TRƯỜNG ĐẠI HỌC KINH TẾ

**TỔ: NNCN**

ĐỀ THI KẾT THÚC HỌC PHẦN BẬC ĐẠI HỌC HỆ CHÍNH QUY

Học kỳ 2 Năm học 2020 - 2021

|  |  |  |
| --- | --- | --- |
| **Tên học phần**: **IELTS INTERMEDIATE 1**  **Mã học phần:………………………………………** | **Thời gian làm bài 100 phút** | **MÃ ĐỀ THI 2** |

# LISTENING

**Time: 40 mins (Approx 30 mins + 10 mins to transfer your answer into the Answer Sheet) Section 1 *Questions 1-10***

## *Questions 1-4*

*Complete the form below.*

*Write* ***NO MORE THAN THREE WORDS AND/ OR A NUMBER*** *for each answer.*

# GOODBYE PARTY FOR JOHN

*EXAMPLE ANSWER*

Date ***22nd December***

Venue: **1………………………………..**

# Invitations (Tony):

Who to invite: - John and his wife

* Director

- The **2……………………………**

* All the teachers

- All the **3…………………………**

Date for sending invitations: **4…………………………………**

# Present (Lisa)

Collect money during the **5…………………………………….**

Suggested amount per person: **6 $...............................................**

Check prices for: - CD players

# - 7…………………………………….

* Coffee maker Ask guests to bring: - Snacks

# - 8…………………………………….

- **9…………………………………….**

Ask student representative to prepare a **10…………………………….**

# Section 2 Question 11 - 20

## *Question 11 – 14*

Which counselor should you see?

Write the correct letter A, B or C, next to question 11 – 14.

# Tony Denby

1. **Naomi Flynn**
2. **Louise Bagshaw**
3. if it is your first time seeing a counselor
4. if you are unable to see a counselor during normal office hours
5. if you do not have an appointment.
6. if your concerns are related to anxiety

## *Question 15 – 20*

Complete the table below. Write **NO MORE THAN TWO WORDS** for each answer.

|  |  |  |
| --- | --- | --- |
| Workshop | Content | Target group |
| Adjusting | What you need to succeed  academically | **15** students |
| Getting organized | Use time effectively, find  **16** between study and leisure | All students |
| Communicating | Talking with staff,  communicating across cultures | All students, especially  **17……………** |
| Anxiety | **18……………….,** breathing  techniques, meditation, etc. | Students about to sit exams |
| **19……………………** | Staying on track for long  periods | **20** students only |

# Section 3 Question 21 – 30

## *Questions 21 – 26*

Choose the correct letter A, B or C.

# What is the defining characteristic of a specialized course?

* 1. Attending the class frequently
  2. Compulsory and regular
  3. Taking a proficiency exam

# The Microbiology courses are available for

* 1. Microbiology students only.
  2. Students on a flexible schedule.
  3. full – time and flexible – time students.

# The Biology courses are available for

* 1. full – time students only.
  2. freshmen only.
  3. all students

# Who are interested in Microbiology courses?

* 1. People from off – campus
  2. People who work at hospital.
  3. People who need work experience

# A Medical Science course will be opened next year because

* 1. the lab equipment is too expensive.
  2. the building is damaged.
  3. there are no experimental facilities.

# Which is the quickest increasing subject in enrolment?

* 1. Statistics
  2. Environmental Science
  3. Medical Science

## *Questions 27 – 29*

Choose THREE letters, A – G and write it next to questions 27 – 29.

# Which THREE compulsory courses must be taken?

* + 1. Statistics
    2. Medicine
    3. Environmental Science
    4. Medical Science
    5. Computing
    6. Maths
    7. Laboratory Techniques

# Question 30

Write **NO MORE THAN TWO WORDS** for the answer.

30. There are three full scholarships that cover tuition and provide $1500 cash as a

…………………………..

# Section 4

**Question 31 – 40**

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

# Preparing and Giving a Presentation

**Initial thoughts**

Most important consideration: your audience Three points to bear in mind:

* What they need to know
* How **31** they will be
* How big the audience will be

# Structure

Start with information that makes the audience **32………………………….**

End with **33…………………………**

# Design

The presentation needs to be **34………………..**

Vary content by using a mix of words and **35………………………**

# Presenting

Look at the audience, be enthusiastic and energetic Voice – vary speed and **36………………………..**

Occasionally add **37** for greater impact

Do not use **38…** (eg. appears, seems)

# Questions and interruptions

When asked a question, first of all you should **39…………………….**

Minimize interruptions by **40** them.

# READING

**READING PASSAGE 1**

*You should spend about 20 minutes on* ***Questions 1-14*** *which are based on Reading Passage on the following passages on the following pages:*

# Pharmaceuticals is one of the most profitable industries in North America. But do the drugs industry's sales and marketing strategies go too far?

1. A few months ago, sales representative of a minor global pharmaceutical company, Kim Schaefer, walked into a medical center in New York to bring information and free samples of her company's latest products. That day she was lucky- a doctor was available to see her. 'The last rep offered me a trip to Florida. What do you have?' the physician asked. He was only half joking.
2. What was on offer that day was a pair of tickets for a New York musical. But on any given day what Schaefer can offer is typical for today's drugs rep -a car trunk full of promotional gifts and gadgets, a budget that could buy lunches and dinners for a small county hundreds of free drug

samples and the freedom to give a physician $200 to prescribe her new product to the next six patients who fit the drug's profile. And she also has a few $ 1,000 honoraria to offer in exchange for doctors' attendance at her company's next educational lecture.

1. Selling Pharmaceuticals is a daily exercise in ethical judgment. Salespeople like Schaefer walk the line between the common practice of buying a prospect's time with a free meal, and bribing doctors to prescribe their drugs. They work in an industry highly criticized for its sales and marketing practices, but find themselves in the middle of the age-old chicken-or-egg question - businesses won't use strategies that don't work, so are doctors to blame for the escalating extravagance of pharmaceutical marketing? Or is it the industry's responsibility to decide the boundaries?
2. The explosion in the sheer number of salespeople in the Reid- and the amount of funding used to promote their causes- forces close examination of the pressures, influences and relationships between drug reps and doctors. Salespeople provide much-needed information and education to physicians. In many cases the glossy brochures, article reprints and prescriptions they deliver are primary sources of drug education for healthcare givers. With the huge investment the industry has placed in face-to-face selling, sales people have essentially become specialists in one drug or group of drugs - a tremendous advantage in getting the attention of busy doctors in need of quick information.
3. But the sales push rarely stops in the office. The flashy brochures and pamphlets left by the sales reps are often followed up with meals at expensive restaurants, meetings in warm and sunny places, and an inundation of promotional gadgets. Rarely do patients watch a doctor write with a pen that isn't emblazoned with a drug's name, or see a nurse use a tablet not bearing a pharmaceutical company's logo. Millions of dollars are spent by pharmaceutical companies on promotional products like coffee mugs, shirts, umbrellas, and golf balls. Money well spent? It's hard to tell. I've been the recipient of golf balls from one company and I use them, but it doesn't make me prescribe their medicine,' says one doctor.' I tend to think I'm not influenced by what they give me.'
4. Free samples of new and expensive drugs might be the single most effective way of getting doctors and patients to become loyal to a product. Salespeople hand out hundreds of dollars' worth of samples each week-$7.2 billion worth of them in one year. Though few comprehensive studies have been conducted, one by the University of Washington investigated how drug sample availability affected what physicians prescribe. A total of 131 doctors self-reported their prescribing patterns-the conclusion was that the availability of samples led them to dispense and prescribe drugs that differed from their preferred drug choice.
5. The bottom line is that pharmaceutical companies as a whole invest more in marketing than they do in research and development. And patients are the ones who pay-in the form of sky-rocketing prescription prices for every pen that's handed out, every free theatre ticket, and every steak dinner eaten. In the end, the fact remains that pharmaceutical companies have every right to make a profit and will continue to find new ways to increase sales. But as the medical world continues to grapple

with what's acceptable and what's not, it is clear that companies must continue to be heavily scrutinized for their sales and marketing strategies.

# Question 1-7

*Reading Passage 1 has seven paragraphs from A to G.*

*Choose the correct heading for each paragraph from the headings below. Write correct numbers, i-x, in boxes* ***1-7*** *on your answer sheet.*

# List of Headings

1. *Choosing the best offers*
2. *Not all doctors are persuaded*
3. *Who is responsible for the increase in promotion? iv- Who really pays for doctors’ free gifts*

*v- Research shows that promotion works vi- Gifts include financial incentives*

*vii- An examples of what doctors expect from drug companies. viii- The positive sides of drug promotions*

1. *The high costs of research*
2. *Fighting the drug companies*
   1. Paragraph A
   2. Paragraph B
   3. Paragraph C
   4. Paragraph D
   5. Paragraph E
   6. Paragraph F
   7. Paragraph G

# Questions 8-13

*Do the following statements agree with the views of the writer in* ***Reading Passage 1****? In boxes* ***8-13*** *on your answer sheet, write*

***YES*** *If the statement agrees with the views of the writer*

***NO*** *If the statement contraditcs the views of the writer*

***NOT GIVEN*** *If it is impossible to say what the writer thinks*

* 1. Sales representatives like Kim Schaefer work to a very limited budget.
  2. Kim Schaefer’s marketing technique may be open to criticism on moral grounds.
  3. The information provided by drug companies is of little use to doctors.
  4. Evidence of drug promotion is clearly visible in the healthcare environment.
  5. The drug companies may give free drug samples to patients withour doctors’ prescriptions
  6. It is legitimate for drug companies to make money.
  7. Pharmaceutical companies invest in research more than marketing.

# READING PASSAGE 2

*You should spend about 20 minutes on* ***Questions 15-26*** *which are based on Reading Passage on the following passages on the following pages*

# Do e-cigarettes make it harder to stop smoking?

1. People trying to give up smoking often use e-cigarettes to help wean themselves off tobacco. Most experts think they are safer than cigarettes but a surprising paper was published recently - it suggests that people who use e-cigarettes are less successful at giving up smoking than those who don't. "E-cigarettes WON'T help you quit," reported the Daily Mail. "Smokers using vapers are '28% less likely to ditch traditional cigarettes,'" read the paper's headline. The story was reported on many other websites around the world, including CBS: "Study: E-cigarettes don't help smokers quit," it said.
2. The study causing the fuss was written by researchers at the Center for Tobacco Control Research and Education at the University of California, and published in one of the Lancet's sister journals, Lancet Respiratory Medicine. It is a meta-analysis, which means the authors reviewed the academic literature already available on the topic. They sifted out the weaker papers - ones that didn't have control groups, for example - and were left with 20.
3. The conclusion? Smokers who use e-cigarettes have a 28% lower chance of quitting than smokers who don't use them, according to Prof Stanton Glantz, one of the authors. But while the conclusion is surprising, so is the number of academics who have criticised the paper. One was Ann McNeill, professor of tobacco addiction at Kings College London, whose own research is included in Glantz's analysis. "This review is not scientific," she wrote on the Science Media Centre website. "The information… about two studies that I co-authored is either inaccurate or misleading… I believe the findings should therefore be dismissed.
4. "I am concerned at the huge damage this publication may have - many more smokers may continue smoking and die if they take from this piece of work that all evidence suggests e-cigarettes do not help you quit smoking; that is not the case." Prof Peter Hajek, director of the Tobacco Dependence Research Unit at the Wolfson Institute also called the findings "grossly misleading".
5. The critics are making three main points. First, the definition of e-cigarettes is a bit loose. There are many different types - some look like cigarettes, others have tanks for the vaping liquid, some are disposable and other are multi-use. They all deliver different doses of nicotine. Many of the papers included in the analysis don't specify which type people are using, according to Linda Bauld, professor of health policy at the University of Stirling. Another point is that the studies vary in the way they measure how often people use e-cigarettes. "Some only assessed whether a person had ever tried an e-cigarette or if they had tried one recently, not whether they were using it regularly or frequently," Bauld says.
6. Even the paper's author admits it's possible that in some of the studies e-cigarettes may only have been used once, which he says would not be a good predictor of whether they had affected people's ability to stop smoking. And there is another problem. You might expect, if you were going to draw conclusions about how useful e-cigarettes are in helping people quit, to focus on studies looking at people who are trying to give up. Prof Robert West, who heads a team at University College London researching ways to help people stop smoking, says this analysis mashed together some very different studies - only some of which include people using e-cigarettes to help them quit.
7. "To mix them in with studies where you've got people using an e-cigarette and are not particularly trying to stop smoking is mixing apples and oranges," he says. Some of the studies track smokers who use e-cigarettes for other reasons - perhaps because smoking a cigarette in a bar or an office is illegal and they want a nicotine hit. "With the studies where people are using electronic cigarettes specifically in a quit attempt the evidence is consistent," says West, referring to two randomised control trials.
8. Both are quite small and one was funded by the e-cigarette industry. They took two groups of smokers, and gave one real e-cigarettes, and the other a placebo. The studies reach a broadly similar conclusion to a large, real-world study called the Smoking Toolkit run by West. West's investigation follows people in their daily lives and assesses how successful various methods of giving up smoking are - this includes nicotine patches, medicines and going cold turkey. These studies suggest that people using e-cigarettes to help them quit are 50% to 100% more successful than those who use no aids at all.
9. In his paper, Glantz acknowledges there are limitations to the research that he analysed. He agrees there are problems with the way the use of e-cigarettes is measured and accepts it's not clear which devices people are using. But he is sticking by his analysis because he believes he has taken these factors into account. The editor of Lancet Respiratory Medicine, Emma Grainger, defends the article too. She says she does not see a problem with the paper and that it has been through the normal peer-review process.

# Questions 15-23

*Reading* ***Passage 2*** *has nine paragraphs, A–I.*

*Which paragraph contains the following information?*

*Write the correct letter, A–I, in boxes* ***15–23*** *on your answer sheet.*

* 1. Possible damage
  2. Shocking news \_
  3. Mix of different studies
  4. Misleading information
  5. Types of e-cigarettes
  6. A place where the controversial research was written
  7. The defence of the article
  8. A research by an e-cigarette industry
  9. The consistent evidence \_

# Questions 24–26

*Choose the correct letter, A****, B, C*** *or* ***D****.*

*Write the correct letter in boxes* ***24–26*** *on your answer sheet.*

* 1. New controversial research suggests that e-cigarettes:
     1. make it easier to quit smoking
     2. the research doesn't answer this question
     3. don't play a major role in quitting smoking
     4. make it harder to quit smoking
  2. Ann McNeill critisized the research because:
     1. some information is either inaccurate or misleading
     2. the definition of e-cigarettes is a bit loose
     3. the majority of other researches disagree with this review
     4. the analysis mashed together some very different studies
  3. This article aims at:
     1. showing that the e-cigarettes are worthless
     2. finding the truth about e-cigarettes, providing facts
     3. promoting the use of e-cigarettes
     4. analyzing different scientific researches

# READING PASSAGE 3

*You should spend about 20 minutes on* ***Questions 27-40*** *which are based on Reading Passage on the following passages on the following pages*

*Caspar Henderson reports on some new concerns*.

A few years ago, biologist Victoria Fabry, saw the future of the world’s oceans in a jar. She was aboard a research ship in the North Pacific, carrying out experiments on a species of pteropod – small molluscs with shells up to a centimetre long, which swim in a way that resembles butterfly flight, propelled by small flaps. Something strange was happening in Fabry’s jars. ‘The pteropods were still swimming, but their shells were visibly dissolving,’ says Fabry. She realised that the animals’ respiration had increased the carbon dioxide (C02) in the jars, which had been scaled for 48 hours, changing the water’s chemistry to a point where the calcium carbonate in the pteropods’ shells had started to dissolve. What Fabry had stumbled on was a hint of ‘the other C02 problem’.

It has taken several decades for climate change to be recognised as a serious threat. But another result of our fossil- fuel habit – ocean acidification – has only begun to be researched in the last few years. Its impact could be momentous, says Joanie Kleypas of the National Centre for Atmospheric Research in Boulder Colorado.

C02 forms the carbonic acid when it dissolves in water, and the oceans are soaking up more and

more of it. Recent studies show that the seas have absorbed about a third of all the fossil-fuel carbon released into the atmosphere since the beginning of the industrial revolution in the mid-eighteenth century, and they will soak up much more over the next century. Yet until quite recently, many people dismissed the idea that humanity could alter the acidity of the oceans, which cover 71 % of the planet’s surface to an average depth of about four kilometres. The ocean’s natural buffering capacity was assumed to be capable of preventing any changes in acidity even with a massive increase in C02 levels.

And it is – but only if the increase happens slowly, over hundreds of thousands of years. Over this timescale, the release of carbonates from rocks on land and from ocean sediments can neutralise the dissolved C02, just like dropping chalk in an acid. Levels of C02 are now rising so fast that they are overwhelming the oceans’ buffering capacity.

In 2003 Ken Caldeira of the Carnegie Institution in Stanford and Michael Wickett at the Lawrence Livermore National Laboratory calculated that the absorption of fossil C02 could make the oceans more acidic over the next few centuries than they have been for 300 million years, with the possible exception of rare catastrophic events. The potential seriousness of the effect was underlined in 2005 by the work of James Zachos of the University of California and his colleagues, who studied one of those rare catastrophic events. They showed that the mass extinction of huge numbers of deep-sea creatures around 55 million years ago was caused by ocean acidification after the release of around 4500 giga-tonnes of carbon. It took over 100,000 years for the oceans to return to their normal state.

Around the same time as the Zachos paper, the UK’s Royal Society published the first comprehensive report on ocean acidification. It makes grim reading, concluding that ocean acidification is inevitable without drastic cuts in emissions. Marine ecosystems, especially coral reefs, are likely to be affected, with fishing and tourism-based around reefs losing billions of dollars each year. Yet the report also stressed that there is huge uncertainty about the effects on marine life.

The sea creatures most likely to be affected are those that make their shells or skeletons from calcium carbonate, including tiny plankton and huge corals. Their shells and skeletons do not dissolve only because the upper layers of the oceans are supersaturated with calcium carbonate. Acidification reduces carbonate Ion concentrations, making it harder for organisms to build their shells or skeletons. When the water drops below the saturation point, these structures will start to dissolve. Calcium carbonate comes in two different forms, aragonite and calcite, aragonite being more soluble. So organisms with aragonite structures such as corals will be hardest hit.

So far the picture looks relentlessly gloomy, but could there actually be some positive results from adding so much C02 to the seas? One intriguing finding, says Ulf Riebesell of the Leibniz Institute of Marine Sciences in Kiel Germany, concerns gases that influence climate. A few experiments suggest that in more acidic conditions, microbes will produce more volatile organic compounds such as dimethyl sulphide, some of which escapes to the atmosphere and causes clouds to develop. More clouds would mean cooler conditions, which could potentially slow global warming.

Calculating the effect of ocean acidification on people and economies is virtually impossible, but it

could be enormous. Take the impact on tropical corals, assuming that warming and other pressures such as pollution do not decimate them first. Reefs protect the shorelines of many countries.

Acidification could start eating away at reefs just when they are needed more than ever because of rising sea levels.

‘No serious scientist believes the oceans will be devoid of life,’ says Caldeira. ‘Wherever there is light and nutrients, something will live. A likely outcome will be a radical simplification of the ecosystem. ‘Taking this and other scientists’ views into account, it seems clear that acidification will mean the loss of many species so our children will not see the amazingly beautiful things that we can. It is important to tell them to go and see the corals now before it is too late.

# Questions 27-33

*Answer the questions below. Choose* ***NO MORE THAN THREE WORDS AND / OR A NUMBER***

*for each answer*

* 1. What does the pteropod use to move through the water?
  2. Which part of the pteropods was being damaged by increased acidification?
  3. What proportion of the carbon released over the last 200 years has been taken in by the oceans?
  4. Where do carbonates enter the oceans from?
  5. How long did the oceans need to recover after the destruction of marine life by acidification 55 million years ago?
  6. Which businesses will suffer if reefs are damaged?
  7. What type of creatures makes their skeleton out of aragonite?
  8. Why will lead to the loss of many species?

# Questions 35-40

*Complete the flow-chart below. Choose* ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *from the passage for each answer*.

A Possible Benefit from Increased CO2 Levels in the Sea increased ocean acidification

* 1. larger quantities of organic compounds made by………..……….



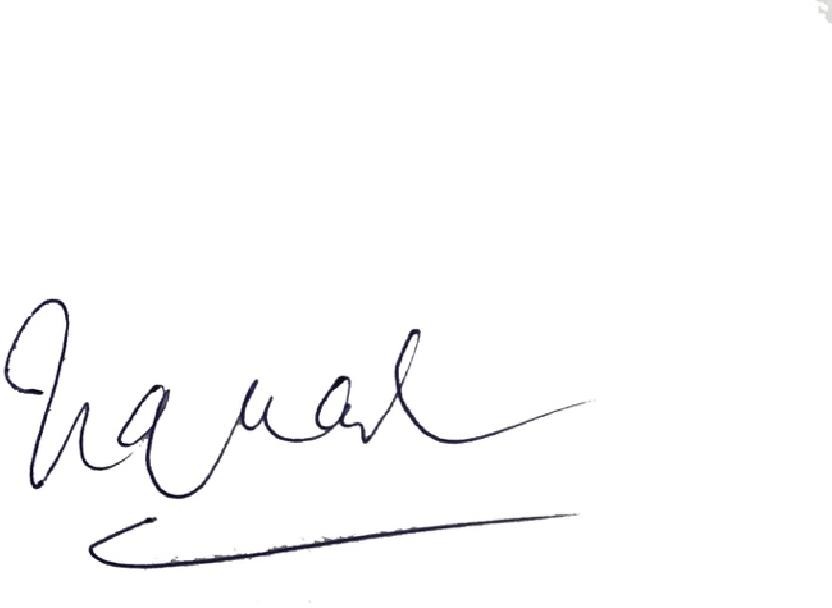
**36**. transfer to …………………………..

1. are formed
2. temperatures
3. reduction in the rate of ………………

# Question 40

*Choose the correct letter A, B, C or D*

1. Which of the following statements best summarises the writer’s view of the passage?
   1. We will have to wait and see if acidification has serious effects.
   2. It is likely that increased CO2 will change marine ecosystems considerably.
   3. It is clear that acidification will cause huge damage to marine life.
   4. The theory that increased CO2 could have positive results is believable.



**Thông qua Khoa/Bộ Môn NNCN**