

ĐỀ CHÍNH THỨC

Môn thi: **TIẾNG ANH**
Ngày thi: **14-4-2016**
Thời gian làm bài: **150 phút**
(Đề thi gồm 06 trang)

Điểm bằng số	Điểm bằng chữ	Chữ ký GK 1	Chữ ký GK 2	Phách

(Thí sinh làm bài vào tờ giấy này và không được sử dụng bất kỳ loại tài liệu nào kể cả từ điển. Giám thị không giải thích gì thêm.)

PART I. LISTENING (2.5 pts)

A. Listen and choose the correct answer for each question. (1.0 pt)

1. How long has he been in his present job?

- A. Since 2005
- B. For about three years
- C. For three months

2. Why does he want a new job?

- A. For a change
- B. To earn more money
- C. To get promotion

3. What does he like most about his job?

- A. The right to take action and make decisions
- B. His colleagues
- C. Working conditions

4. What kind of person are they looking for?

- A. Someone prepared to work overtime
- B. Someone who is punctual
- C. Someone who wants to get on

5. What qualifications does Peter have?

- A. A degree
- B. A school leaving certificate
- C. A postgraduate diploma

B. You will hear an interview with a woman called Hannah Romero who takes photographs of waterfalls. For questions 6 - 15, fill each blank with no more than three words. (1.5 pts)

Hannah took her first waterfall photos when she was (6) _____ years old.
 She used a camera belonging to her (7) _____ to take the photos in the mountains.
 She believes that (8) _____ is the best time of year to photograph waterfalls.
 She avoids photographing waterfalls in (9) _____ weather.
 She loves taking photos of water hitting (10) _____ below.
 In winter, the photographer should avoid treading on any (11) _____ that may appear in a picture.
 The photographer ought to remove (12) _____ from the scene.
 Hannah likes to take pictures from the (13) _____ of smaller waterfalls.
 The most important thing when taking pictures is the (14) _____ of the photographer.
 Hannah once took a photo of (15) _____ in a waterfall.

PART II. PHONETICS (2.0 pts)

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

- 16. A. wolf B. woman C. wood D. woo
- 17. A. launch B. digestion C. monarch D. suggestion
- 18. A. considerate B. chocolate C. consulate D. comPLICATE
- 19. A. published B. designed C. covered D. sprayed
- 20. A. scowl B. frown C. sprout D. cough

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

- 21. A. understand B. volunteer C. engineer D. encourage
- 22. A. interested B. beautiful C. relativism D. component
- 23. A. innocent B. peninsula C. content D. supermarket
- 24. A. particle B. supportive C. evidence D. suitable
- 25. A. equivalent B. independent C. university D. entertainment

PART III. GRAMMAR AND VOCABULARY (6.1 pts)

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

26. I extend my sincere _____ to the family and friends of John Miller, who has suddenly left us at the age of 54.
A. appreciation B. description C. condolences D. charges
27. Hotel employees are reminded to be _____ and courteous, especially to first-time guests.
A. friend B. friends C. friendly D. friendship
28. The government issued a warning to local companies that all waste must be disposed of _____ or they will face heavy fines.
A. corrects B. correcting C. correction D. correctly
29. Golf Weekly is a newly published magazine that caters _____ to experienced and inexperienced golfers who are just learning to play the game.
A. both B. neither C. either D. so
30. We are seeking an _____ to represent us in talks with our Japanese clients.
A. interpreta B. interpreter C. interpreting D. interpretation
31. We believe that _____ recent changes in state laws, the majority of students will get a job after graduating the university.
A. due to B. whereas C. otherwise D. instead of
32. _____ in universities around the nation has more than tripled compared to this time last year.
A. Enroll B. Enrolls C. Enrolling D. Enrollment
33. _____ Mr. Brown retires, he will receive an annual pension of more than fifty thousand dollars from the government.
A. Often B. Once C. Whoever D. Sometimes
34. _____ Mr. Parker's promotion became official, many of his colleagues have approached him to congratulate him.
A. Despite B. Still C. Since D. During
35. John Clarke, who is in the prime of his career, has been ranked _____ the top 10 players in tennis history by Sports Daily.
A. at B. into C. among D. from
36. He thought the talk was fascinating. His friend, _____, fell asleep halfway through it.
A. although B. nevertheless C. so as D. in spite of
37. She _____ modern art. She visits all the local exhibitions.
A. looks down on B. goes in for C. fixes up with D. comes up against
38. I didn't see anyone but I felt as though I _____.
A. have been watched B. was being watched C. being watched D. am watched
39. After going to the zoo, the mall and the movies, Cassie was sick of _____ to entertain her nieces.
A. pushing the envelope B. turning the other cheek C. bending over backwards D. going against the grain
40. Helen: "This is your first trip abroad, isn't it?" Peter: "_____."
A. No, I haven't been there before B. No, it's expensive
C. Yes, it sounds great D. Yes, so I'm looking forward to it

B. Complete the following sentences by using one of the phrasal verbs from the list below. There are two extra ones. Make any other necessary changes. (2.0 pts)

turn off move around go for get down make for make up
get through do away with put up long for pick up put off

41. He really _____ her when she dared to criticize him.
- 42 - 43. I've been _____ all day and I am _____ a shower now.
44. This bad weather is really _____ me _____.
45. Let's _____ the city centre and find a restaurant on the way.
46. Take this prescription to the chemist and she'll _____ it _____ for you.
47. Slavery was not _____ until the nineteenth century.
48. I am glad she _____ all her exams last semester.
- 49 - 50. She argued that they should _____ making their decision about _____ the club subscription until they had found out how members felt about this.

C. Fill each blank with a suitable preposition to complete the passage below. (1.6 pts)

Last summer my husband and I had two Italian students to stay at our house in London. It was a kind (51) _____ exchange, with our two children off to Rome this summer, giving me, incidentally, an

interlude of peace (52) _____ which to write this newspaper column, among other things. But back to the two Italians, two charming girls whose English was a revelation to everyone in our family. I am not going to say that it was perfect or anything (53) _____ that, simply that they used expressions that have either long ago died out (54) _____ these islands, or are greeted when used with blank incomprehension. For example, when a day or two (55) _____ their arrival Lucia made some coffee and handed it (56) _____ my neighbor (who had come round to see why her husband kept popping over to brush up his Italian), she unmistakably said "Here you are". The shock was so great that we both nearly fell (57) _____ our chairs. (58) _____ the benefit of foreign readers, or for anyone who has just returned from a monastery or a few years on Mars, I should explain that this now quaint English expression has long since been replaced (59) _____ the transatlantic "There you go", an utterance which threw me (60) _____ considerable confusion when first used by hairdressers, waitresses and barmen. The two girls also surprised us by asking intelligible questions instead (61) _____ making vague statements which were supposed to be taken as questions. And they had retained that ancient habit (62) _____ addressing strangers by their surnames, preceded by a "Mr" or "Mrs", as in "Good morning, Mrs Scott", rather than greeting me (63) _____ the door (64) _____ arrival with a "Hello, Gloria, and have a nice day." All (65) _____ all, they were a delight, although I am sorry to report that (66) _____ the time they left, they had absorbed what passes as the English language hereabouts, and had plunged downhill towards unintelligibility. Oh well, there you go, I suppose.

D. Use the word given in the bracket to form a word that fits the gap in the passage. (1.0 pt)

In Britain, what is described as "food miles", the distance which food is transported from the place where it is grown to its point of sale, continues to rise. This has major economic, social and environmental consequences, given the traffic congestion and pollution which (67. variable) _____ follow.

According to (68. press) _____ groups, the same amount of food is travelling 50 per cent further than twenty years ago. What's more, the rise in the demand for road haulage over this period has mostly been due to the transport of food and drink. The groups assert that the increase in the number of lorry journeys is (69. exceed) _____ and that many of these are far from (70. essence) _____.

In the distribution systems employed by British food (71. retail) _____, fleets of lorries bring all goods into more (72. centre) _____ located warehouses for redistribution across the country.

(73. Logic) _____ as this might appear, the situation whereby some goods get sent back to the same areas from which they came is (74. avoid) _____.

In response to scathing (75. critic) _____ from environmentalists, some food distributors now aim to minimize the impact of food miles by routing vehicles, wherever possible, on motorways after dark. This encourages greater energy (76. efficient) _____ whilst also reducing the impact on the residential areas through which they would otherwise pass.

PART IV. READING (5.4 pts)

A. Read the text below and fill each blank with only one word. (2.0 pts)

Dreams have always fascinated human beings. The idea that dreams provide us with useful information about our lives goes (77) _____ thousands of years. For the greater part of human history it was taken for granted that the sleeping mind was in touch with the supernatural world and dreams were to be interpreted as messages with prophetic or healing functions. In the nineteenth century, (78) _____ was a widespread reaction (79) _____ this way of thinking and dreams were widely dismissed as being very little more than jumbles of fantasy (80) _____ about by memories of the previous day.

It was not (81) _____ the end of the nineteenth century (82) _____ an Austrian neurologist, Sigmund Freud, pointed out that people who have similar experiences during the day, and who are then subjected (83) _____ the same stimuli when they are asleep, produce different dreams. Freud went on to develop a theory of the dream process which (84) _____ enable him to interpret dreams as clues to the conflicts taking place within the personality. It is by no (85) _____ an exaggeration to say that (86) _____ any other theories have had so great an influence on subsequent thought.

B. Read the following passage then circle the correct option A, B, C or D to complete it. (2.0 pts)

Many of you have been thrilled to see the pomp and splendor of the medieval world reenacted on films and television. A world peopled by King Arthur, his (87) _____ Knights of the Round Table and their beautiful ladies, where wizards and witches fight to gain (88) _____ over the (89) _____ of good and evil.

In a quiet (90) _____ of the English countryside, this medieval spirit is being kept (91) _____ by Mrs. Jane Laloe, a woman of (92) _____ interests. She and her husband, Michael, (93) _____ a ninety-acre beef and thoroughbred stud-farm in Devon.

Over the years, she has (94) _____ this farm into a meeting place for falconers, archers and lovers of the medieval sport of jousting. It is not unusual to hear the merry (95) _____ of jousting coming from the Laloe property. At certain times of the year, Mrs. Laloe (96) _____ tournaments when friends and neighbours, dressed in authentic robes, meet to do battle. "It's all very colourful and looks terribly authentic," Mrs. Laloe enthused. "We have a tremendous amount of fun."

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| 87. A. gallant | B. odious | C. gawky | D. obnoxious |
| 88. A. rule | B. control | C. management | D. mastery |
| 89. A. powers | B. strength | C. understanding | D. might |
| 90. A. edge | B. alcove | C. corner | D. brink |
| 91. A. living | B. existing | C. being | D. alive |
| 92. A. abnormal | B. subnormal | C. unusual | D. queer |
| 93. A. possess | B. own | C. occupy | D. hold |
| 94. A. altered | B. turned | C. reserved | D. diverted |
| 95. A. noises | B. racket | C. commotion | D. sounds |
| 96. A. organizes | B. establishes | C. constructs | D. forms |

C. Read an extract from a textbook and choose the answer (A,B,C or D) which you think fits best according to the text. (1.4 pts)

"Broadcasting" originally meant sowing seeds broadly, by hand. It is, in other words, not only an agricultural metaphor, it is also one of optimistic modernism. It is about planned growth in the widest possible circles, the production, if the conditions are right, of a rich harvest. The metaphor presupposes a bucket of seeds at the centre of the activity, i.e. the existence of centralized resources intended and suited for spreading – and reproduction. The question to be looked into is why a new technology that transmitted words and pictures electronically was organized in a way that made this agricultural metaphor seem adequate.

Since television as a technology is related to various two – way forms of communication, such as the telegraph and the telephone, it is all the more striking that, from its very early days, it was envisaged as a centralized "mass" medium. However, transmission to private homes from some centralized unit was simply in keeping with both socio-economic structures and the dominant ways of life in modern and modernizing societies. Attempts or experiments with other forms of organization in the long run remained just that – attempts and experiments. Two little-known, distinct alternatives deserve mentioning since they highlight what television might have been – in a different social context.

Experiments with two-way television as a possible replacement for the ordinary telephone were followed up, so to speak, by radio amateurs in Britain in the early 1930s. Various popular science journals, such as *Radio News*, had detailed articles about how to construct television transmitters and receivers and, throughout the 1930s, experimenting amateurs were active in many parts of the country. But Big Business, represented by the British Radio Manufacturers Association, in 1938 agreed upon standards for television equipment and channel regulations which drove the grass-roots activists out. And so there passed, at least in Britain, the historical "moment" for a counter-cultural development of television as a widely diffused, grass-roots, egalitarian form of communication.

Broadcasting in some form was, however, tied not only to strong economic interests, but also to the deep structures of modern societies. In spite of the activities of TV amateurs, television was also primarily a medium for theatrical exhibition in the USA in the early 1930s, and such as often thought to be a potential competitor of the film industry. In fact, television was throughout the 1930s predominantly watched in public settings also outside of the USA. For example, in Britain, *public* viewing of television was the way in which most early audiences actually experienced the medium and this was even more the case in Germany. While the vision of grass-roots or amateur, two-way television was quite obviously doomed to a very marginal position at the very best, television systems largely based on collective public reception were in fact operating in several countries in the 1930s and may, with the benefit of hindsight, be seen as having presented more of a threat to the domestication of the medium. But it was a threat that was not to materialize.

Manufacturers saw the possibilities for mass sales of domestic sets as soon as the price could be reduced, and given the division and relation between the public and private domains fundamental to modernity, centralized broadcasting to a dispersed domestic audience was clearly the most adequate organization of the medium. As working-class people achieved improved standards of living and entered "consumer" society from about the 1920s onwards, the dreams of the home as a fully equipped centre for entertainment and diverse

cultural experiences became realizable for the majority of inhabitants of Western nation-states. And all of this is now also happening on a global scale.

There is a clear relationship between the basic processes of social modernization and the dominant structures of broadcasting. While social and economic modernization meant increasing centralization and concentration of capital and political power, the break-up of traditional communities produced new ways of life. Mobility was both social and geographical, and both forms implied that individuals and households were, both literally and metaphorically, "on the move" in ways that left them relatively isolated compared to people in much more stable early communities. Centralised broadcasting was both an answer to the need felt by central government to reach all citizens with important information efficiently, and a highly useful instrument in the production of the harmonizing, stabilizing "imagined community" of the nation-state.

The pervasiveness of these structured processes and interests rendered broadcasting the "naturally" victorious organization of both radio and television. What is left out here is the more positive view of broadcasting as a social form suitable also for the democracy. In the formation of broadcasting policies between the World Wars, the interest in broadcasting as a means of securing equal access to resources necessary for conscious, informed and autonomous participation in political, social and cultural life played a very important role in many countries. Of course television is changing, and there is the risk that the very term broadcasting becomes outmoded or at least inadequate. In which case, this metaphor will be seen only as referring to a particular organization of audio-visual technology during a certain centralized phase of social modernization.

97. *In the metaphor explored by the writer in the first paragraph, what does the "bucket of seeds" represent?*
- A. planned growth
 - B. a rich harvest
 - C. the centre of the activity
 - D. centralized resources
98. *In the second paragraph, what view does the writer express about the way in which television developed?*
- A. It confirmed the results of experiments.
 - B. It reflected other social trends.
 - C. It was dominated by other technologies.
 - D. It was limited by economic constraints.
99. *The writer regards the experiments by radio amateurs in the 1930s as*
- A. a missed opportunity to use television technology in a different way.
 - B. investigations into the commercial potential of television technology.
 - C. a breakthrough in the development of new types of television transmitters.
 - D. attempts to establish a more effective means of communication than the telephone.
100. *Looking back, what does the writer feel about public viewings of TV in the 1930s?*
- A. They received a lot of opposition from the film industry.
 - B. They were limited to small audiences outside the USA.
 - C. They might have provided an alternative to the way broadcasting developed.
 - D. They were less significant than the experiments with two-way television.
101. *Transmission to people's homes became a dominant feature of television because*
- A. changes in society had created a demand for this.
 - B. it became possible to manufacture televisions on a domestic scale.
 - C. television audiences were seen as potential consumers of advertised goods.
 - D. it was an effective way of delivering the programme schedules that people wanted.
102. *In the sixth paragraph, the writer says that the authorities saw broadcasting as a means of*
- A. controlling the information that people received.
 - B. accelerating the process of modernization.
 - C. boosting their own political influence.
 - D. counteracting social upheaval.
103. *In the final paragraph, what does the writer say he has omitted from his earlier analysis?*
- A. The factors that motivate people in the broadcasting industry.
 - B. The resources needed to operate a broadcasting service.
 - C. The capacity of broadcasting to empower people.
 - D. The strength of the interests behind broadcasting.

PART V. WRITING (4.0 pts)

A. *Rewrite the following sentences without changing their meaning using the words in the brackets. (1.0 pt)*

104. When you see their houses, you realize that our house is very small. (compared)

.....

105. In her class, Carla was the only one who did not pass the exam. (except)

.....

106. I am sorry, but I have forgotten your name. (slipped)

107. Somebody gave me a black eye. (punched)

108. "It's my arm! I'm hit!" said Billy the Kid. (wounded)

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

109. His fondness for the game increased with his proficiency.

=> The more

110. The play is so popular that the theatre is likely to be full every night.

=> Such is

~~111. It was up to Mary to decide where the family would go for their holiday.~~

=> Mary had

112. I regret not buying that bike when I had the chance.

=> I wish

113. Unless you have a license, you can't drive a car. => Only

C. Some people say that cell phones have improved modern life. Others believe that cell phones have caused many problems to people. What is your opinion? In about 200 words, write an essay to assert your point of view on this issue.(2.0 pts)

Lined area for writing the essay.