straight down the path until you get to the south gate, and it's just there.</u> ” |

| | | |
|--------|-------------|--------------------------|
| Bước 3 | Nghe đáp án | H (ở ngay South gate) |
|--------|-------------|--------------------------|

17. D

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Bow and arrow display |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "The quickest way to get there is to <u>take the first left</u> after the main entrance and follow the path past the bridge, then you'll see it in front of you <u>at the end.</u> " |
| Bước 3 | Nghe đáp án | D (rẽ trái ở ngã rẽ đầu tiên và đi đến cuối đường) |

18. F

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Hunting birds display |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "If you <u>go from the main entrance in the direction of the south gate, but turn right</u> before you get there instead of going through it, you'll see it <u>on your right</u> past the first tower" |
| Bước 3 | Nghe đáp án | F (đi hướng về phí South gate nhưng rẽ phải trước khi tới đó, điểm này sẽ nằm ở bên tay phải trên đường đi) |

19. A

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Traditional dancing |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "At 3 pm there's a short performance of traditional dancing on the <u>outdoor stage.</u> That's right at the other side of the castle from the entrance, and over the bridge." |
| Bước 3 | Nghe đáp án | A (phía bên kia của toà lâu đài nếu đi từ phía lối vào "entrance" và phải đi qua cầu =>A; G đi qua cầu nhưng ở cùng bên với lối vào so với toà lâu đài -> sai) |

20. E

| | | |
|--------|----------------------------------|------|
| Bước 1 | Xác định loại thông tin cần nghe | Shop |
|--------|----------------------------------|------|

| | | |
|--------|---|---|
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “And finally the shop. It's actually <u>inside one of the towers</u> , but the way in is from the <u>outside</u> . Just take the first left after the main <u>entrance</u> , go down the <u>oath</u> and take the first <u>right</u> .” |
| Bước 3 | Nghe đáp án | E (từ “entrance”, rẽ trái, đi thẳng rồi rẽ phải ở ngã rẽ đầu tiên) |

SECTION 3

Dạng bài tập:

- Questions 21-24: Multiple Choice
- Questions 25-30: Matching information / List selection

21. B

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | How will Rosie and Martin introduce their presentation? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “Or we could have a diagram, <u>it could be a timeline</u> to show when they lived, with <u>illustrations</u> ?” |
| Bước 3 | Nghe đáp án | A. with a drawing of woolly mammoths in their natural habitat (“Or we could just show a drawing of them walking in the ice? No, let's go with your last suggestion” – được Martin đwf xuất nhưng lập tức bác bỏ và quay lại chọn phương án cuối của Rosie – tức đáp án B) B. with a timeline showing when woolly mammoths lived C. with a video clip about woolly mammoths (“Maybe we could show a video clip of a cartoon about mammoths. But that'd be a bit childish” – đã được đề cập nhưng bị nhân xét là trẻ con và không được lựa chọn) |

22. C

| | | |
|--------|----------------------------------|---|
| Bước 1 | Xác định loại thông tin cần nghe | What was surprising about the mammoth tooth found by Russell Graham? |
| Bước 2 | Nghe thông tin liên quan và các | “Well <u>the mammoth bones previously found</u> |

| | | |
|--------|---------------------------------------|--|
| | cách để paraphrase những thông tin đó | on the North American mainland were <u>much less recent than that</u> . So this was really amazing .” Paraphrase: Surprising ~ amazing: đáng kinh ngạc, thú vị |
| Bước 3 | Nghe đáp án | A. It was still embedded in the mammoth's jawbone. B. It was from an unknown species of mammoth. C. It was not as old as mammoth remains from elsewhere. (Paraphrase: mammoth bones ~ mammoth remains less recent than ~ not as old as) |

23. C

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | The students will use an animated diagram to demonstrate how the mammoths |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “MARTIN: Then we're making an animated diagram to show the geography of the area in prehistoric times.... So originally, St Paul's Island wasn't an island, it was connected to the mainland, and <u>mammoths and other animals like bears were able to roam around the whole area</u> . ROSIE: Then the climate warmed up and the sea level began to rise, and the island got cut off from the mainland. So <u>those mammoths on the island couldn't escape; they had to stay on the island.</u> ” |
| Bước 3 | Nghe đáp án | A. became isolated on the island. B. spread from the island to other areas. C. coexisted with other animals on the island. (“ <u>mammoths and other animals like bears</u> ” đã từng có thể đi khắp nơi nhưng khi hậu nóng lên làm đảo bị tách khỏi đất liền nên chúng bị kẹt trên đó và chung sống với nhau) |

24. A

| | | |
|--------|----------------------------------|--|
| Bước 1 | Xác định loại thông tin cần nghe | According to Martin, what is unusual about |
|--------|----------------------------------|--|

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| | | the date of the mammoths' extinction on the island? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "They concluded that the extinction happened 5,600 years ago, which is a very <u>precise time for a prehistoric extinction.</u> " |
| Bước 3 | Nghe đáp án | A. how exact it is (precise = exact: chính xác) B. how early it is C. how it was established |

What action will the students take for each of the following sections of their presentation?

25. E

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Introduction |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "MARTIN: OK. So for the introduction , we're using a visual, so once we've prepared that we're done. ROSIE: I'm not sure. I think <u>we need to write down all the ideas we want to include here.</u> " |
| Bước 3 | Nghe đáp án | E. make detailed notes (=write down all the ideas) |

26. D

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Discovery of the mammoth tooth |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "The discovery of the mammoth tooth is probably the most dramatic part, but we don't have that much information, only what we got from the online article. I thought maybe <u>we could get in touch with the researcher who led the team and ask him to tell us a bit more.</u> " |
| Bước 3 | Nghe đáp án | D. contact one of the researchers (get in touch with = contact: liên lạc với) |

27. A

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Initial questions asked by the researchers |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "MARTIN: Great idea. What about the section with the initial questions asked by the researchers ? We've got a lot on that but we |

| | | |
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| | | need to make it interesting. ROSIE: We could <u>ask the audience to suggest some questions about it and then see how many of them we can answer.</u> " |
| Bước 3 | Nghe đáp án | A. make it more interactive |

28. H

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Further research carried out on the island |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "MARTIN: Then the section on further research carried out on the island — analysing the mud in the lake. I wonder if we've actually got too much information here, should we cut some? ROSIE: I don't think so, but it's all a bit muddled at present. MARTIN: Yes, <u>maybe it would be better if it followed a chronological pattern.</u> " |
| Bước 3 | Nghe đáp án | H. organise the content more clearly (followed a chronological pattern: theo trình tự thời gian -> sắp xếp nội dung rõ ràng hơn) |

29. G

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Findings and possible explanations |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "ROSIE: I think so. The findings and possible explanations section is just about ready, but we need to practise it <u>so we're sure it won't overrun.</u> " |
| Bước 3 | Nghe đáp án | G. check timing (we're sure it won't overrun -> luyện tập để đảm bảo không vượt giới hạn thời gian) |

30. C

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Relevance to the present day |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "TUTOR: In the last section, relevance to the present day , you've got some good ideas but this is where you need to move away from the ideas of others and <u>give your own viewpoint.</u> " |
| Bước 3 | Nghe đáp án | C. add personal opinions |

| | | |
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| | | (personal opinions = your own viewpoint: ý kiến cá nhân = quan điểm của chính bạn) |
|--|--|---|

SECTION 4

Dạng bài tập:

- Questions 31-40: Note completion (ONE WORD ONLY)

31. Dances

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | many cultures invented 31 and other ceremonies to make the weather gods friendly sau ngoại động từ “invent” → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “Many ancient civilisations developed rites such as <u>dances</u> in order to make the weather gods look kindly on them.” Paraphrase: Friendly ~ kindly |
| Bước 3 | Nghe đáp án | dances |

32. Survival

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | people needed to observe and interpret the sky to ensure their 32 sau tính từ sở hữu “their” → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “But the weather was of daily importance: observing the skies and drawing the correct conclusions from these observations was really important, in fact their <u>survival</u> depended on it.” Paraphrase: Interpret: giải thích, diễn giải ~ drawing the correct conclusions: rút ra kết luận chính xác |
| Bước 3 | Nghe đáp án | survival |

33. Clouds

| | | |
|--------|----------------------------------|--|
| Bước 1 | Xác định loại thông tin cần nghe | around 650 BC, Babylonians started forecasting , using weather phenomena such as 33 lấy ví dụ một loại “weather phenomena” → |
|--------|----------------------------------|--|

| | | |
|--------|---|--|
| | | danh từ chỉ hiện tượng thời tiết |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "It isn't known when people first started to observe the skies, but at around 650 BC , the Babylonians produced the first short-range weather forecasts , based on their observations of <u>clouds</u> and other phenomena ." |
| Bước 3 | Nghe đáp án | clouds |

34. Festivals

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | by 300 BC, the Chinese had a calendar made up of a number of 34 connected with the weather sau "a number of" → Danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "The Chinese also recognised weather patterns, and by 300 BC , astronomers had developed a calendar which divided the year into 24 <u>festivals</u> , each associated with a different weather phenomenon." |
| Bước 3 | Nghe đáp án | festivals |

35. Comets

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Aristotle also described haloes and 35 Cùng từ loại với "haloes" → danh từ (không đếm được hoặc đếm được số nhiều) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "He also described celestial phenomena such as haloes — that is, bright circles of light around the sun, the moon and bright stars — and <u>comets</u> ." |
| Bước 3 | Nghe đáp án | comets |

36. Sky

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | many proverbs , e.g. about the significance of the colour of the 36, passed on accurate information sau mạo từ "the" → Danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "Alongside this, though, in the Middle Ages weather observations were passed on in the |

| | | |
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| | tin đó | form of proverbs , such as 'Red <u>sky</u> at night, shepherd's delight; red sky in the morning, shepherd's warning'." |
| Bước 3 | Nghe đáp án | sky |

37. Instruments

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | 15th century: scientists recognised value of 37 for the first time Sau giới từ "of" → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "For centuries, any attempt to forecast the weather could only be based on personal observations, but in the fifteenth century scientists began to see the need for instruments ." Paraphrase: recognised value of ~ see the need for for the first time ~ began |
| Bước 3 | Nghe đáp án | instruments |

38. Thermometer

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Galileo invented the 38 sau mạo từ "the" → Danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "In 1592, the Italian scientist and inventor Galileo developed the world's first <u>thermometer</u> ." |
| Bước 3 | Nghe đáp án | thermometer |

39. Storms

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | 18th century: Franklin identified the movement of 39 Sau giới từ "of" → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | "It was Franklin who discovered that <u>storms</u> generally travel from west to east." Paraphrase: movement ~ travel |
| Bước 3 | Nghe đáp án | storms |

40. Telegraph

| | | |
|--------|----------------------------------|---|
| Bước 1 | Xác định loại thông tin cần nghe | 19th century: data from different locations |
|--------|----------------------------------|---|

| | | |
|--------|---|--|
| | | could be sent to the same place by 40 Sau giới từ “by” → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | “People in different locations began to keep records , and in the mid-nineteenth century, the invention of the <u>telegraph</u> made it possible for these records to be collated.” Paraphrase: Data ~ records |
| Bước 3 | Nghe đáp án | telegraph |

WRITING

TASK 1

The provided bar chart gives information about the national turnovers from different exporting areas. There is also a table illustrating the shift in proportion of each kind of exports in 2016 in comparison with that in the previous year.

From the chart and the table, it is evident that, except gems and jewellery, there was an upward trend in all exported products. Noticeably, petroleum and engineered goods gained the highest revenues among the five categories.

In 2015, petroleum products had the greatest amount of profit, which was 60 billion dollars. This was followed by approximately 58 billion dollars of engineered products. However, in 2016, the figure of gas products increased minimally by 3% while engineered products witnessed a significant rise of 8.5% and reached the same level of gas products.

All the other kinds of items had the exporting values under 50 billion dollars. Among these, gems and jewellery achieved the highest value, which were 42 billion dollars in 2015. However, in the following year, a slight drop of 5.18% was seen in the value of gems and jewellery. In 2015, the profit of agricultural products was 30 billion dollars and this remained almost the same in 2016 when just a small increase of 0.81% was made. The export earning of textiles was the lowest among the five categories during the period despite a dramatic climb of 15,24% in 2016.

(230 words)

Useful Vocabularies

| | |
|--|-----------|
| <i>turnover = revenue = profit (n)</i> | lợi nhuận |
|--|-----------|

Useful Structures

| | |
|---------------------------|------------|
| <i>It is evident that</i> | rõ ràng là |
|---------------------------|------------|

TASK 2

Biodiversity, or the variety of species in a particular ecosystem, has been declining rapidly in recent years. While some people argue that this might be the most pressing environmental issue, as of now, I strongly believe that there are more environmental concerns for communities around the world to address.

There are several reasons why people might argue that the extinction of certain species should be of highest concern. First, it greatly influences the food chain as reductions in only one species can adversely affect the entire chain. Furthermore, reduced biodiversity poses an immediate danger for food security, also for humankind. For instance, pollination is extremely vital for growing food, as an estimated 80% of plant species relies on this process to survive. The declining trends in particular pollinators, namely bees and butterflies, are

likely to impact the production of crops, leading to increased health problems for human beings, such as malnutrition.

In spite of the above arguments, I support the view that there are other major threats for our planet that must be solved, namely climate change. This phenomenon is proceeding at a rate that is unprecedented in history, resulting in various long-term outcomes such as sea level rises, pollution, extreme weather, and loss of biodiversity. However, despite decades of research on the subject with scientific evidence, the public reaction to climate change is lukewarm, to say the least, as immediate concerns will always trump long-term consequences. From my perspective, this is one of the most critical environmental issues for the aforementioned reasons: first is the level of impact, and second is the ignorance of society to said issue.

In conclusion, while it is true that ecosystem sustainability holds a certain degree of importance, I believe that we should look at the bigger picture and act on the more pressing environmental issue that is global climate change.

(307 words)

Useful Vocabularies

| | | |
|---------------------------|------------------------|--|
| <i>ecosystem (n)</i> | hệ sinh thái | |
| <i>adversely (adv)</i> | một cách bất lợi | |
| <i>pollination (n)</i> | sự thụ phấn | |
| <i>unprecedented (v)</i> | chưa từng có trước đây | |
| <i>sustainability (n)</i> | sự bền vững | |

Useful Structures

| | | |
|--|----------------|--|
| <i>(to) look at the big(ger) picture</i> | nhìn tổng quan | |
|--|----------------|--|

SPEAKING

PART 1

Social Media**Which social media websites do you use?**

I'm a huge fan of social media in general, but most of my time is split between Facebook, Instagram and Youtube. I use Facebook to keep in touch with my friends and to keep up with news. Instagram is my creative outlet. I love uploading my photos there and browsing through my feed for inspiration. And finally, I use Youtube for entertainment mostly but also when I would like to learn something new, there's probably a video there to help me out.

How much time do you spend on social media sites? [Why/Why not?]

I'm ashamed to admit how much time I spend on social media. I probably spend more time than I should. But it has just become second nature to me, I think. Whenever I'm bored or have an idle moment it's very simple to simply start flipping through my feeds in search of something without really paying much attention. It's simple something to keep me busy, I guess.

What kind of information about yourself have you put on social media? [Why/Why not?]

I think like many of my generation you can get to know me pretty well from what I have shared on social media. I post about things that I like, places I eat at, attractions I've seen and so much more. I like to think that I keep my feeds well-curated though, it's not just a random assortment of posts with no heads or tails.

Is there anything you don't like about social media? [Why/Why not?]

I think social media has turned the idea of "knowledge is power" on its head. We now have access to the biggest pool of knowledge in history and yet people are in a constant battle over who is right and who isn't and the spread of misinformation does not help much. That's my biggest problem with social media I would say, just how easy it has become to deceive people.

Useful Expressions

| | |
|----------------------------------|------------------------------|
| <i>outlet (n)</i> | đầu ra |
| <i>second nature (n)</i> | bản năng thứ hai |
| <i>idle (adj)</i> | nhàn rỗi |
| <i>well-curated (adj)</i> | được sắp xếp cẩn thận |
| <i>(to) turn sth on its head</i> | hoàn toàn thay đổi cái gì đó |

PART 2

Describe something you liked very much which you bought for your home.

You should say:

- **What you bought**
- **When and where you bought it**
- **Why you chose this particular thing**

And explain why you liked it so much

Roughly a year ago I went on a trip to Chicago for a conference. This was by no means a pleasure trip, but of course I set some time aside to go shopping for some souvenirs and things I needed back in Vietnam. I decided to go to a place called T.J. Maxx, which is a sort of outlet store combined with flea market structure. You never really know what you're going to find when you walk through the front doors, but you know it will be a bargain. I browsed through the store and got basic things on my list but then came across two white ceramic salt shakers shaped like dinosaurs. It was love at first sight seeing a small T-rex and a Triceratops looking back at me from the counter, they were just begging to go home with me. You see, I love dinosaurs, I have since I was a little kid, I also adore kitschy things like this, and thought it would be the perfect addition to my growing pile of decorations at home. Unfortunately, only one survived extinction on the journey back home. It seems that the baggage handlers were too rough with my bags or I simply did not pack them securely enough, the Triceratops arrived broken in Hanoi, such a terrible loss. The T-rex now stands majestically in my dining table reigning supreme, and it's a great conversation starter when I have people over for a meal or just to hang out at my place.

Useful Expressions

| | |
|------------------------|----------------------------|
| <i>flea market (n)</i> | chợ trời |
| <i>kitschy (adj)</i> | bóng bẩy, kiểu cách |
| <i>majestic (adv)</i> | một cách huy hoàng, oai vệ |

PART 3**Creating a nice home****Why do some people buy lots of things for their home?**

I've never really thought about this, but it could be because we simply try to make our home as pleasant as it can be. After all, isn't that the goal of a home? A place where we can relax and feel safe. So we decorate it in a way that makes us feel comfortable in it. We pick colors for it, we add patterns to it, we bring in smells, we keep adding to the space we have until we feel in control over it. You can also buy things with the goal of giving specific purpose to any spaces in your home, like say, creating an office, an exercise room, etc. And finally simply the act of holding onto memories can fill a home with items too.

Do you think it is very expensive to make a home look nice?

I'm not a rich person, so it comes down to how much work I'm willing to put in and how creative and thrifty I can be as well. There are new trends in home decor that focus not only on making a space pretty, but also functional. Which means you can have a table that is also a storage space for example. That helps reduce costs by making things multipurpose. And I like crafting things, so I'm happy making things with my own hands that I can later use at home. Otherwise, if you have money to spare, I would think it's as easy as pointing at what you want and showing your credit card.

Why don't some people care about how their home looks?

I think everyone has their own style, and something like how a place looks can be extremely subjective. I could find a sofa extremely comfortable and lovely while you could take a look at it and feel it's the ugliest thing you have ever seen, but I won't care because the look wasn't my primary concern when getting it. It could also be simply due to the hectic lives people live nowadays, sometimes there's just not enough time to make organizing your home a priority. A home becomes just a place you sleep in, so how it looks doesn't really matter as long as it gets the job done.

Different types of home

In what ways is living in a flat/apartment better than living in a house?

I have recently made the switch to living in an apartment after being in houses all my life and it has been quite an adjustment. Apartments are smaller than houses and that can be a strong point depending on your style of living and if you figure out how to maximize the space you have. The size will also make it much simpler to keep clean, and most places will even add in cleaning services if you're lucky. Security is definitely better in an apartment as well, usually you'll have a single entrance with some sort of security and the amount of people living in the building can also help as a deterrent for thieves. And finally, apartments tend to be positioned in areas with more urban development around, which means you'll have everything you need close by.

Do you think homes will look different in the future?

I think with the advances that technology has made in the last 20 years, we'll see even more tech brought into homes than we currently have. Whether it be for comfort, entertainment or utility, it seems inevitable as spaces become smaller and everything seems a bit more cramped. I would also hope to see homes become more environmentally aware through recycling, using sustainable materials and using renewable energy sources. And who knows, maybe we'll even be living underwater or underground, everything is possible in the future.

Do you agree that the kinds of homes people prefer change as they get older?

I think preferences give way to necessity as people age. A little shoebox of an apartment is fine when you're a 20-year-old student who doesn't do more than sleep at home, but as you grow older, get married, have kids, what you prefer is suddenly overruled by what you need. You have a choice then, you either adapt on your own terms or find yourself being forced to adapt. I think that's what causes the change in preferences, a change in situation.

Useful Expressions

| | |
|------------------------------|-----------------------------|
| <i>(to) hold onto</i> | nắm giữ, nắm giữ |
| <i>thrifty (adj)</i> | tiết kiệm |
| <i>primary (adj)</i> | chính, chủ yếu |
| <i>(to) get the job done</i> | làm xong việc |
| <i>deterrent (n)</i> | thứ làm nản lòng, ngăn chặn |
| <i>(to) give way to sth</i> | nhường chỗ cho |
| <i>overrule (v)</i> | gạt bỏ, thắng thế |

TEST 3**READING****PASSAGE 1 – THE CONCEPT OF INTELLIGENCE**

Dạng bài tập

- Question 1 – 3: Matching information
- Question 4 – 5: Yes / No / Not given
- Question 7 – 13: Matching information

1. B

Trong đoạn B ta đọc được ở câu cuối “ In sum, knowledge about implicit theories of intelligence is important because this knowledge is so often used by people to make judgements in the course of their everyday lives.”

- implicit theories of intelligence = non-scientists’ assumptions about intelligence
- make judgements = behavior toward others

2. A

Trong đoạn A dòng thứ 2 và 3 có câu “people all have unconscious notions – known as ‘implicit theories of intelligence, but no one knows for certain what it actually is”

- no one knows for certain = lack of clarity

3. D

Đoạn D dòng đầu tiên có câu “implicit theories can be useful when an investigators suspects that existing explicit theories are wrong or misleading” đồng nghĩa với “implicit and explicit theories may be very different”.

4. NOT GIVEN

Đoạn duy nhất trong bài có đề cập đến “children” là đoạn E và ta không thấy thông tin nào liên quan đến vấn đề “slow language development”

5. NO

Trong đoạn E dòng 2 và 3 “people have expectations of intellectual performances that differ for children of different ages” là trái nghĩa với từ “universal” nghĩa là tiêu chuẩn chung.

6. YES

Trong đoạn J dòng 5 có câu “they are likely to miss the point of what others are saying” đồng nghĩa với “without fully understanding each other”

7. B

Trong đoạn H dòng 1 có câu “people should have equal opportunities”

- equal opportunities = same possibilities

8. C

Trong đoạn I dòng 2 và 3 có câu “one person would serve as well as another in government or on a jury or in almost any position of responsibility” cho thấy bất cứ lĩnh vực nào trong xã hội cũng nên được xem công bằng với nhau.

9. B

Đoạn H dòng 3 “People are awarded for what they accomplish, if given equal opportunity”

- gain benefits = awarded

10. A

Trong đoạn G dòng 1 “people are born with different levels of intelligence” bằng nghĩa với “intelligence begins at birth”

11. A

Đoạn H dòng 2 và 3 “those who are less intelligent need good offices of the more intelligent to keep them in line” có nghĩa những người kém thông minh cần sự lãnh đạo của những người thông minh hơn đồng nghĩa với cách nói “The more intelligent ... in positions of power” trong đáp án

12. C

Trong đoạn I dòng 1 “all people are equal ... in terms of their competencies”

- equal = same
- competencies = abilities

13. A

Đoạn G dòng cuối “the unintelligent would createa kind of chaos”

- chaos = uncontrolled lives

Vocabulary highlight

Looked at in one way, everyone knows what intelligence is; looked at in another way, no one does. In other words, people all have unconscious notions - known as 'implicit theories' - of intelligence, but no one knows for certain what it actually is. This chapter addresses how people **conceptualize** intelligence, whatever it may actually be.

But why should we even care what people think intelligence is, as opposed only to valuing whatever it actually is? There are at least four reasons people's **conceptions** of intelligence matter.

First, implicit theories of intelligence drive the way in which people perceive and evaluate their own intelligence and that of others. To better understand the judgments people make about their own and others' abilities, it is useful to learn about people's implicit theories. For example, parents' implicit theories of their children's language development will determine at what ages

implicit (a): ẩn, ngầm
ngầm

conceptualize (v): khái
niệm hóa

conception (n): quan niệm

they will be willing to make various corrections in their children's speech. More generally, parents' implicit theories of intelligence will determine at what ages they believe their children are ready to perform various **cognitive** tasks. Job interviewers will make hiring decisions on the basis of their implicit theories of intelligence. People will decide who to be friends with on the basis of such theories. In sum, knowledge about implicit theories of intelligence is important because this knowledge is so often used by people to make judgments in the course of their everyday lives.

Second, the implicit theories of scientific investigators ultimately give rise to their **explicit** theories. Thus it is useful to find out what these implicit theories are. Implicit theories provide a **framework** that is useful in defining the general scope of a phenomenon - especially a not-well-understood phenomenon. These implicit theories can suggest what aspects of the phenomenon have been more or less attended to in previous investigations.

Third, implicit theories can be useful when an investigator suspects that existing explicit theories are wrong or **misleading**. If an investigation of implicit theories reveals little correspondence between the extant implicit and explicit theories, the implicit theories may be wrong. But the possibility also needs to be taken into account that the explicit theories are wrong and in need of correction or supplementation. For example, some implicit theories of intelligence suggest the need for expansion of some of our explicit theories of the construct.

Finally, understanding implicit theories of intelligence can help elucidate developmental and **cross-cultural** differences. As mentioned earlier, people have expectations for intellectual performances that differ for children of different ages. How these expectations differ is in part a function of culture. For example, expectations for children who participate in Western-style schooling are almost certain to be different from those for children who do not participate in such schooling. F I have suggested that there are three major implicit theories of how intelligence relates to society as a whole (Sternberg, 1997). These might be called Hamiltonian, Jeffersonian, and Jacksonian. These views are not based strictly, but rather, loosely, on the philosophies of Alexander Hamilton, Thomas Jefferson, and

cognitive (a): có liên quan

explicit (a): rõ ràng
framework (n): khung sườn

misleading (a): sai lầm

cross-cultural (a): liên văn hóa

Andrew Jackson, three great statesmen in the history of the United States. G The Hamiltonian view, which is similar to the Platonic view, is that people are born with different levels of intelligence and that those who are less intelligent need the good offices of the more intelligent to keep them in line, whether they are called government officials or, in Plato's term, philosopher-kings. Herrnstein and Murray (1994) seem to have shared this belief when they wrote about the emergence of a cognitive (high-IQ) elite, which eventually would have to take responsibility for the largely irresponsible masses of non-elite (low-IQ) people who cannot take care of themselves. Left to themselves, the unintelligent would create, as they always have created, a kind of chaos. H The Jeffersonian view is that people should have equal opportunities, but they do not necessarily avail themselves equally of these opportunities and are not necessarily equally rewarded for their accomplishments. People are rewarded for what they accomplish, if given equal opportunity. Low achievers are not rewarded to the same extent as high achievers.

In the Jeffersonian view, the goal of education is not to favor or foster an elite, as in the Hamiltonian tradition, but rather to allow children the opportunities to make full use of the skills they have. My own views are similar to these (Sternberg, 1997). The Jacksonian view is that all people are equal, not only as human beings but in terms of their competencies -that one person would serve as well as another in government or on a jury or in almost any position of responsibility. In this view of democracy, people are essentially intersubstitutable except for specialized skills, all of which can be learned. In this view, we do not need or want any institutions that might lead to favoring one group over another. Implicit theories of intelligence and of the relationship of intelligence to society perhaps need to be considered more carefully than they have been because they often serve as underlying presuppositions for explicit theories and even experimental designs that are then taken as scientific contributions. Until scholars are able to discuss their implicit theories and thus their assumptions, they are likely to miss the point of what others are saying when discussing their explicit theories and their data.

chaos (n): hỗn loạn

competency (n): khả năng

democracy (n): dân chủ

intersubstitutable (a): có thể thay thế

presupposition (n): giả định trước

assumption (n): sự giả định

PASSAGE 2 – SAVING BUGS TO FIND NEW DRUGS

Dạng bài tập

- Question 14 – 20: Matching paragraphs
- Question 21 – 22: Multiple choices
- Question 23 – 26: Summary completion

14. C

Từ dòng 5 có câu “This realisation, together with several looming health crises ... has put bioprospecting – the search for useful compounds in nature – firmly back on the map”

- Renewed = back on the map → những mối quan tâm về việc chế tạo thuốc từ thành phần tự nhiên được quay trở lại

15. H

Đoạn này từ dòng 3 có đề cập đến “to snip out ... the insects’ DNA” và “insert them into cell lines” là những công nghệ về gen giúp ích cho việc chế tạo dược phẩm từ côn trùng. Đồng nghĩa với “recent technological advances”

16. A

Trong đoạn này có nói về “primates” là loài linh trưởng ví dụ như “monkeys” và “chimpanzees” (tinh tinh) biết sử dụng “toxin-oozing millipedes” và “noxious forest plants” là những thành phần tự nhiên để làm thuốc

17. F

Topic sentence của đoạn nằm ở câu đầu tiên “Why is it that insects have received relatively little attention in bioprospecting?” và trong đoạn ta thấy những lí do được liệt kê theo “Firstly”, “Secondly”, “Thirdly”

18. I

Câu cuối trong đoạn “we can make people think differently about the value of nature” cho thấy tác dụng tích cực của việc nghiên cứu thuốc từ côn trùng

19. B

Dòng 5 ta đọc được “The main cause of this shift is that although there are plenty of promising chemical compounds in nature, finding them is far from easy”. Lí do việc dược phẩm làm từ nguyên liệu thiên nhiên “nature based” không được quan tâm tới vì những thành phần tự nhiên khó mà tìm được

20. E

Trong đoạn này ta thấy có đưa ra những ví dụ về những hợp chất có trong động vật như antimicrobial (chống vi trùng) được có trong larvae (ấu trùng).

21. B

Trong đoạn G dòng 7 có câu “These insects have many antimicrobial compounds for dealing with pathogenic bacteria and fungi”

22. C

Trong đoạn H từ dòng 3 có câu “it is now possible to snip out the stretches of the insect’s DNA”

- Snip out = extract
- DNA = genetic code

23. Ecology

Đoạn G dòng 2 “knowledge of ecology”

- Knowledge = expertise

24. Prey

Đoạn G dòng 4 “subduing prey and keeping it fresh”

- Keep fresh = preserve

25. Habitats

Đoạn G từ dòng 5 “masters of exploiting filthy habitats” và “dealing with pathogenic bacteria and fungi”

26. Antibiotics

Đoạn G dòng cuối “many compounds that can serve as or inspire new antibiotics”

Vocabulary highlight

More drugs than you might think are derived from, or inspired by, **compounds** found in living things. Looking to nature for the soothing and curing of our **ailments** is nothing new - we have been doing it for tens of thousands of years. You only have to look at other **primates** - such as the capuchin monkeys who rub themselves with toxin-oozing **millipedes** to deter mosquitoes, or the chimpanzees who use noxious forest plants to rid themselves of intestinal parasites - to realise that our ancient ancestors too probably had a basic grasp of medicine. Pharmaceutical science and chemistry built on these ancient foundations and perfected the **extraction**, characterisation, modification and testing of these natural products. Then, for a while, modern pharmaceutical science moved its focus away from nature and into the laboratory, designing chemical compounds from scratch. The main cause of this shift is that although there are plenty of promising chemical compounds in nature, finding them is far from easy. Securing sufficient numbers of the organism in question, isolating and characterising the compounds of interest, and producing large quantities of these compounds are all significant hurdles. **Laboratory-based** drug discovery has achieved varying levels of success, something which has now prompted the development

compound (n): hợp chất

ailment (n): ốm đau

primate (n): loài linh trưởng

millipede (n): động vật nhiều chân

extraction (n): sự chiết xuất

laboratory-based (a): ở phòng thí nghiệm

of new approaches focusing once again on natural products. With the ability to mine genomes for useful compounds, it is now evident that we have barely scratched the surface of nature's molecular diversity. This realisation, together with several looming health crises, such as **antibiotic** resistance, has put bioprospecting - the search for useful compounds in nature - firmly back on the map. Insects are the undisputed masters of the terrestrial domain, where they occupy every possible niche. Consequently, they have a **bewildering** array of interactions with other organisms, something which has driven the **evolution** of an enormous range of very interesting compounds for defensive and offensive purposes. Their remarkable diversity exceeds that of every other group of animals on the planet combined. Yet even though insects are far and away the most diverse animals in existence, their potential as sources of therapeutic compounds is yet to be realised.

From the tiny proportion of insects that have been investigated, several promising compounds have been identified. For example, alloferon, an **antimicrobial** compound produced by blow fly larvae, is used as an antiviral and antitumor agent in South Korea and Russia. The **larvae** of a few other insect species are being investigated for the potent antimicrobial compounds they produce. Meanwhile, a compound from the venom of the wasp *Polybia paulista* has potential in cancer treatment. Why is it that insects have received relatively little attention in bioprospecting? Firstly, there are so many insects that, without some manner of targeted approach, investigating this huge variety of species is a daunting task. Secondly, insects are generally very small, and the glands inside them that secrete potentially useful compounds are smaller still. This can make it difficult to obtain sufficient quantities of the compound for subsequent testing. Thirdly, although we consider insects to be everywhere, the reality of this ubiquity is vast numbers of a few extremely common species. Many insect species are infrequently encountered and very difficult to rear in captivity, which, again, can leave us with insufficient material to work with. G My colleagues and I at Aberystwyth University in the UK have developed an approach in which we use our knowledge of **ecology** as a guide to target our efforts. The creatures that

antibiotic (a): kháng sinh

bewildering (a): bối rối

evolution (n): sự tiến hóa

antimicrobial (a): chống vi trùng

larva (n): ấu trùng

particularly interest us are the many insects that secrete powerful poison for subduing prey and keeping it fresh for future consumption. There are even more insects that are masters of exploiting filthy habitats, such as faeces and carcasses, where they are regularly challenged by thousands of microorganisms. These insects have many antimicrobial compounds for dealing with **pathogenic** bacteria and **fungi**, suggesting that there is certainly potential to find many compounds that can serve as or inspire new antibiotics. Although natural history knowledge points us in the right direction, it doesn't solve the problems associated with obtaining useful compounds from insects. Fortunately, it is now possible to snip out the stretches of the insect's DNA that carry the codes for the interesting compounds and insert them into cell lines that allow larger quantities to be produced. And although the road from isolating and characterising compounds with desirable qualities to developing a commercial product is very long and full of pitfalls, the variety of successful animal-derived **pharmaceuticals** on the market demonstrates there is a precedent here that is worth exploring.

With every bit of wilderness that disappears, we deprive ourselves of potential medicines. As much as I'd love to help develop a groundbreaking insect-derived medicine, my main motivation for looking at insects in this way is conservation. I sincerely believe that all species, however small and seemingly insignificant, have a right to exist for their own sake. If we can shine a light on the darker recesses of nature's medicine cabinet, exploring the useful chemistry of the most diverse animals on the planet, I believe we can make people think differently about the value of nature.

ecology (n): hệ sinh thái

pathogenic (a): gây bệnh
fungi (n): nấm

pharmaceuticals (n):
thuốc được

PASSAGE 3 – THE POWER OF PLAY**Dạng bài tập**

- Question 27 – 31: Matching information
- Question 32 – 36: Yes / No / Not given

27. B

Đoạn 4 dòng 2 “descriptions of various types of play such as physical, construction, language, or symbolic play (Miller & Almon) là ví dụ cho các loại hình về cách thức chơi của trẻ em.

28. G

Đoạn 8 ta thấy câu “The adult's role in play varies as a function of their educational goals and the child's developmental level (Hirsch-Pasek et al. 2009)”

29. F

Đoạn 7 ta đọc được “At this mid-point between play and work, the child's motivation, coupled with guidance from an adult, can create robust opportunities for playful learning” là phần nhận định của Joan Goodman.

30. E

Đoạn 6 có câu process orientation and a lack of obvious functional purpose may be the most important aspects of play (e.g. Pellegrini 2009) đồng nghĩa với “Certain elements of play are more significant than others”.

31. C

Đoạn 5 có câu “play is defined along a continuum as more or less playful using the following set of behavioral and dispositional criteria (e.g. Rubin et al. 1983)”

- More or less playful = scale of playfulness

32. No

Đoạn 1 có câu “children will do so in any circumstances, for instance when they have no real toys” cho thấy trẻ em có thể chơi khi không có đồ chơi

33. Yes

Đoạn 7 từ dòng 4 có câu “hybrid forms of work and play are not a detriment to learning” cho thấy việc học và chơi có thể kết hợp với nhau

34. Not given

Trong bài không đề cập việc chơi có thể giúp trẻ em phát triển về nghệ thuật

35. No

Trong bài ta thấy rất nhiều quan điểm khác nhau về việc chơi của trẻ em.

36. Yes

Trong đoạn 7 dòng 2 và 3 “Unlike play, work is typically not viewed as enjoyable and it is extrinsically motivated (i.e. it is goal oriented)” cho thấy công việc và chơi khác nhau vì công việc có mục đích.

37. Encouraging

Đoạn 9 dòng 4 ta thấy “encouraging further exploration or new facets to the child's activity”

38. Desire

Đoạn 9 dòng kể cuối “Play should stem from the child's own desire”

- Stem from = based on

39. Autonomy

Đoạn 10 dòng 2 “Intrinsically motivated free play provides the child with true autonomy”

40. Targeted

Đoạn 10 dòng 3 “provide more targeted learning experiences”

Vocabulary highlight

Virtually every child, the world over, plays. The drive to play is so intense that children will do so in any circumstances, for instance when they have no real toys, or when parents do not actively encourage the behavior. In the eyes of a young child, running, pretending, and building are fun. Researchers and educators know that these playful activities benefit the development of the whole child across social, cognitive, physical, and emotional domains. Indeed, play is such an instrumental component to healthy child development that the United Nations High Commission on Human Rights (1989) recognized play as a fundamental right of every child.

Yet, while experts continue to expound a powerful argument for the importance of play in children's lives, the actual time children spend playing continues to decrease. Today, children play eight hours less each week than their counterparts did two decades ago (Elkind 2008). Under pressure of rising academic standards, play is being replaced by test preparation in kindergartens and grade schools, and parents who aim to give their preschoolers

a leg up are led to believe that flashcards and educational 'toys' are the path to success. Our society has created a false dichotomy between play and learning.

Through play, children learn to regulate their behavior, lay the foundations for later learning in science and mathematics, figure out the complex negotiations of social relationships, build a repertoire of creative problem-solving skills, and so much more. There is also an important role for adults in guiding children

domain (n): lĩnh vực

fundamental (a): thiết yếu

preschooler (n): trẻ chưa đến tuổi đến trường

dichotomy (n): sự phân cách

foundation (n): nền tảng

problem-solving (a): giải quyết vấn đề

through playful learning opportunities.

Full consensus on a formal definition of play continues to elude the researchers and theorists who study it. Definitions range from discrete descriptions of various types of play such as physical, construction, language, or symbolic play (Miller & Almon 2009), to lists of broad criteria, based on observations and attitudes, that are meant to capture the essence of all play behaviors (e.g. Rubin et al. 1983).

A majority of the contemporary definitions of play focus on several key criteria. The founder of the National Institute for Play, Stuart Brown, has described play as 'anything that spontaneously is done for its own sake'. More specifically, he says it 'appears purposeless, produces pleasure and joy, [and] leads one to the next stage of mastery' (as quoted in Tippett 2008). Similarly, Miller and Almon (2009) say that play includes 'activities that are freely chosen and directed by children and arise from intrinsic motivation'. Often, play is defined along a **continuum** as more or less playful using the following set of behavioral and dispositional criteria (e.g. Rubin et al. 1983): Play is pleasurable: Children must enjoy the activity or it is not play. It is **intrinsically** motivated: Children engage in play simply for the satisfaction the behavior itself brings. It has no **extrinsically** motivated function or goal. Play is process oriented: When children play, the means are more important than the ends. It is freely chosen, spontaneous and voluntary. If a child is pressured, they will likely not think of the activity as play. Play is actively engaged: Players must be physically and/or mentally involved in the activity. Play is non-literal. It involves make-believe.

According to this view, children's playful behaviors can range in degree from 0% to 100% playful. Rubin and colleagues did not assign greater weight to any one dimension in determining playfulness; however, other researchers have suggested that process orientation and a lack of obvious functional purpose may be the most important aspects of play (e.g. Pellegrini 2009).

From the perspective of a continuum, play can thus blend with other motives and attitudes that are less playful, such as work. Unlike play, work is typically not viewed as enjoyable and it is extrinsically motivated (i.e. it is goal oriented). Researcher Joan Goodman (1994) suggested that hybrid forms of work and play

continuum (n): sự liên tục

intrinsically (adv): từ bên trong

extrinsically (adv): từ bên ngoài

are not a detriment to learning; rather, they can provide optimal contexts for learning. For example, a child may be engaged in a difficult, goal-directed activity set up by their teacher, but they may still be actively engaged and intrinsically motivated. At this mid-point between play and work, the child's motivation, coupled with guidance from an adult, can create robust opportunities for playful learning.

Critically, recent research supports the idea that adults can facilitate children's learning while maintaining a playful approach in interactions known as 'guided play' (Fisher et al. 2011). The adult's role in play varies as a function of their educational goals and the child's developmental level (Hirsch-Pasek et al. 2009).

Guided play takes two forms. At a very basic level, adults can enrich the child's environment by providing objects or experiences that promote aspects of a curriculum. In the more direct form of guided play, parents or other adults can support children's play by joining in the fun as a co-player, raising thoughtful questions, commenting on children's discoveries, or encouraging further exploration or new facets to the child's activity. Although playful learning can be somewhat structured, it must also be child-centered (Nicolopolou et al. 2006). Play should stem from the child's own desire.

Both free and guided play are essential elements in a child-centered approach to playful learning. Intrinsically motivated free play provides the child with true **autonomy**, while guided play is an avenue through which parents and educators can provide more targeted learning experiences. In either case, play should be actively engaged, it should be predominantly child-directed, and it must be fun.

autonomy (n): tự chủ

LISTENING

SECTION 1

Dạng bài tập:

- Questions 1-10: Note completion (ONE WORD AND/OR A NUMBER)

1. Tesla

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | the 1 room for talks → danh từ (tên một loại phòng) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | MAN: OK. Now can you tell me a bit about what conference facilities you have? ANGELA: Sure. So for talks and presentations we have the <u>Tesla</u> room. MAN: Sorry? ANGELA: Tesla - that's spelled T-E-S-L-A. |
| Bước 3 | Nghe đáp án | Tesla |

2. microphone

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | (projector and 2 available) → danh từ (tên một loại công cụ) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANGELA: Tesla - that's spelled T-E-S-L-A. It holds up to a hundred people, and it's fully equipped with a projector and so on. MAN: How about a <u>microphone</u> ? ANGELA: Yes, that'll be all set up ready for you |
| Bước 3 | Nghe đáp án | microphone |

3. exhibition

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | area for coffee and an 3 → danh từ (bắt đầu bằng một nguyên âm) |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | MAN: Fine. And we'll also need some sort of open area where people can sit and have a cup of coffee, and we'd like to have an <u>exhibition</u> of our products and services there as well... |
| Bước 3 | Nghe đáp án | exhibition |

4. wifi

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | free 4 throughout |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | MAN: Great. And I presume there's <u>wifi</u> ? ANGELA: Oh yes, that's free and available throughout the hotel. |
| Bước 3 | Nghe đáp án | wifi |

5. 45

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | a standard buffet lunch costs 5 \$... per head |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANGELA: Would you also like us to provide a buffet lunch? We can do a two-course meal with a number of different options. MAN: What sort of price are we looking at for that? ANGELA: Well, I can send you a copy of the standard menu. That's \$ <u>45</u> per person. Or you can have the special for \$25 more. |
| Bước 3 | Nghe đáp án | 45 |

6. 135

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Rooms will cost 6 \$..... including breakfast |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | MAN: Now we're also going to need accommodation on the Saturday night for some of the participants ... I'm not sure how many, but probably about. So what do you charge for a room? ANGELA: Well, for conference attendees we have a 25% reduction, so we can offer you rooms at \$ <u>135</u> . Normally a standard room's \$180. MAN: And does that include breakfast? ANGELA: Sure. |
| Bước 3 | Nghe đáp án | 135 |

7. pool

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | The hotel also has a spa and rooftop 7 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANGELA: Sure. And of course, guests can also make use of all the other facilities at the hotel. So we've got a spa where you can get massages and facials and so on, and there's a |

| | | |
|--------|-------------|---|
| | | <u>pool</u> up on the roof for the use of guests. |
| Bước 3 | Nghe đáp án | pool |

8. airport

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | There's a free shuttle service to the 8 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | MAN: Great. Now what about transport links? The hotel's downtown, isn't it? ANGELA: Yes, it's about 12 kilometres from the <u>airport</u> , but there's a complimentary shuttle bus for guests. |
| Bước 3 | Nghe đáp án | airport |

9. sea

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Wilby Street (quite near the 9 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANGELA: Well, it's downtown on Wilby Street, that's quite a small street, and it's not very far from the <u>sea</u> . |
| Bước 3 | Nghe đáp án | sea |

10. clubs

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | near to restaurants and many 10 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANGELA: ...And of course if the conference attendees want to go out on the Saturday evening there's a huge choice of places to eat. Then if they want to make a night of it, they can go on to one of the <u>clubs</u> in the area - there are a great many to choose from. |
| Bước 3 | Nghe đáp án | clubs |

SECTION 2

Dạng bài tập:

- Questions 11-12: List selection
- Questions 15-20: Matching information / List selection

11. A**12. E**

| | | |
|--------|----------------------------------|---|
| Bước 1 | Xác định loại thông tin cần nghe | Which TWO activities that volunteers do are mentioned? |
|--------|----------------------------------|---|

| | | |
|--------|---|--|
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Volunteers can do all sorts of things, depending on their own abilities and interests. If they're supporting a family that's struggling, for example, they may be able to give them tips on cooking or recommend how to plan their budget or how to shop sensibly on their income. They might even do <u>some painting or wallpapering</u> , perhaps alongside any members of the family who are able to do it. Or even do <u>some babysitting</u> so that parents can go out for a while. |
| Bước 3 | Nghe đáp án | A. decorating B. cleaning (không nhắc đến) C. delivering meals ("they may be able to give them tips on cooking" = đưa lời khuyên về nấu ăn chứ không nấu ăn giúp các gia đình) D. shopping ("they may be able to ... or how to shop sensibly on their income" = đưa lời khuyên về cách mua sắm thông minh chứ không đi mua sắm giúp) E. childcare |

13. B

14. E

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | Which TWO ways that volunteers can benefit from volunteering are mentioned? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | The benefit from volunteering isn't only for the people being helped. Volunteers also gain from it: they're using their skills to cope with somebody's mental or physical ill health, and <u>volunteering may be a valuable element of their CV when they're applying for jobs</u> : employers usually look favorably on someone who's given up time to help others. Significantly, most volunteers <u>feel that what they're doing gives them a purpose in their lives</u> . And in my opinion, they're lucky in that respect, as many people don't have that feeling |

| | | |
|--------|-------------|---|
| Bước 3 | Nghe đáp án | <p>A. learning how to be part of a team (không nhắc đến)</p> <p>B. having a sense of purpose</p> <p>C. realising how lucky they are (“and in my opinion, they’re lucky in that respect” = người nói cảm thấy các tình nguyện viên may mắn là vì thế, chứ không phải là tình nguyện viên cảm thấy may mắn)</p> <p>D. improved ability at time management (“employers usually look favorably on someone who’s given up time to help others” = nhà tuyển dụng thích những người biết dành thời gian để giúp đỡ người khác, chứ không liên quan đến khả năng quản lý thời gian)</p> <p>E. boosting their employment prospects</p> |
|--------|-------------|---|

15. F

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What has Habib helped people to do? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Habib supports an elderly lady who’s beginning to show signs of dementia. Once a week they, along with other elderly people, go to the local community centre, where a group of people come in and sing. The songs <u>take the listeners back to their youth</u> , and for a little while they can forget the difficulties that they face now. |
| Bước 3 | Nghe đáp án | F. remember past times |

16. A

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | What has Consuela helped people to do? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Our volunteer Consuela is an amazing woman. <u>She has difficulty walking herself, but she doesn’t let that stop her.</u> She helps a couple of people with similar difficulties, who had almost stopped walking altogether. <u>By using herself as an example, Consuela encourages them to walk more and more.</u> |
| Bước 3 | Nghe đáp án | A. overcome physical difficulties |

17. E

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What has Minh helped people to do? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Minh visits a young man who lives alone and can't leave his home on his own, so he hardly ever saw anyone. But together they <u>go out to the cinema, or to see friends</u> the young man hadn't been able to visit for a long time. |
| Bước 3 | Nghe đáp án | E. escape isolation |

18. G

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What has Tanya helped people to do? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Tanya visits an elderly woman once a week. When the woman found out that Tanya is a professional dressmaker, she got interested. Tanya showed her some soft toys she'd made, and <u>the woman decided to try it herself</u> . And now she really enjoys it, and spends hours making toys. They're not perhaps up to Tanya's standard yet, but she gains a lot of pleasure from doing it. |
| Bước 3 | Nghe đáp án | G. start a new hobby |

19. D

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What has Alexei helped people to do? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Alexei is a volunteer with a family that faces a number of difficulties. By calmly talking over possible solutions with family members, he's helping them to realise that they aren't helpless, and that <u>they can do something themselves to improve their situation</u> . This has been great for their self-esteem. |
| Bước 3 | Nghe đáp án | D. solve problems independently |

20. C

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What has Juba helped people to do? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | And the last volunteer I'll mention, though there are plenty more, is Juba. She volunteers with a teenage girl with learning difficulties, |

| | | |
|--------|-------------|---|
| | | who wasn't very good at talking to other people. Juba's worked very patiently with her, <u>and now the girl is far better at expressing herself, and at understanding other people.</u> |
| Bước 3 | Nghe đáp án | C. improve their communication skills |

SECTION 3

Dạng bài tập:

- Questions 21-26: Note completion
- Questions 27-30: Matching information / List selection

21. 50

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | It consists of around 21 students. |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | JOE: Well I've been put in charge of the school marching band, and it's quite a responsibility. I'd like to talk it over with you. LIZZIE: Go ahead. You'd better start by giving me a bit of background. JOE: OK. Well the band has students in it from all years, so they're aged 11 to 18, and there are about <u>50</u> of them altogether. It's quite a popular activity within the school. I've never worked with a band of more than 20 before, and this is very different. |
| Bước 3 | Nghe đáp án | 50 |

22. regional

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | It is due to play in a 22 band competition |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | JOE: They aren't really good enough to enter national band competitions, but they're in a <u>regional</u> one later in the term. |
| Bước 3 | Nghe đáp án | regional |

23. carnival

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | It has been invited to play in the town's 23 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | JOE: Well, now the town council's organising a <u>carnival</u> in the summer, and the band has been |

| | | |
|--------|----------------------------------|-------------------|
| | để paraphrase những thông tin đó | asked to perform. |
| Bước 3 | Nghe đáp án | carnival |

24. drummer

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | They have listened to a talk by a 24 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | JOE: I played a recording I came across, of a <u>drummer</u> talking about how playing in a band had changed his life. |
| Bước 3 | Nghe đáp án | drummer |

25. film

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Joe will discuss a 25 with the band. |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | JOE: I'm planning to show them that old <u>film</u> from the 1940s' Strike Up the Band', and talk about it with the students. |
| Bước 3 | Nghe đáp án | film |

26. parade

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Joe hopes the band will attend a 26 next month. |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | JOE: That's what I've got in mind. I'm hoping I can take some of the band to a <u>parade</u> that's going to take place next month. |
| Bước 3 | Nghe đáp án | parade |

27. D

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | What problem does the flautist have? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | JOE: Can I tell you about a few people in the band who I'm finding it quite difficult to cope with? I'm sure you'll have some ideas about what I can do. LIZZIE: Go ahead. JOE: There's a flautist who says she loves playing in the band. We rehearse twice a week after school, but <u>she's hardly ever there</u> . Then she looks |

| | | |
|--------|-------------|---|
| | | for me the next day and gives me a very plausible reason - she says she had to help her mother, or she's been ill, but to be honest, I don't believe her. |
| Bước 3 | Nghe đáp án | D. misses too many rehearsals |

28. B

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What problem does the trumpeter have? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | LIZZIE: Oh dear! Any more students with difficulties? JOE: Plenty! There's a trumpeter who thinks she's the best musician in the band, though she certainly isn't. <u>She's always saying what she thinks other people should do</u> , which makes my job pretty difficult. |
| Bước 3 | Nghe đáp án | B. keeps making unhelpful suggestions |

29. E

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What problem does the trombonist have? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | JOE: You can say that again. One of the trombonists has got an impressive sense of rhythm and could be an excellent musician - except that <u>he has breathing difficulties, and he doesn't really have enough breath for the trombone</u> . He'd be much better off playing percussion, for instance, but he refuses to give up. So he ends up only playing half the notes. |
| Bước 3 | Nghe đáp án | E. has a health problem |

30. F

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What problem does the percussionist have? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | JOE: Maybe. One of the percussionists isn't too bad. but <u>he never seems to interact with other people, and he always rushes off as soon as the rehearsal ends</u> . I don't know if there are family reasons, or what. But it isn't good in a band, where people really need to feel they're part of a group. |

| | | |
|--------|-------------|------------------------------------|
| Bước 3 | Nghe đáp án | F. doesn't mix with other students |
|--------|-------------|------------------------------------|

SECTION 4

Dạng bài tập:

- Questions 31-40: Note completion

31. violin

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | studied piano and 31 before turning to composition |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | As a child, Lim originally learned to play the piano - like so many children- and also the <u>violin</u> , but when she was 11 her teachers encouraged her to start composing. |
| Bước 3 | Nghe đáp án | violin |

32. energy

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | compositions show a great deal of 32 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Liza Lim's compositions are vibrant and full of <u>energy</u> ,... |
| Bước 3 | Nghe đáp án | energy |

33. complex

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | her music is very expressive and also 33 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Her music is very expressive, so although it is <u>complex</u> , it has the power of connecting... |
| Bước 3 | Nghe đáp án | complex |

34. opera

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | festival will include her 34 called <i>The Oresteia</i> |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | In the festival we're going to give a semi-staged performance of <i>The Oresteia</i> . This is an <u>opera</u> in seven parts... |
| Bước 3 | Nghe đáp án | opera |

35. disturbing

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Lim described the sounds in <i>The Oresteia</i> as 35 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Lim wrote that because the stories in the tragedies are not easy to tell, the sounds she creates are also <u>disturbing</u> ... |
| Bước 3 | Nghe đáp án | disturbing |

36. clarinet

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | <i>The Tower of Remoteness</i> is performed by piano and 36 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | The Tower of Remoteness is scored for piano and <u>clarinet</u> ... |
| Bước 3 | Nghe đáp án | clarinet |

37. diversity

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | celebrates Australia's cultural 37 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Edwards's music has been described as being 'deeply connected to Australia', and it can be regarded as a celebration of the <u>diversity</u> of cultures that Australia can be proud of. |
| Bước 3 | Nghe đáp án | diversity |

38. physics

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | studied 38 before studying music |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | He took up the cornet at the age of five, switching to the piano five years later. However, he went to university to study <u>physics</u> , before changing to composition. |
| Bước 3 | Nghe đáp án | physics |

39. dance

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | became well known as composer of music for 39 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Before long he had become prominent in Australia as a composer for <u>dance</u> , and in fact has written 25 scores of that type. |
| Bước 3 | Nghe đáp án | dance |

40. Olympics

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | festival will include his music for the 1996 40 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | In our third concert, Vine will be represented by his music for the flag hand-over ceremony of the <u>Olympics</u> held in 1996. |
| Bước 3 | Nghe đáp án | Olympics |

WRITING

TASK 1

The provided diagram depicts the process by which electricity is produced from a water power plant.

From the illustration, it is evident that hydroelectricity production is a circular process which involves inputting water, generating it into power and lastly returning it to the original source. Besides, there is a difference in producing activities between day and night time.

The water originates from a river and is stored in a high-level reservoir protected by a dam. During the daytime, the intake is opened to allow water to flow to the power station through a tunnel. At the power station, the water force is used to activate reversible turbines. These machines account for accelerating a generator. The water power is converted into electricity, which is then transmitted through power lines to contribute to the national grid. The used water is later preserved in a low-level reservoir.

When the night comes, the water stored in the low-level reservoir returns to the turbines. In the next step, thanks to the reversibility of these turbines, water is pumped into the tunnel leading to the high-level reservoir. At night time, water is allowed to pass the dam as the intake is not opened at this time. The whole process will occur similarly in the next day.

(210 words)

Useful Vocabularies

| | |
|---------------------------|---|
| <i>Originate from (v)</i> | Bắt nguồn từ |
| <i>Activate (v)</i> | Kích hoạt, khởi động |
| <i>Accelerate (v)</i> | Gia tốc |
| <i>Transmit (v)</i> | Truyền |
| <i>Preserve (v)</i> | Giữ lại |
| <i>Intake (v)</i> | Điểm lấy nước vào (sông hồ, ống bơm..) |
| <i>Reversibility (n)</i> | Tính thuận nghịch |

Useful Structures

| | |
|----------------------------------|-------------------------------|
| <i>it is evident that.....</i> | Rõ ràng là..... |
| <i>It is converted into.....</i> | được chuyển đổi thành .. |
| <i>Thanks to</i> | Nhờ có |

TASK 2

It is true that music plays an indispensable role in our wellbeing, increasing empathy, social connection, and cooperation. I completely agree with the idea that music is the human language that bridges cultures and generations.

The first and foremost reason why music has such an inherent capability of connecting people is that it transcends the boundaries of language. In fact, music works a lot like language does, except instead of words and ideas, emotions and intentions are communicated. Thus, this makes it easier for people of various age groups to appreciate and enjoy music, whether it is a 1-year-old having little to no grasp of speech recognition, or a normal adult. Music is a common ground, considered a popular pastime for almost all ages, and it provides an everlasting connection between generations.

It is also worth mentioning that the concepts of music, culture and society are intrinsically linked, and the inter-relationship between them has been researched for many decades. While it is scientifically proven that music is influenced by socio-cultural characteristics and vice versa, the implication that only people from the same cultural identity can appreciate particular genres is unfounded. In fact, Korean music, which includes a multitude of sub-genres and traditional oriental sounds, has been gaining immense popularity among adolescents in the United States in recent years, making this a prime example for the aforementioned perspective.

In conclusion, I fully support the view that music has its own way of connecting people together, regardless of cultural identities or generational differences.

(251 words)

Useful Vocabularies

| | |
|------------------------------|-----------------------------|
| <i>indispensable (adj)</i> | Không thể thiếu |
| <i>inherent (adj)</i> | vốn có, cố hữu |
| <i>transcend (v)</i> | vượt quá, hơn |
| <i>common ground (n)</i> | điểm tương đồng, điểm chung |
| <i>cultural identity (n)</i> | bản sắc văn hoá |

Useful Structures

| | |
|-----------------------------------|--------------------------------------|
| <i>and vice versa</i> | và ngược lại |
| <i>making sth a prime example</i> | khiến cho ... là một ví dụ điển hình |
| <i>a multitude of</i> | rất nhiều, vô số (= a lot of) |

SPEAKING

PART 1

Neighbors**How often do you see your neighbors? [Why/Why not?]**

I live in an apartment building, which means I see my neighbours pretty often. It's a little hard to avoid people when there's only one way and out of the building and most of us have similar schedules. I also have several friends who moved into the building after me, so that's very handy as we already know each other and like to spend weekends together.

Do you invite your neighbors to your home? [Why/Why not?]

As I said before, I'm actually friends with some of my neighbors so it's pretty much an open-door policy with them. Sometimes it feels like a sitcom with people coming in and out after work to hang out and share about their day. It's nice to live in a place surrounded by people who care for you.

Do you think you are a good neighbor? [Why/Why not?]

I believe I am, I'm always very courteous to my neighbors and try to be as friendly as possible to them. I make sure that I'm not disturbing them when we have parties by keeping the volume down when it's getting late. I'm more than happy to help with anything they might need as well, I pretty much keep a stocked pantry for my friends to borrow anything they need.

Has a neighbor ever helped you? [Why/Why not?]

I've had several times when I've been stuck outside of my apartment without a key and I've been taken in by a neighbor, it was much appreciated. I've also needed their help moving furniture around and installing a couple of big TVs that I could not have done by myself. And I'm glad to do the same for them whenever help is needed.

Useful Expressions

| | |
|------------------------------------|--|
| <i>handy (adj)</i> | tiện lợi |
| <i>open-door policy (n)</i> | Chính sách mở cửa Trong ngữ cảnh này, nó có nghĩa là "luôn chào đón bạn bè đến nhà" |
| <i>(keep) a stocked pantry (n)</i> | luôn đầy đủ sẵn có mọi thứ |

PART 2

Describe a very difficult task that you succeeded in doing as part of your work or studies

You should say:

- *What task you did*
- *Why this task was very difficult*
- *How you worked on this task*

And explain how you felt when you had successfully completed this task

When I was still studying in college, part of the curriculum requires you to do an internship in order to graduate. I was lucky to be picked up by a design boutique that handled very important clients, with campaigns valued in thousands of dollars. During my second week there, one of the clients suddenly decided that a campaign, which had been in the works for a month and was due to be launched in three days, should be completely reworked. Apparently, he was not satisfied with several crucial parts of the strategy and we were tasked with reworking it all from the ground floor. We spent all night brainstorming how to pull off something that took a month to set up before. It was an incredibly challenging project and we had only one chance to get it right. I took a look at previous projects that the company had run with this client, doubled back on the feedback the client had given throughout the project and had a moment of clarity, I now had an idea and I pitched it to the team and was set up to run point on the project. After hours of hard work, we now had a new project that incorporated what was already created into a new strategy which would not only make use of all the materials created this far, but would also keep the original timetable in place with minor modifications. The client was over the moon at our follow up meeting and the ingenuity of the new plan.

Useful Expressions

| | |
|-----------------------------------|--------------------------------|
| curriculum (n) | chương trình học |
| crucial (adj) | quan trọng, thiết yếu |
| (have) a moment of clarity | bỗng nhiên nghĩ ra ý tưởng mới |

PART 3

Difficult Jobs

What are the most difficult jobs that people do?

I remember seeing a documentary about oil rig workers that claimed to be if not the hardest job on the world, one of the hardest. It's a job that is not only physically demanding but also psychologically taxing. These people spend 6 weeks in an environment where it doesn't matter if you are a cleaner or a pipe worker, you have a very similar level of risk around you at all times. It's an insane job that brings a high reward when it comes to salary, but I can't even **fathom** doing that myself. I would probably crack under pressure on day one.

Why do you think some people choose to do difficult jobs?

I can think of a couple of reasons why, first of all I believe most of them are simply adrenaline junkies, their brains are just wired for that kind of insanity. They tend to be very confident around risk taking and work well under pressure. In addition to that, the toughest jobs in the world are highly compensated which can also be a big draw for people looking to build their own little nest egg quickly. Finally there's the matter of education, dangerous jobs tend to draw in blue collar workers who haven't had the chance to study or simply choose this as a quicker route to financial liberty.

Do you agree or disagree that all jobs are difficult sometimes?

I think all jobs have a degree of difficulty to them, in my experience it's people themselves who tend to make situations more complicated than they have to be. Especially with jobs that have to do with customer service, that can be extremely complicated as there is no recipe to make every single customer happy, even if you try your best, someone will be unhappy. When your job gets difficult you just have to try and navigate the problem as best you can, hope for the best and if something goes wrong, find a scapegoat fast.

Personal career and success**How important is it for everyone to have a goal in their personal life?**

I think the importance of it is understated but there's also a problem with how people create goals for themselves. They set a goal that relies on luck or simply it is unattainable, and when that is not the case, a lack of planning does not yield the proper results. Setting a goal for yourself will help you move forward in life, it gives you guidance about where to put your energy and focus. It also helps with long term planning which gives you motivation when obstacles come across you on the way instead of getting frustrated and giving up.

Is it always necessary to work hard in order to achieve career success?

I'm a big believer on working smarter not harder. Innovation is key when it comes to success in life and this of course includes your career. Working smarter can help you get noticed easier at the workplace which could then lead to promotions or bonuses. We are creatures of habit, breaking free from established patterns can many times yield interesting or more efficient results. That said, I don't dismiss working hard as a way to achieve success in life, I just think it is generally slower.

Do you think that successful people are always happy people?

My first instinct would be to say no, but upon reflection I would say that the problem is with how we define success. Do you define it by making ridiculous amounts of money? I think most people think of success that way, and that's what gives us the impression that money can't buy happiness. If you expand that definition to other types of success, for example having no debt, being able to travel every year, having children, etc, we will probably find that the amount of happiness rises sharply. To paraphrase the old adage, success is in the eye of the beholder.

Useful Expressions

| | |
|----------------------------------|--|
| <i>taxing (adj)</i> | khó khăn, mệt mỏi |
| <i>(to) crack under pressure</i> | bị ảnh hưởng bởi áp lực |
| <i>junkie (n)</i> | (tiếng lóng) người nghiện/cuồng |
| <i>(be) wired for</i> | (thường dùng với từ "brains") được thiết kế cho việc ... |
| <i>scapegoat (n)</i> | người chịu tội thay, con đường khác để thoát khỏi tình trạng khó khăn hiện tại |

| | |
|-----------------------------------|---|
| <i>yield (v)</i> | cho ra (kết quả) |
| <i>(be) a big believer on</i> | là người tin tưởng vào ... |
| <i>instinct (n)</i> | bản năng |
| <i>old adage (n)</i> | câu châm ngôn/ngạn ngữ/tục ngữ cổ |
| <i>in the eye of the beholder</i> | tuỳ đánh giá, ý kiến chủ quan của mỗi người |

TEST 4**READING****PASSAGE 1 – THE SECRET OF STAYING YOUNG****Dạng bài tập**

- Question 1- 8: Note Completion
- Question 9 – 13: T / F / NG

1. Four/ 4

Trước chỗ trống có “a total of” tổng cộng, sau chỗ trống có “..... different age groups” bao nhiêu nhóm tuổi khác nhau, nên ta cần điền một số đếm. Keyword cần tìm là “focused on”, “different age groups”. Dòng 1 + 2 (đoạn 3): “Giraldo focused on ants at **four** age ranges: 20 to 22 days, 45 to 47 days, 95 to 97 days and 120 to 122 days.”

- Age ranges = Different age groups

2. young

Sau tính từ sở hữu “their” ta cần một danh từ. Key word cần tìm là “looked after”, “how well”. Dòng 1 (đoạn 4): “Giraldo watched how well ants took care of the **young** of the colony,.....”

- Took care of = Looked after

3. Food

Sau động từ locate ta cần điền 1 danh từ. Key word cần tìm là “scent trail”. Dòng 2 + 3 (đoạn 4) “ ants followed the telltale scent that the insects usually leave to mark a trail to **food**.”

- Scent trail = Scent that the insects usually leave to mark a trail (mùi mà côn trùng thường để lại để đánh dấu đường đi)

4. light

Sau “that” là một mệnh đề chưa có chủ ngữ nên ta cần điền một danh từ. Key word cần tìm là “the effect”. Dòng 4 + 5 (đoạn 4): “She tested how ants responded to **light** and.....”

- The effect had on them (Ảnh hưởng của thứ gì đó lên lũ kiến) = How ants responded to (Kiến phản ứng lại thứ gì đó như thế nào)

5. aggressively

Chỗ trống bổ nghĩa cho hành động “attacked” tấn công như thế nào nên ta cần điền một trạng từ. Key word cần tìm là “Attacked prey”. Dòng 9 + 10 (đoạn 4): “.....the older ants attacked the poor fruit fly just as **aggressively** as the young ones did,”

- Attacked prey = Attacked the poor fruit fly

6. location

Cần 1 danh từ vì chỗ trống sau mạo từ the và trước giới từ “of”. Key word cần tìm là “dying cells”, “age”. Dòng 2 + 3 (đoạn 5): “....., nor was there any difference in the

location of the dying cells,.....”.

7. neurons

Sau in areas in which là một mệnh đề chưa có chủ ngữ, ta cần điền một danh từ. Key word cần tìm là “synaptic complexes”, “areas”, “meet”. Dòng 4 + 5 (đoạn 5): “..... The density of synaptic complexes within these structures – regions where **neurons** come together.”

- Areas = Regions
- Meet = Come together

8. chemicals

Sau giới từ “of” và số đếm “two”, ta cần một danh từ. Key word cần tìm là “level”, “associated with”, “ageing”. Dòng 7 + 8 (đoạn 5): “.....drop in the levels of either serotonin or dopamine – brain **chemicals** whose decline often coincides with aging.”

- Level = levels
- Associated with = Coincides with
- Ageing = Aging

Ở đây không thể chọn “serotonin” hoặc “dopamine” do chỉ được điền một từ mà hai từ này tương đương nhau, cái này hoặc cái kia nên ta chọn danh từ chỉ chung hai loại chất này là “chemicals”.

9. FALSE

Dòng 1 + 2 (đoạn 2): “Naked mole rats can live for almost 30 years and stay fit for nearly their entire lives.”

- Stay fit ~ remain active
- Nearly their entire lives = almost their whole lives

Đề bài nói rằng “Pheidole dentata ants” là những động vật duy nhất vẫn duy trì sự nhanh nhẹn trong phần lớn cuộc đời chúng. Tuy nhiên, dòng 1 + 2 (đoạn 2) cho thấy vẫn có các loại động vật khác ví dụ “Naked mole rats”.

10. TRUE

Dòng 3 + 4 (đoạn 3): “Unlike all previous studies, which only, so she knew their exact ages.”

- First person = Unlike all previous studies
- Precise data about the insects’ ages = their exact ages

11. FALSE

Dòng 6 + 7 (đoạn 4): “Giraldo expected the older ants to perform poorly in all these tasks. But the elderly insects were all good.....”

- Expected = predicted that they would

Đề bài nói rằng lũ kiến hành động theo cách mà Giraldo dự đoán, tuy nhiên thực tế chúng thực hiện tốt hơn mong đợi của cô ấy.

12. NOT GIVEN

Dòng 3 + 4 (đoạn 6): “Scientists have looked at some similar aspects in bees, but the

results of recent bee studies were mixed -”

- Recent studies of bees = Recent bee studies
- Age-related decline = age – related declines
- Used different methods = ???

Dòng 3 + 4 (đoạn 6) có đề cập đến nghiên cứu trên loài ong về sự yếu do tuổi tác, tuy nhiên không có thông tin nào về những phương pháp được sử dụng trong các cuộc nghiên cứu này.

13. TRUE

Dòng 2 + 3 (đoạn 7): “Out in the wild, the ants probably don’t live for a full 140 days thanks to that’s much harsher than the comforts of the lab.”

- Laboratory conditions = the comforts of the lab

Vocabulary highlight

Pheidole dentata, a native ant of the south-eastern U.S., isn't immortal. But scientists have found that it doesn't seem to show any signs of aging. Old worker ants can do everything just as well as the youngsters, and their brains appear just as sharp. 'We get a picture that these ants really don't decline,' says Ysabel Giraldo, who studied the ants for her doctoral thesis at Boston University.

Such age-defying feats are rare in the animal kingdom. Naked mole rats can live for almost 30 years and stay fit for nearly their entire lives. They can still reproduce even when old, and they never get cancer. But the vast majority of animals deteriorate with age just like people do. Like the naked mole rat, ants are social creatures that usually live in highly organised colonies. 'It's this social complexity that makes *P. dentata* useful for studying aging in people,' says Giraldo, now at the California Institute of Technology. Humans are also highly social, a trait that has been connected to healthier aging. By contrast, most animal studies of aging use mice, worms or fruit flies, which all lead much more isolated lives.

In the lab, *P. dentata* worker ants typically live for around 140 days. Giraldo focused on ants at four age ranges: 20 to 22 days, 45 to 47 days, 95 to 97 days and 120 to 122 days. Unlike all previous studies, which only estimated how old the ants were, her work tracked the ants from the time the pupae became adults, so she knew their exact ages. Then she put them through a range of tests.

Youngsters (n) thanh niên (người), (động vật) con non

reproduce (v) : tái sản xuất, tái lập

the vast majority of (n): phần lớn

deteriorate (v): (mối quan hệ/tình trạng) trở nên xấu đi

Aging (n) sự lão hóa

Giraldo watched how well the ants **took care of** the young of the colony, recording how often each ant attended to, carried and fed them. She compared how well 20-day-old and 95-day-old ants followed the telltale scent that the insects usually leave to mark a trail to food. She tested how ants responded to light and also measured how active they were by counting how often ants in a small dish walked across a line. And she experimented with how ants react to live prey: a tethered fruit fly. Giraldo expected the older ants to perform poorly in all these tasks. But the elderly insects were all good caretakers and trail-followers-the 95-day-old ants could track the scent even longer than their younger counterparts. They all responded to light well, and the older ants were more active. And when it came to reacting to prey, the older ants attacked the poor fruit fly just as aggressively as the young ones did, flaring their mandibles or pulling at the fly's legs.

Then Giraldo compared the brains of 20-day-old and 95-day-old ants, identifying any cells that were close to death. She saw no major differences with age, nor was there any difference in the location of the dying cells, showing that age didn't seem to affect specific brain functions. Ants and other insects have structures in their brains called mushroom bodies, which are important for processing information, learning and memory. She also wanted to see if aging affects the density of synaptic complexes within these structures-regions where neurons come together. Again, the answer was no. What was more, the old ants didn't experience any drop in the levels of either serotonin or dopamine-brain chemicals whose decline often coincides with aging. In humans, for example, a decrease in serotonin has been linked to Alzheimer's disease.

'This is the first time anyone has looked at both behavioral and neural changes in these ants so thoroughly,' says Giraldo, who recently published the findings in the Proceedings of the Royal Society B. Scientists have looked at some similar **aspects** in bees, but the results of recent bee studies were mixed-some studies showed age-related declines, which biologists call senescence, and others didn't. 'For now, the study raises more questions than it answers,' Giraldo says, 'including how *P. dentata* stays in such good shape.'

take care of (v) = look after (v) chăm sóc

aspect (n) khía cạnh

Also, if the ants don't deteriorate with age, why do they die at all? Out in the wild, the ants probably don't live for a full 140 days thanks to predators, disease and just being in an environment that's much harsher than the comforts of the lab. 'The lucky ants that do live into old age may suffer a steep decline just before dying,' Giraldo says, but she can't say for sure because her study wasn't designed to follow an ant's final moments.

'It will be important to extend these findings to other species of social insects,' says Gene E. Robinson, an entomologist at the University of Illinois at Urbana-Champaign. This ant might be unique, or it might represent a broader pattern among other social bugs with possible clues to the science of aging in larger animals. Either way, it seems that for these ants, age really doesn't matter.

PASSAGE 2 – WHY ZOOS ARE GOOD

Dạng bài tập

- Question 14 - 16: Matching Information
- Question 18 – 22: T / F / NG
- Question 23 – 26: Multiple choices

14. B

Dòng 1 + 2 (đoạn 1): "Colossal numbers of species are becoming extinct across the world, and many more are increasingly threatened and therefore risk extinction."

- Colossal numbers (lượng khổng lồ) + Increasingly (ngày càng tăng) = how quickly
- Die out = become extinct (tuyệt chủng)

15. E

Dòng 3 + 4 (đoạn 5): "Being able to undertake research on animals in zoos where there is less risk and fewer variables means real changes can be effected on wild populations."

- study animal = undertake research on animals
- in captivity = in zoos
- Why it is preferable = less risk and fewer variables

16. C

Dòng 2 + 3 + 4 + 5 (đoạn 3): "While it is true that television documentaries are becoming ever more detailed and impressive, and many natural history specimens are on display in museums, there really is nothing to compare with seeing a living creature

in the flesh, hearing it, smelling it, watching what it does and having the time to absorb details.”

- two ways = television documentaries and natural history specimens
- visiting them in zoos = seeing a living creature, hearing it, smelling it, watching what it does

17. A

Dòng 3 + 4 (đoạn 1): “Animals in good zoos get a varied and high-quality diet with all the supplements required, and any illnesses they might have will be treated.”

- Healthier = varied and high-quality diet + the supplements required + any illnesses will be treated

18. TRUE

Dòng 8 + 9 (đoạn 1): “The average captive animal will have a greater life expectancy compared with its wild counterpart, and will not die of drought, of starvation or in the jaws of a predator.”

- animals in zoos = an animal in a zoo
- live longer = have a greater life expectancy (có tuổi thọ cao hơn)
- those in wild = in the wild

19. TRUE

Dòng 6 + 7 (đoạn 2): “A good number of species only exist in captivity, with many of these living in zoos.”

- Many of these living in zoos = some species in zoos
- No longer be found in the wild (không thể tìm thấy nơi hoang dã) = only exist in captivity (chỉ tồn tại trong tình trạng giam cầm)

20. NOT GIVEN

Dòng 2+ 3 (đoạn 3): “While it is true that television documentaries are becoming ever more detailed and impressive,.....”

- Improvements in the quality of TV wildlife documentaries = television documentaries are becoming ever more detailed and impressive
- Have resulted in increased numbers of zoo visitors = ???

Không có thông tin nào đề cập đến việc chất lượng phim tài liệu về cuộc sống hoang dã cải thiện dẫn tới sự tăng trưởng trong số lượng du khách tới sở thú.

21. FALSE

Dòng 4 + 5 (đoạn 4): “This was an area where zoos used to be lacking, but they are now increasingly sophisticated in their communication and outreach work.”

- transmitting information about animals to the public = communication and outreach work

Bài viết nói rằng trước đây các sở thú còn thiếu sót, tuy nhiên giờ họ đang ngày càng trở nên tinh vi hơn trong việc phổ biến thông tin về các loại động vật tới cộng đồng. Tuy

nhân trong đề dùng cụm “have always excelled at” nghĩa là họ luôn luôn xuất sắc trong việc này nên câu này không đúng.

22. NOT GIVEN

Dòng 3 + 4 (đoạn 5): “Being able to undertake research on animals in zoos where there is less risk and fewer variables means real changes can be effected on wild populations.”

- study animal = undertake research on animals
- in captivity = in zoos
- Less stressful = ???

Khi bài viết đề cập đến lợi ích của việc nghiên cứu động vật trong sở thú so với ngoài hoang dã, không có thông tin nào về việc nó sẽ khiến động vật ít căng thẳng hơn.

23&24 IN EITHER ORDER

D

Dòng 5 (đoạn 4): “Many zoos also work directly to educate conservation workers in other countries,....”

- Teach = educate
- Consercation workers = people who are involved with conservation projects.

B

Dòng 6 + 7 (đoạn 4): “Many zoos also, or send their animal keepers abroad to contribute their knowledge and skills to those working in zoos and reserves,”

- Travel to overseas locations = send their animal keepers abroad
- Join teams in zoos = contribute their knowlegde and skills to those working in zoos

25&26 IN EITHER ORDER

B

Dòng 5 + 6 (đoạn 5): “..... educating and informing the general population about these animals and their world so that they can assist or at least accept the need to be more environmentally conscious.”

- increase public awareness of environmental issues (nâng cao nhận thức cộng đồng về vấn đề môi trường) = accept the need to be more environmental conscious (có ý thức hơn về môi trường)

E

Dòng 5 + 8 (đoạn 2) “A species protected in captivity can be bred up to provide a reservoir population against a population crash or extinction in the wild.”

- can raise animals = species can be bred up
- can later be released into the wild (có thể sau này sẽ được thả vào nơi hoang dã) = provide a reservoir population against a population crash or extinction in the wild (cung cấp dân số dự trữ cho nơi hoang dã, tức nếu nạn tuyệt chủng xảy ra thì những con vật này sẽ được thả vào nơi hoang dã)

Vocabulary highlight

A. In my view, it is perfectly possible for many species of animals living in zoos or wildlife parks to have a quality of life as high as, or higher than, in the wild. Animals in good zoos get a varied and high-quality diet with all the supplements required, and any illnesses they might have will be treated. Their movement might be somewhat restricted, but they have a safe environment in which to live, and they are spared bullying and social ostracism by others of their kind. They do not suffer from the threat or stress of predators, or the irritation and pain of parasites or injuries. The average captive animal will have a greater **life expectancy** compared with its wild counterpart, and will not die of drought, of starvation or in the jaws of a predator. A lot of very nasty things happen to truly 'wild' animals that simply don't happen in good zoos, and to view a life that is 'free' as one that is automatically 'good' is, I think, an error. Furthermore, zoos serve several key purposes.

B. Firstly, zoos **aid** conservation. Colossal numbers of species are **becoming extinct** across the world, and many more are increasingly threatened and therefore risk extinction. Moreover, some of these collapses have been sudden, dramatic and unexpected, or were simply discovered very late in the day. A species protected in captivity can be bred up to provide a **reservoir population** against a population crash or extinction in the wild. A good number of species only exist in captivity, with many of these living in zoos. Still more only exist in the wild because they have been reintroduced from zoos, or have wild populations that have been boosted by captive bred animals. Without these efforts there would be fewer species alive today. Although reintroduction successes are **few and far between**, the numbers are increasing, and the very fact that species have been saved or reintroduced as a result of captive breeding proves the value of such initiatives.

C. Zoos also provide education. Many children and adults, especially those in cities, will never see a wild animal beyond a fox or pigeon. While it is true that television documentaries are becoming ever more detailed and impressive, and many natural history specimens are on display in museums, there

Life expectancy (n) tuổi thọ

*Aid (v) giúp đỡ, viện trợ
Become extinct (v) tuyệt chủng*

*Reservoir population (v)
dân số dự trữ*

*Few and far between:
hiếm, không thường xuyên*

really is nothing to compare with seeing a living creature in the flesh, hearing it, smelling it, watching what it does and having the time to absorb details. That alone will bring a greater understanding and perspective to many, and hopefully give them a greater appreciation for wildlife, conservation efforts and how they can contribute.

D. In addition to this, there is also the education that can take place in zoos through signs, talks and presentations which directly communicate information to visitors about the animals they are seeing and their place in the world. This was an area where zoos used to be lacking, but they are now increasingly sophisticated in their communication and outreach work. Many zoos also work directly to educate conservation workers in other countries, or send their animal keepers abroad to contribute their knowledge and skills to those working in zoos and reserves, thereby helping to improve conditions and reintroductions all over the world.

E. Zoos also **play a key role in** research. If we are to save wild species and restore and repair ecosystems we need to know about how key species live, act and react. Being able to **undertake research on** animals in zoos where there is less risk and fewer variables means real changes can be effected on wild populations. Finding out about, for example, the oestrus cycle of an animal or its breeding rate helps us manage wild populations. Procedures such as capturing and moving at-risk or dangerous individuals are bolstered by knowledge gained in zoos about doses for anaesthetics, and by experience in handling and transporting animals. This can make a real difference to conservation efforts and to the reduction of human-animal conflicts, and can provide a knowledge base for helping with the increasing threats of habitat destruction and other problems.

F. In conclusion, considering the many ongoing global threats to the environment, it is hard for me to see zoos as anything other than essential to the long-term survival of numerous species. They are **vital** not just in terms of protecting animals, but as a means of learning about them to aid those still in the wild, as well as educating and informing the general population about these animals and their world so that they can assist or at least accept the need to be more **environmentally conscious**.

Play a key role in (v)
đóng một vai trò quan trọng trong
Undertake research on
(v) thực hiện nghiên cứu về vấn đề gì

Vital (a) quan trọng

Environmentally conscious (a) có ý thức về môi trường

| | |
|---|--|
| Without them, the world would be, and would increasingly become, a much poorer place. | |
|---|--|

PASSAGE 3

Dạng bài tập

- Question 27 – 33: T / F / NG
- Question 34 - 39: Note Completion
- Question 40: Multiple choices

27. FALSE

Dòng 3 + 4 (đoạn 2): "Plenty of studies have sounded alarm bells about the state of marine debris;"

- research = have sounded alarm bells
- the problem of marine debris = the state of marine debris

Rochman và đồng nghiệp không phải là những người đầu tiên nghiên cứu vấn đề do theo bài viết đã có nhiều cuộc nghiên cứu trước đó rung hồi chuông cảnh báo về vấn đề này rồi.

28. NOT GIVEN

Dòng 2 + 3 (đoạn 3): "For example, a study could show that certain seabirds eat plastic bags, and go on to warn that whole bird populations are at risk of dying out."

- Ocean trash = plastic bags
- In danger = at risk of dying out
- Most = ???

Trong bài viết có nói về việc một số loại chim biển có nguy cơ tuyệt chủng do ăn túi nhựa, tuy nhiên không có thông tin nào cho thấy chúng là có nguy cơ nhất trong số các sinh vật.

29. FALSE

Dòng 3 + 4 (đoạn 3): "For example, a study could show that certain seabirds eat plastic bags, and go on to warn that whole bird populations are at risk of dying out. 'But the truth was that nobody had yet tested those perceived threats,' Rochman says."

- populations of some birds = whole bird populations
- at risk of dying out = will soon become extinct.

Đề nói rằng các nghiên cứu Rochman xem xét đã chứng minh rằng dân số của một số loại chim đang ở trên bờ tuyệt chủng, tuy nhiên trong bài nói rằng sự thật là chưa ai từng kiểm chứng mối nguy hại đó.

30. TRUE

Dòng 1 + 2 (đoạn 4): "Rochman and her colleagues examined more than a hundred papers on the impacts of marine debris that were published through 2013. Within each paper, they asked what threats scientists had studied- 366 perceived threats in all - and what they'd actually found."

- examined = analysed
- marine debris = ocean trash
- different kinds of danger = 366 perceived threats

31. FALSE

Dòng 1 + 2 (đoạn 5): "In 83 percent of cases, In the remaining cases, the working group found the studies had weaknesses in design and content which"

- Rochman and her colleagues = the working group
- the research analysed was badly designed = the studies had weaknesses in design and content

Đề nói rằng phần lớn những nghiên cứu mà Rochman và đồng nghiệp phân tích đều được thiết kế tệ, tuy nhiên trong bài viết nói rằng chỉ phần còn lại (tức 17%) là như vậy.

32. TRUE

Dòng 1 + 2 (đoạn 6): "Strikingly, Rochman says, only one well-designed study failed to find the effect it was looking for, an investigation of mussels ingesting microscopic plastic bits."

- only one well-designed study = One study
- failed to find the effect it was looking for, an investigation of mussels ingesting microscopic plastic bits = expecting to find that mussels were harmed by eating plastic.

33. NOT GIVEN

Dòng 1 + 2 (đoạn 7): While mussels may be fine eating trash, though, the analysis also gave a clearer picture of the many ways that ocean debris is bothersome ."

Bài viết chỉ nói rằng con trai sẽ ốm khi ăn rác, không có thông tin nào nói rằng chúng ăn rác là do chế độ ăn tự nhiên của chúng.

34. large

Sau động từ to be "were" ta cần một tính từ. Key word cần tìm là "harmful", "bits of debris". Dòng 1 (đoạn 4): "Most of the dangers also involved **large** pieces of debris"

- dangers = harmful
- pieces of debris = bits of debris

35. microplastic

Sau giới từ "into" ta cần một danh từ. Key word cần tìm là "research", "little". Dòng 3, 4, 5 (đoạn 9): "....., Rochman's group found little research on the effects of these tiny bits. 'There are a lot of open questions still for **microplastic**,' Rochman says,"

36. populations

Sau tính từ "entire" ta cần một danh từ. Key word cần tìm là "individual animals". Dòng 1 (đoạn 4): "Many studies have looked at how plastic affects an individual animal, or that animal's tissues or cells, rather than whole **populations**."

- Entire = whole

37. concentrations

Sau mạo từ “the” trước giới từ “of” ta cần một danh từ. Key word cần tìm là “lab”, “plastic” và “ocean”. Dòng 3 + 4 (đoạn 10): “And in the lab, scientists often use higher **concentrations** of plastic than what's really in the ocean.”

38. predators

Sau mạo từ “the” trước giới từ “of” ta cần một danh từ. Key word cần tìm là “impact”, “reduction”. Dòng 1 (đoạn 4): “.....- or how deaths in one species could affect that animal's **predators**, or the rest of the ecosystem.”

- Effect = impact
- Deaths in one species = reduction om numbers

39. disasters

Sau tính từ “future” ta cần một danh từ. Key word cần tìm là “possible impact”, “oil”. Dòng 1 (đoạn 4): “Usually, scientists don't know exactly how **disasters** such as a tanker accidentally spilling its whole cargo of oil and polluting huge areas of the ocean will affect the environment”

- Possible impact of = how disasters such asof oil will affect
- Scientists don't know = more information is needed

40. A

Bài tập trung nói về các mối đe dọa của rác dưới đại dương, chứ không đề cập đến nguyên nhân, giải pháp của vấn đề này hay kêu gọi sự hợp tác quốc tế để giải quyết nó.

Vocabulary highlight

Chelsea Rochman, an ecologist at the University of California, Davis, has been trying to answer a dismal question: Is everything terrible, or are things just very, very bad?

Rochman is a member of the National Center for Ecological Analysis and Synthesis's marine-debris working group, a collection of scientists who study, among other things, the growing problem of marine debris, also known as ocean trash. Plenty of studies have sounded alarm bells about the state of marine debris; in a recent paper published in the journal Ecology, Rochman and her colleagues set out to determine how many of those perceived risks are real.

Often, Rochman says, scientists will end a paper by speculating about the broader **impacts** of what they've found. For example, a study could show that certain seabirds eat plastic bags, and go on to warn that whole bird populations are at risk of dying out. 'But the truth was that nobody had yet tested those perceived threats,' Rochman says. 'There wasn't a lot of

Impact (n) ảnh hưởng

information.'

Rochman and her colleagues examined more than a hundred papers on the impacts of marine debris that were published through 2013. Within each paper, they asked what threats scientists had studied- 366 perceived threats in all - and what they'd actually found.

In 83 percent of cases, the perceived dangers of ocean trash were proven true. In the remaining cases, the working group found the studies had weaknesses in design and content which affected the validity of their conclusions - they lacked a control group, for example, or used faulty statistics.

Strikingly, Rochman says, only one well-designed study failed to find the effect it was looking for, an investigation of mussels ingesting microscopic plastic bits. The plastic moved from the mussels' stomachs to their bloodstreams, scientists found, and stayed there for weeks - but didn't seem to stress out the shellfish.

While mussels may be fine eating trash, though, the analysis also gave a clearer picture of the many ways that ocean debris is bothersome.

Within the studies they looked at, most of the proven threats came from plastic debris, rather than other materials like metal or wood. Most of the dangers also involved large pieces of debris - animals getting entangled in trash, for example, or eating it and severely injuring themselves.

But a lot of ocean debris is 'microplastic', or pieces smaller than five millimeters. These may

be ingredients used in cosmetics and toiletries, fibers shed by synthetic clothing in the wash, or eroded remnants of larger debris. Compared to the number of studies investigating large-scale debris, Rochman's group found little research on the effects of these tiny bits. 'There are a lot of open questions still for microplastic,' Rochman says, though she notes that more papers on the subject have been published since 2013, the cutoff point for the group's analysis.

There are also, she adds, a lot of open questions about the ways that ocean debris can lead to sea- creature death. Many studies have looked at how plastic affects an individual animal, or that animal's tissues or cells, rather than whole populations.

And in the lab, scientists often use higher concentrations of plastic than what's really in the ocean. None of that tells us how many birds or fish or sea turtles could die from plastic pollution - or how deaths in one species could affect that animal's predators, or the rest of the **ecosystem**.

'We need to be asking more ecologically relevant questions,' Rochman says. Usually, scientists don't know exactly how disasters such as a tanker accidentally spilling its whole cargo of oil and polluting huge areas of the ocean will affect the environment until after they've happened. 'We don't ask the right questions early enough,' she says. But if ecologists can understand how the slow-moving effect of ocean trash is damaging ecosystems, they might be able to prevent things from getting worse.

Asking the right questions can help policy makers, and the public, **figure out** where to focus their attention. The problems that look or sound most dramatic may not be the best places to start. For example, the name of the 'Great Pacific Garbage Patch' - a collection of marine debris in the northern Pacific Ocean - might conjure up a vast floating trash island. In reality though, much of the debris is tiny or below the surface; a person could sail through the area without seeing any trash at all. A Dutch group called 'The Ocean Cleanup' is currently working on plans to put mechanical devices in the Pacific Garbage Patch and similar areas to suck up plastic. But a recent paper used simulations to show that strategically positioning the cleanup devices closer to shore would more effectively reduce pollution over the long term.

'I think clearing up some of these misperceptions is really important,' Rochman says. Among scientists as well as in the media, she says, 'A lot of the images about strandings and entanglement and all of that cause the perception that plastic debris is killing everything in the ocean.' Interrogating the existing scientific literature can help ecologists figure out which problems really need **addressing**, and which ones they'd be better off- like the mussels - absorbing and ignoring.

Ecosystem (n) hệ sinh thái

Figure out (v) tìm ra

Address problems (v) giải quyết vấn đề

LISTENING

SECTION 1

Dạng bài tập:

- Questions 1-7: Note completion (ONE WORD AND/OR A NUMBER)
- Questions 8-10: Matching information

1. 85

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | number of people who can sit down to eat: 1 → con số |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANDREW: And do you know how many people there'll be? SAM: Around eighty, I think. ANDREW: Well we have two rooms that can hold that number. SAM: One is the Adelphi Room. ANDREW: That can seat <u>eighty-five</u> , or hold over a hundred if people are standing for a buffet. |
| Bước 3 | Nghe đáp án | 85 |

2. roses

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | can go out and see the 2 in pots on the terrace → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANDREW: Exactly. Now the Adelphi Room is at the back of the hotel, and there are French windows leading out onto the terrace. This has a beautiful display of pots of <u>roses</u> at that time of the year |
| Bước 3 | Nghe đáp án | roses |

3. trees

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | terrace has a view of a group of 3 → danh từ số nhiều |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANDREW: From the terrace you can see the <u>area of trees</u> within the grounds of the hotel, or you can stroll through there to the river- |

| | | |
|--------|-------------|---|
| | | that's on the far side, so it isn't visible from the hotel. |
| Bước 3 | Nghe đáp án | trees |

4. stage

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | has a 4 → danh từ chỉ một sự vật |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANDREW: Then another option is the Carlton Room. This is a bit bigger- it can hold up to a hundred and ten people- and it has the advantage of a <u>stage</u> |
| Bước 3 | Nghe đáp án | stage |

5. speech

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | can give a 5 while people are eating → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | SAM: What exactly is the MC's function? I suppose they make a <u>speech</u> during the meal if we need one, do they? ANDREW: That's right |
| Bước 3 | Nghe đáp án | speech |

6. support

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | will provide 6 if there are any problems → danh từ |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANDREW: That's right. All our MCs are trained as public speakers, so they can easily get people's attention - many guests are glad to have someone who can make themselves heard above the chatter! And they're also your <u>support</u> - if anything goes wrong, the MC will deal with it, so you can relax. |
| Bước 3 | Nghe đáp án | support |

7. cabins

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | in hotel rooms or 7 → danh từ chỉ một nơi có thể ở được |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | SAM: Great! I'll need to ask you about food, but something else that's important is |

| | | |
|--------|-------------|--|
| | tin đó | accommodation. You obviously have rooms in the hotel, but do you also have any other accommodation, like <u>cabins</u> , for example? ANDREW: Yes, there are five in the grounds, all self-contained. |
| Bước 3 | Nghe đáp án | cabins |

8. C

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What is said about using the outdoor swimming pool? → nói về bể bơi |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | SAM: Now you have various facilities, don't you? Are they all included in the price of hiring the room? The pool, for instance. ANDREW: Normally you'd be able to use it. <u>but it'll be closed throughout September for refurbishment.</u> I'm afraid |
| Bước 3 | Nghe đáp án | C. not available |

9. A

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What is said about using the gym? → nói về phòng tập gym |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANDREW: ...I'm afraid. <u>The gym will be available, though, at no extra charge.</u> That's open all day, from six in the morning until midnight. SAM: Right. |
| Bước 3 | Nghe đáp án | A. included in cost of hiring room |

10. B

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What is said about using the tennis courts? → nói về sân chơi quần vợt |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ANDREW: And the tennis courts, but <u>there is a small additional payment for those.</u> |
| Bước 3 | Nghe đáp án | B. available at extra charge |

SECTION 2

Dạng bài tập:

- Questions 11-16: Matching information
- Questions 17-20: List selection

11. G

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | What information does the speaker give about dolphin watching? → nói về ngắm cá heo |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | One thing you have to do while you're here is go dolphin watching. On our boat trips, we pretty well guarantee you'll see dolphins- if you don't you can repeat the trip free of charge. We organise daily trips for just 35 euros. Unfortunately, <u>there aren't any places left for this afternoon's trip</u> , but come and see me to book for later in the week. |
| Bước 3 | Nghe đáp án | G. fully booked today |

12. D

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What information does the speaker give about forest walk? → nói về chuyến đi trong rừng |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | If you're energetic, I'd recommend our forest walk. It's a guided walk of about seven kilometres. There'll be a stop halfway, and <u>you'll be provided with a drink and sandwiches</u> . There's some fairly steep climbs up the hills... |
| Bước 3 | Nghe đáp án | D. food included |

13. A

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | What information does the speaker give about cycle trip? → nói về chuyến đi bằng xe đạp |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Then on Thursdays we organise a cycle trip, which will give you all the fun of biking without the effort. We'll take you and your |

| | | |
|--------|-------------|--|
| | | bike up to the top of Mount Larna and leave you to bike back- <u>it's a 700-metre drop in just 20 kilometres</u> so this isn't really for inexperienced cyclists as you'll be going pretty fast. |
| Bước 3 | Nghe đáp án | A. all downhill |

14. E

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What information does the speaker give about local craft tour? → nói về chuyến đi thăm làng nghề thủ công mỹ nghệ địa phương |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | On our local craft tour, you can find out about the traditional activities in the island. And the best thing about this trip is that <u>it's completely free</u> . |
| Bước 3 | Nghe đáp án | E. no charge |

15. F

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | What information does the speaker give about observatory trip? → nói về chuyến đi thăm đài thiên văn |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | If you're interested in astronomy you may already know that the island's one of the best places in the world to observe the night sky. We can offer trips to the observatory on Friday for those who are interested. They cost 90 euros per person and you'll be shown the huge telescopes and have a talk from an expert, who'll explain all about how they work. <u>Afterwards we'll head down to Sunset Beach, where you can have a dip in the ocean</u> if you want |
| Bước 3 | Nghe đáp án | F. swimming possible |

16. B

| | | |
|--------|----------------------------------|--|
| Bước 1 | Xác định loại thông tin cần nghe | What information does the speaker give about horse riding? → nói về chuyến đi cưỡi ngựa |
|--------|----------------------------------|--|

| | | |
|--------|---|---|
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Finally, there's horse riding. This is organised by the Equestrian Centre over near Playa Cortino and it's a great experience if you're a keen horseback rider, <u>or even if you've never been on a horse before</u> . They take you down to the beach, and you can canter along the sand and through the waves. It costs 35 euros and it's available every day. |
| Bước 3 | Nghe đáp án | B. suitable for beginners |

17. B

18. D

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | Which TWO things does the speaker say about the attraction called <i>Musical Favourites</i> ? → Đặc điểm của "Musical Favourites" |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Well, the number one attraction's called 'Musical Favourites'. Guests enjoy a three-course meal and unlimited free drinks, and watch a fantastic show, starting with musicals set in Paris and then crossing the Atlantic to Las Vegas and finally Copacabana. At the end <u>the cast members come down from the stage</u> , still in their stunning costumes, and <u>you'll have a chance to chat with them</u> . It's hugely popular, so let me know now if you're interested because <u>it's no good leaving it until the last minute</u> . It's on Friday night. Tickets are just 50 euros each, but for an extra 10 euros you can have a table right by the stage. |
| Bước 3 | Nghe đáp án | A. You pay extra for drinks. B. You must book it in advance. C. You get a reduction if you buy two tickets D. You can meet the performers. E. You can take part in the show. |

19. A

20. D

| | | |
|--------|----------------------------------|--|
| Bước 1 | Xác định loại thông tin cần nghe | Which TWO things does the speaker say |
|--------|----------------------------------|--|

| | | |
|--------|---|--|
| | | about the <i>Castle Feast</i> ? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | If you'd like to go back in time, there's the Castle Feast on Saturday evening. It's held in a twelfth-century castle, and you eat in the great courtyard, with ladies in long gowns serving your food. You're given a whole chicken each, which you eat in the medieval way, <u>using your hands instead of cutlery</u> , and you're entertained by competitions where the horseback riders attempt to knock one another off their horses. Then you can watch the dancers in the ballroom and <u>join in as well if you want</u> . OK, so now if anyone ... |
| Bước 3 | Nghe đáp án | A. Visitors can dance after the meal. B. There is a choice of food. C. Visitors wear historical costume. D. Knives and forks are not used. E. The entertainment includes horse races. |

SECTION 3

Dạng bài tập:

- Questions 21-25: Multiple choice
- Questions 26-30: Matching information

21. A

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | 21 What does Trevor find interesting about the purpose of children's literature? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | TREVOR: OK, well, as you probably know, it's a one-year course. It's divided into six modules, and you have to take all of them. One of the most interesting ones, for me, at least, was about the purpose of children's literature. STEPHANIE: You mean, whether it should just entertain children or should be educational, as well. TREVOR: Right, and whether the teaching should be factual- giving them information about the world- or ethical, teaching them |

| | | |
|--------|-------------|--|
| | | values. What's fascinating is that <u>the writer isn't necessarily conscious of the message they're conveying</u> . For instance, a story might show a child who has a problem as a result of not doing what an adult has told them to do, implying that children should always obey adults. |
| Bước 3 | Nghe đáp án | A. the fact that authors may not realise what values they're teaching B. the fact that literature can be entertaining and educational at the same time C. the fact that adults expect children to imitate characters in literature |

22. C

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | 22 Trevor says the module about the purpose of children's literature made him |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | TREVOR: That module made me realise how important stories are- they can have a significant effect on children as they grow up. Actually, <u>it inspired me to have a go at it myself</u> , just for my own interest. I know I can't compete with the really popular stories, like the Harry Potter books- they're very good, and even young kids like my seven-year-old niece love reading them. |
| Bước 3 | Nghe đáp án | A. analyse some of the stories that his niece reads. B. wonder how far popularity reflects good quality. C. decide to start writing some children's stories. |

23. A

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | 23 Stephanie is interested in the Pictures module because |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | STEPHANIE: That's good. I remember some frightening ones I saw as a child and I can still see them vividly in my mind, years later! |

| | | |
|--------|-------------|---|
| | | Pictures can be so powerful, just as powerful as words. I've always enjoyed drawing, so <u>that's the field I want to go into when I finish the course.</u> I bet that module will be really helpful. |
| Bước 3 | Nghe đáp án | A. she intends to become an illustrator. B. she can remember beautiful illustrations from her childhood. C. she believes illustrations are more important than words. |

24. B

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | 24 Trevor and Stephanie agree that comics |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | TREVOR: I'm sure it will. We also studied comics in that module, but I'm not convinced of their value, not compared with books. One of the great things about words is that you use your imagination, but with a comic you don't have to. STEPHANIE: But children are so used to visual input- on TV, video games, and so on. There are plenty of kids who wouldn't even try to read a book, so I think <u>comics can serve a really useful purpose.</u> TREVOR: You mean, it's better to read a comic than not to read at all? <u>Yes. I suppose you're right.</u> I just think it's sad when children don't read books. |
| Bước 3 | Nghe đáp án | A. are inferior to books. B. have the potential for being useful. C. discourage children from using their imagination. |

25. B

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | 25 With regard to books aimed at only boys or only girls, Trevor was surprised |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | STEPHANIE: What about books for girls and books for boys? Does the course go into that? TREVOR: Yes, there's a module on it. For |

| | | |
|--------|-------------|--|
| | | years, lots of stories, in English, at least, assumed that boys went out and did adventurous things and girls stayed at home and played with dolls. I was amazed <u>how many books were targeted at just one sex or the other</u> . Of course this reflects society as it is when the books are written. |
| Bước 3 | Nghe đáp án | A. how long the distinction had gone unquestioned. B. how few books were aimed at both girls and boys. C. how many children enjoyed books intended for the opposite sex |

26. F

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | What comment is made about Perrault's fairy tales? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | TREVOR: So does that mean you've read Perrault's fairy tales? Cinderella, The Sleeping Beauty, and so on. STEPHANIE: Yes. They must be important, <u>because no stories of that type had been written before, these were the first</u> . |
| Bước 3 | Nghe đáp án | F. |

27. E

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | What comment is made about <i>The Swiss Family Robinson</i> ? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | STEPHANIE: The English name makes it sound as though Robinson is the family's surname, but a more accurate translation would be The Swiss Robinsons, because it's about <u>a Swiss family who are shipwrecked, like Robinson Crusoe in the novel of a century earlier</u> . |
| Bước 3 | Nghe đáp án | E. original title refers to another book |

28. C

| | | |
|--------|----------------------------------|---|
| Bước 1 | Xác định loại thông tin cần nghe | What comment is made about <i>The Nutcracker and The Mouse King</i> ? |
|--------|----------------------------------|---|

| | | |
|--------|---|---|
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | STEPHANIE: Have you read Hoffmann's <i>The Nutcracker and the Mouse King</i> ? TREVOR: Wasn't that <u>the basis for Tchaikovsky's ballet <i>The Nutcracker</i></u> ? STEPHANIE: That's right. It has some quite bizarre elements. |
| Bước 3 | Nghe đáp án | C. inspired a work in a different area of art |

29. B

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | What comment is made about <i>The Lord of the Rings</i> ? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | STEPHANIE: Mine too! And it's so surprising, because Wilde is best known for his plays, and most of them are very witty. but <i>The Happy Prince</i> is really moving. <u>I struggled with Tolkien's <i>The Lord of the Rings</i>- three long books, and I gave up after one.</u> TREVOR: It's extremely popular, though. |
| Bước 3 | Nghe đáp án | B. hard to read |

30. G

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | What comment is made about <i>War Horse</i> ? |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | STEPHANIE: Another one I've read is <i>War Horse</i> . TREVOR: Oh yes. It's about the First World War. isn't it? <u>Hardly what you'd expect for a children's story.</u> STEPHANIE: Exactly, but it's been very successful. |
| Bước 3 | Nghe đáp án | G. unlikely topic |

SECTION 4

Dạng bài tập:

- Questions 31-40: Note completion (ONE WORD ONLY)

31. spring

| | | |
|--------|----------------------------------|---|
| Bước 1 | Xác định loại thông tin cần nghe | had a semicircle of large stones round a 31 |
| Bước 2 | Nghe thông tin liên quan và các | The village contained an impressive |

| | | |
|--------|---------------------------------------|--|
| | cách để paraphrase những thông tin đó | monument: seven half-tonne stones standing in a semicircle around a <u>spring</u> , that might have been used for ceremonial purposes. |
| Bước 3 | Nghe đáp án | spring |

32. tools

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | research carried out into structures, 32 and human remains |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Research on the buildings, <u>tools</u> and the human remains has revealed how the bustling village once functioned,... |
| Bước 3 | Nghe đáp án | tools |

33. maps

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | used in the oil industry, e.g. to make 33 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Autonomous underwater vehicles, or AUVs, are used in the oil industry, for instance, to create <u>maps</u> of the seabed... |
| Bước 3 | Nghe đáp án | maps |

34. heavy

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | problems: they were expensive and 34 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Until relatively recently they were very expensive, and so <u>heavy</u> that they had to be... |
| Bước 3 | Nghe đáp án | heavy |

35. marble

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | found ancient Roman ships carrying architectural elements made of 35 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | The site is the final resting place of an ancient Roman ship, which sank in the sixth century AD while ferrying prefabricated <u>marble</u> elements for the construction of an early church. |
| Bước 3 | Nghe đáp án | marble |

36. light

| | | |
|--------|----------------------------------|---|
| Bước 1 | Xác định loại thông tin cần nghe | 36 is used for short distance communication |
|--------|----------------------------------|---|

| | | |
|--------|---|---|
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | For short distances, AUVs can share data using <u>light</u> , while acoustic waves are used to communicate over long distances. |
| Bước 3 | Nghe đáp án | light |

37. camera(s)

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | AUV can send data to another AUV that has better 37 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | So if an AUV surveying the seabed finds an intriguing object, it can share the coordinates of the object - that is, its position- with a nearby AUV that carries superior <u>cameras</u> , ... |
| Bước 3 | Nghe đáp án | camera(s) |

38. medical

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | one carrying 38 supplies |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | ... a 2,000-year-old Roman vessel was discovered here, in 18 metres of water. When it sank, it was carrying <u>medical</u> goods... |
| Bước 3 | Nghe đáp án | medical |

39. eyes

| | | |
|--------|---|--|
| Bước 1 | Xác định loại thông tin cần nghe | tablets may have been used for cleaning the 39 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | including tablets that are thought to have been dissolved to form a cleansing liquid for the <u>eyes</u> ... |
| Bước 3 | Nghe đáp án | eyes |

40. wine

| | | |
|--------|---|---|
| Bước 1 | Xác định loại thông tin cần nghe | others carrying containers of olive oil or 40 |
| Bước 2 | Nghe thông tin liên quan và các cách để paraphrase những thông tin đó | Other Roman ships went down nearby, taking their cargoes with them. Some held huge pots made of terracotta. Some were used for transporting cargoes of olive oil, and others held <u>wine</u> . |
| Bước 3 | Nghe đáp án | wine |

WRITING

TASK 1

The pictures demonstrate the transformation of Grange Park between 1920 and now. Overall, it is obvious that the park has undergone remarkable developments with the addition of a children's play area and café and the rearrangement of basic elements such as gardens, water, seating and music.

In 1920, visitors accessed Grange Park from Arnold Avenue on the north side and from Eldon Street on the south side. These days, apart from 2 original entrances, there is a third entrance near the water feature for an underground car park.

In the middle of the park, there was a fountain as well as a stage for musicians surrounded by two rose gardens and several seats. However, 20 years later, the fountain was demolished while the stage has also been replaced with an amphitheatre for concerts. One of the smaller rose gardens remains on the north side of the park whereas the other was enlarged and rearranged to the central area where the fountain used to be with four seats all around it.

On the left side, a glasshouse was constructed to the right of the Eldon Street entrance and on its opposite side in the north east corner, there were a pond for water plants and a rose garden, but now they were replaced with a children's play area and a cafe nearby. The glasshouse was also converted into a water feature.

(231 words)

Useful Vocabularies

| | |
|---------------------------|------------------|
| <i>Transformation (v)</i> | Sự thay đổi |
| <i>Undergo (v)</i> | Trải qua |
| <i>Rearrangement (v)</i> | Sắp xếp lại |
| <i>Original (adj)</i> | Nguyên bản |
| <i>Demolish (v)</i> | Phá hủy, đánh đổ |
| <i>Enlarge (v)</i> | Mở rộng |
| <i>Construct (v)</i> | Xây dựng |

Useful Structures

| | |
|---------------------------------|-------------------------------|
| <i>be replaced with</i> | bị thay bởi |
| <i>St is converted into....</i> | được chuyển đổi thành .. |
| <i>It is obvious that.....</i> | Rõ ràng là |

TASK 2

In today's society, there's an occurring trend among people to start their own businesses instead of working for a corporation. While I can see why self-employment may be an

appealing career path for some enterprising individuals, it entails several drawbacks that should be taken into consideration.

Over the past few years, more people than ever before have chosen this nontraditional path for a multitude of reasons. Firstly, being self-employed provides the freedom to decide when, where, and how to get the job done. Secondly, self-employment lifts the salary cap, and income directly relates to productivity. It is also worth mentioning that a significant mindset shift has taken place and with it has emerged a workforce which values flexibility over stability. As a result, self-employment has grown enormously in the last decade, and the trend shows no signs of slowing.

While self-employment can give you financial rewards and independence from employers, there are some inevitable risks involved. Perhaps the most difficult aspect, especially in the early days, is the lack of financial security. Not only unguaranteed to receive a steady income, but benefits such as medical and social insurance may also be difficult to come by. Furthermore, establishing new businesses and building a client base can be a long, tedious and at times frustrating process. Last but not least, self-employment means working longer hours, more irregular as well, and work-life balance is likely to be affected.

In conclusion, although the movement to full-time self-employment is expected to be the prominent trend in the workforce, not everyone is prepared for the difficulties of being their own boss, and one should weigh up the benefits and drawbacks of working for themselves.

(278 words)

Useful Vocabularies

| | |
|-----------------------------|----------------------|
| <i>occurring (adj)</i> | đang diễn ra |
| <i>entail (v)</i> | bao gồm |
| <i>nontraditional (adj)</i> | phi truyền thống |
| <i>inevitable (adj)</i> | không thể tránh khỏi |
| <i>tedious (adj)</i> | buồn tẻ, nhạt nhẽo |
| <i>prominent (adj)</i> | nổi bật |

Useful Structures

| | |
|---------------------------------|-----------------------|
| <i>(to) lift the salary cap</i> | tăng khung tiền lương |
| <i>(to) value sth over sth</i> | coi trọng cái gì hơn |

SPEAKING

PART 1

Neighbourhood**Do you like the neighbourhood you live in? [Why/Why not?]**

I am lucky to live in a place that I absolutely love. I'm very close to shops, bars, entertainment and my friends, so I never run out of things to do. It's also situated right next to a luscious park that overlooks a lake, which is the perfect spot to take photographs or just hang out with a book.

What do you do in your neighbourhood in your free time? [Why/Why not?]

As I mentioned before I'm surrounded by entertaining places that keep me entertained. On my spare time I like to visit nearby temples to people watch and practice my photography skills. I also get together with my friends and we go searching for new restaurants to try out, check out any events happening or maybe just go for a round of mini golf or laser tag.

What new things would you like to have in your neighbourhood? [Why/Why not?]

I think my neighborhood is incredibly diverse already and we have a little bit of everything when it comes to entertainment and food. I can't think of something I would add other than maybe some more clothing shops. I don't really have many of those near me so I'm forced to drive quite a bit to find comfortable attire.

Would you like to live in another neighbourhood in your town or city? [Why/Why not?]

I haven't considered moving to a new place in the city so far as I'm pretty comfortable living where I do. But if I did, I would like to move somewhere closer to work. Maybe to one of the big apartment complexes that are around the city. They have everything you need in one space and the security seems pretty good as well.

Useful Expressions

| | |
|------------------------------|--|
| <i>luscious (adj)</i> | đẹp một cách quyến rũ |
| <i>attire (n)</i> | quần áo (trong ngữ cảnh này, có thể hiểu là "môi trường xung quanh") |
| <i>apartment complex (n)</i> | toà chung cư |

PART 2

Describe a website you have bought something from**You should say:**

- *What the website is*
- *What you bought from this website*
- *How satisfied you were with what you bought*

And explain what you liked and disliked about using this website

I love wearing t-shirts that have interesting prints on them, from superheroes to cult classics to artsy designs. So my go to site for shopping is a company called TeeFury, I've bought a

good portion of my t-shirts from them in the last 5 years. They have a little something for everyone from graphic t-shirts, hoodies, tank tops, posters and much more. I particularly enjoy their products as the designs come from artists all over the world and gives anyone a chance to make their designs become a profitable source of income and see them worn by thousands of people while keeping the rights to their art. As somebody who hangs out with several artists, that sounds extremely appealing to me. I also enjoy their grab bag promotions, where you pay a certain amount, usually \$5, and you receive a randomly selected t-shirt from their stock. I've bought it several times in the past and haven't been disappointed yet, it's like a gamble that you can't lose. I also love the quality of their products, not only is the quality of the material superb, the printing is flawless and long lasting. I have t-shirts that still look amazing after constant use and wash. Finally, the website is pretty user friendly and intuitive. They have a homepage which promotes sales, special discount codes or limited designs. You can browse through the designs in a gallery like format and once you have selected your design, you can even see a mockup photograph using different color shirts or styles available for what you have chosen.

Useful Expressions

| | |
|------------------------|----------------------|
| <i>appealing (adj)</i> | hấp dẫn |
| <i>superb (adj)</i> | tuyệt vời |
| <i>intuitive (adj)</i> | trực giác |
| <i>mockup (n)</i> | bản mẫu, mô hình mẫu |

PART 3

Shopping online

What kinds of things do people in your country often buy from online shops?

Anything and everything! America is the land of consumerism and everything being available online has made it so much easier to get whatever you need with a simple click. You can buy anything from groceries, to clothes to an inflatable t-rex costume. The question isn't so much what can you get online, but what can't you get at this point. I personally know people who find that shopping online, despite the risks of disappointment, is still a much better option than having to fight the hordes of people at a brick and mortar place when there's a sale or a holiday.

Why has online shopping become so popular in many countries?

In a nutshell, you can find exactly what you need. When you shop online you have more options to choose from, not only that but also the number of distributors increases exponentially, you can buy from someone in your city, somewhere else in your country and even from someone halfway around the world. You can also do it whenever you want, there's no need to wait for a store to be open. And finally it becomes a lot easier to compare prices between different places, so you're sure to find the best bargain for your buck if you search long enough.

What are some possible disadvantages of buying things from online shops?

Well unfortunately there are disadvantage to shopping online, particularly when shopping for clothes I would say. It's a bit of a gamble when you order clothes online, sizes are not standard around the world and sometimes brands will even have different measurements from one style to the next. You could also find yourself with a product that does not look at all like what you were expecting. There's also the matter of shipping, your package takes longer to arrive than it would take by just going to the store or it could get lost after being shipped.

Online retail businesses

Do you agree that the prices of all goods should be lower on internet shopping sites than in shops?

I think the cost of selling online should be considerably lower than having a physical store so logic would tell you that the prices should reflect that. Just think about it, there's less salaries, no rent, you can even use a third party to sell your products for you focusing your involvement in the production line to manufacture. That's what many an entrepreneur or small business owner has discovered by joining sales sites like Amazon.

Will large shopping malls continue to be popular, despite the growth of internet shopping?

Shopping malls have seen hard times since the advent of online retailing, but this should not be taken as a death sentence, it should rather be an opportunity to evolve. Malls should look into integrating themselves back into the life of cities, provide attractive features or events where people feel the need to check it out. Or they could also focus more on the family approach, for example, build interactive playgrounds for children where parents can provide entertainment for their kids while they browse the shops.

Do you think that some businesses (e.g. banks and travel agents) will only operate online in the future?

I think it might not be something that will happen overnight, but there are already several businesses that have switched to an entirely digital platform. There are services that work as an entirely online bank account with all the conveniences of your traditional banking experience. It's not an entirely popular idea yet, as people still are hesitant when doing business online, but there are already so many services being rendered entirely online that I see it as a very possible direction for commerce to take.

Useful Expressions

| | |
|-----------------------------------|--|
| <i>consumerism (n)</i> | chủ nghĩa tiêu dùng |
| <i>brick and mortar (adj)</i> | (miêu tả) công ty có trụ sở, cửa hàng thực |
| <i>exponentially (adv)</i> | theo cấp số nhân |
| <i>best bargain for your buck</i> | xứng đáng với số tiền bỏ ra |
| <i>advent (n)</i> | sự ra đời |
| <i>integrate (v)</i> | hoà nhập vào |
| <i>render (v)</i> | làm cho, khiến cho |

