

## SECTION A: MULTIPLE CHOICE QUESTIONS

### PART 1. LISTENING

**Task 1: You will hear a radio program about starting a business. Listen and mark the letter A, B, or C on your answer sheet to indicate the correct answer to each of the following questions. You will listen TWICE.**

Question 1: What is the most important attitude towards making mistakes according to Arthur?

**A. Mistakes can be a chance to learn.**

B. Mistakes are inevitable.

C. Mistakes can cause serious consequences.

D. Mistakes should always be avoided at all costs.

Question 2: What's true about self-confidence according to Arthur?

A. Self-confidence can be gained through reading.

B. It means being ambitious with what you do.

**C. Self-confidence sometimes leads to failure.**

D. Confident people never make mistakes.

Question 3: What advice does Arthur give to new business leaders?

**A. Keep their aim**

B. Read business journals

C. Try new things

D. Change their goals frequently.

Question 4: How does Arthur deal with difficult problems?

A. Ask for advice from friends

**B. Seek help from experts**

C. Try to get advice from books

D. Ignore them and hope they disappear.

Question 5: What's the common quality of leaders?

A. Have good public speaking skills

B. Solve all problems skillfully

**C. Be respected by the workforce**

D. Always agree with their employees

### TRANSCRIPT

Good evening. My name is Arthur Jones. I'm very glad to have this opportunity to speak to you over the radio. The host asked me to give a talk about my experience of starting my own business.

I can't say my business is successful, but there are some things that I want to share with you, which I think will be helpful if you want to start your own company. I've talked to many young people, and they told me that they are afraid of making mistakes when they start their business.

What I want to say is that mistakes are very common, especially when you do something new. **Mistakes can actually show you where you need to improve, so you can take actions about them and use the chance to learn new methods (1).** This is a very important attitude you should have. Besides, most mistakes are not that fatal. Don't be too anxious when they occur.

Next, I want to go on to talk about self-confidence, which is quite important in achieving business success. Being self-confident means that you can have faith in yourself and what you do. Self-confidence can be gained through hard work, even playing sports. **However, sometimes self-confidence may make you ignore problems and even cause failure (2).** Business leaders should remain calm and not take impulsive actions.

I know that when people start their business, they have confusions. They don't know how they can be more professional. They read business journals or watch related videos, but these don't seem to help sometimes. **My suggestion is that, instead of aimlessly trying many new things, they should always be committed to their goal (3).** As long as they stick to it, they will not be easily distracted or confused by other things, and they are sure to get better.

We will all meet difficulties, especially at the beginning. We can't always rely on ourselves to solve all the problems. **I had a problem with marketing earlier this year. Luckily, I found an expert to help me deal with it (4).** So, there's always a way, but we should know how and when to seek help from these people.

Business leaders have different kinds of styles. Some are very good at public speaking. Others are very down to earth and have strong executive skills. **But in general, they should be able to win the respect from their employees (5),** so that they can carry out their orders more easily.

**Task 2: You will hear a dialogue between two students. Listen and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions. You will listen TWICE.**

Question 6: What helped Rob to prepare to play the character of a doctor?

- A. The times when he watched his grandfather working.
- B. The stories his grandfather told him.
- C. The times when he acted on the stage.
- D. The way he imagined his grandfather at work.**

Question 7: In the play's first scene, the boredom of village life was suggested by \_\_\_\_\_.

- A. long pauses within conversations
- B. repetition of words and phrases**
- C. the tense atmosphere among people
- D. scenery painted in dull colors

Question 8: What has Rob learned about himself through working in group?

- A. He thinks he is a good teacher.
- B. He copes well with stress.
- C. He likes to have clear guidelines.**
- D. He gets on well with others.

Question 9: To support the production, research material was used which described \_\_\_\_\_.

- A. economic transformations
- B. political developments
- C. changing social attitudes**
- D. changing religious options

Question 10: What problems did the students overcome in the final rehearsal?

- A. one person forgetting their works.
- B. the illness of an actor.
- C. the injury of one character.
- D. an equipment failure.**

### TRANSCRIPT

**MIA:** Hi, Rob. How's the course going?

**ROB:** Oh, hi, Mia. Yeah, great. I can't believe the first term's nearly over.

**MIA:** I saw your group's performance last night at the student theatre. It was good.

**ROB:** Really? Yeah ... but now we have to write a report on the whole thing, an in-depth analysis. I don't know where to start. Like, I have to write about the role I played, the doctor, how I developed the character.

**MIA:** Well, what was your starting point?

**ROB:** Er ... my grandfather was a doctor before he retired, and I just based it on him.

**MIA:** OK, but how? Did you talk to him about it?

**ROB:** He must have all sorts of stories, but he never says much about his work, even now. He has a sort of authority though.

**MIA:** So how did you manage to capture that?

**ROB:** I'd ... I'd visualise what he must have been like in the past, when he was sitting in his consulting room listening to his patients (6).

**MIA:** OK, so that's what you explain in your report.

**ROB:** Right.

**MIA:** Then there's the issue of atmosphere – so in the first scene we needed to know how boring life was in the doctor's village in the 1950s, so when the curtain went up on the first scene in the waiting room, there was that long silence before anyone spoke. And then people kept saying the same thing over and over, like 'Cold, isn't it?' (7)

**ROB:** Yes, and everyone wore grey and brown, and just sat in a row.

**MIA:** Yes, all those details of the production.

**ROB:** And I have to analyse how I functioned in the group – what I found out about myself. I know I was so frustrated at times, when we couldn't agree.

**MIA:** Yes. So did one person emerge as the leader?

**ROB:** Sophia did. That was OK – she helped us work out exactly what to do, for the production. And that made me feel better, I suppose.

**MIA:** When you understood what needed doing? (8)

**ROB:** Yes. And Sophia did some research, too. That was useful in developing our approach.

**MIA:** Like what?

**ROB:** Well, she found these articles from the 1950s about how relationships between children and their parents, or between the public and people like bank managers or the police were shifting. (9)

**MIA:** Interesting. And did you have any practical problems to overcome?

**ROB:** Well, in the final rehearsal everything was going fine until the last scene – what's where the doctor's first patient appears on stage on his own.

**MIA:** The one in the wheelchair?

**ROB:** Yes, and he had this really long speech, with the stage all dark except for one spotlight – and then that stuck somehow so it was shining on the wrong side of the stage ... but anyway we got that fixed, thank goodness. (10)

**MIA:** Yes, it was fine on the night.

**Task 3: Listen to a radio interview in which a psychologist, Colin Fraser, talks about cultural identity and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions. You will listen TWICE.**

Question 11: When discussing his own cultural identity, Colin reveals \_\_\_\_\_.

- A. his resilience to changing cultures
- B. his unorthodox family background
- C. his ability to adapt
- D. his feeling of alienation

Question 12: What does Colin regard as the defining aspect of a person's cultural identity \_\_\_\_\_?

- A. the sense of birth right
- B. the emotion it generates
- C. the physical proximity to heritage
- D. the symbols of tradition

Question 13: What is the influence of a culture attributed to \_\_\_\_\_?

- A. the dissemination of wisdom
- B. connection between societies
- C. knowledge of one's background
- D. the practice of archaic rituals

Question 14: According to Colin, what makes a culture successful on the global scene?

- A. its ability to be self-effacing
- B. its isolation from the mainstream
- C. its capacity for tolerance
- D. its aptitude for resolving conflicts

Question 15: During the conversation, Colin is \_\_\_\_\_.

- A. distinguishing between birthplace and residence
- B. advocating the celebration of heritage
- C. highlighting the differences in societies
- D. addressing the issues raised by conflicting cultures

### TRANSCRIPT

**Interviewer:** Now Colin, you're a bit of a mixed bag aren't you? You were born in Canada, grew up in Scotland and now you reside in the States. So, if we're talking about cultural identity, what identity do you relate to?

**Colin:** I've also lived in England and France, and you're right that I wasn't born in Scotland but my parents and my siblings were. In fact, my heritage goes back a number of years in that country, so, even though I'm not Scottish by birth, I would have to say that I identify predominantly with the Scottish culture. Having said that though, I think I've managed to incorporate aspects of each of the cultures I've been exposed to (11).

**Interviewer:** So what makes you predominantly Scottish?

**Colin:** Ooh, that's not an easy question to answer. There are so many facets that make up a person's identity that I don't think there's one physical factor that I could point to and it's difficult to categorise culture. Some might say it's determined by birth, but I think that's too simplistic. There's more to it than that but without going to particulars, I would have to say I just feel Scottish. And that, to me, is what's important. I feel a sense of belonging, even when I'm not there (12). I went to a highland games recently, in America. You know, the outdoor event with lots of kilts and caber tossing. It was great. Watching all the athletic events and dancing was an amazing sensation. Even though it was a long way from Scotland, while I was there I just felt at home. As soon as the mass pipe band started playing I was transported to what I consider my homeland. And that's key. Home is where the heart is as they say.

**Interviewer:** But how can a highland games in America make you feel at home if home is thousands of miles away?

**Colin:** Because it's not about the country, it's the culture. Some of the biggest games are in Canada and America and they're a testimony to the importance of cultural identity. They were born of the people who emigrated from Scotland to those countries, people who kept their cultural roots alive and passed them down through the generations. The strength of their ties stayed with them even as they were absorbed into another culture. Some people might suggest that clinging to a bygone practice of cultural heritage is obsolete in today's global society but I think it is now in particular, with the interconnectedness of society, that the importance of knowing who you are and where you come from becomes paramount (13-15). There must be a way of discerning oneself from the masses.

**Interviewer:** But wouldn't that alienate a person from the culture they reside in?

**Colin:** On the contrary. In the global community, culture has to be accommodating. If it excludes newcomers they will separate themselves from the indigenous population and that's when you get fractures in society (14), splinter groups of isolated people which can lead to conflict. In order to avoid this, both the interloping and the native culture have to accept each other. There's give and take as with any symbiotic relationship. But that doesn't mean abandoning your roots. It's not just about how you see yourself but how the rest of the world views your culture.

## PART 2: LEXICO-GRAMMAR

*Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions from 16 to 25.*

**Question 16:** When wood, natural gas, oil, or any other fuel burns, \_\_\_\_\_ with oxygen in the air to produce heat.

- A. a combination of substances in the fuel  
 B. combining substances in the fuel  
 C. substances in the fuel that combine  
 D. substances in the fuel combine

- when SV, SV => Loại A, B và C vì thiếu V chính phía sau (câu C combine là V của that là mệnh đề quan hệ, chứ không phải V chính của substances)

Dịch câu: Khi gỗ, khí tự nhiên, dầu, hoặc bất kỳ nhiên liệu nào khác cháy, các chất trong nhiên liệu kết hợp với oxy trong không khí để tạo ra nhiệt.

**Question 17:** After a month of apprenticeship, I hope to \_\_\_\_\_ the ropes and won't keep bothering you for help.

- A. study  
 B. learn  
 C. grab  
 D. hold

to know (learn) the ropes : nắm vững tình hình điều kiện (để làm một công việc gì...)

Dịch câu: Sau một tháng thực tập, tôi hy vọng sẽ nắm được cách làm việc và không làm phiền bạn để nhờ giúp đỡ nữa.

**Question 18:** \_\_\_\_\_ her job, her sons and the housework, she doesn't have a minute for herself.

- A. What with  
 B. if it weren't for  
 C. Barring  
 D. Given

- What with (phrase): bởi vì, do (thường dùng để liệt kê nhiều nguyên nhân hoặc lý do).

- If it weren't for (phrase): nếu không vì, dùng trong câu điều kiện loại 2.

- Barring (prep): trừ khi, ngoại trừ.

- Given (prep): dựa trên, căn cứ vào.

Dịch câu: Với công việc của cô ấy, các con trai và việc nhà, cô ấy không có một phút nào cho bản thân.

**Question 19:** You've obviously lost weight, and this dress will need to be \_\_\_\_\_ to fit you properly.

- A. dressed up  
 B. taken in  
 C. put out  
 D. taken off

- dress up (phrasal verb): ăn mặc chỉnh tề, diện đồ.

- take in (phrasal verb): thu nhỏ lại, bóp lại (quần áo để vừa hơn).

- put out (phrasal verb): dập tắt (lửa), gây phiền hà.

- take off: bỏ (mũ), cởi (quần áo)

Dịch câu: Rõ ràng là bạn đã giảm cân, và chiếc váy này cần được bóp lại để vừa với bạn.

**Question 20:** Round and round \_\_\_\_\_.

- A. the wheels of the engine went  
 B. did the wheels of the engine go  
 C. went the wheels of the engine  
 D. going the wheels of the engine

- Cụm giới từ chỉ địa điểm/ phương hướng/ chuyển động đứng đầu => đảo trực tiếp V lên trước S

Dịch: Bánh xe của động cơ lăn tròn.

**Question 21:** If the contract has not been signed by witnesses, it is considered \_\_\_\_\_.

- A. null and void  
 B. bow and scrape  
 C. neck and neck  
 D. nip and tuck

- null and void (idiom): vô hiệu, không có giá trị pháp lý.

- bow and scrape (idiom): hành xử quá mức cung kính, khúm núm.

- neck and neck (idiom): ngang nhau, sát nút (thường dùng trong cuộc đua hoặc thi đấu).

- nip and tuck (idiom): sát sao, ngang ngửa (thường dùng trong thi đấu hoặc cạnh tranh).

Dịch: Nếu hợp đồng không được ký bởi các nhân chứng, nó được coi là vô hiệu.

**Question 22:** Had she realized just how potentially dangerous her discovery was, she'd surely have suppressed it, \_\_\_\_\_?

- A. didn't she  
 B. wouldn't she  
 C. hadn't she  
 D. hasn't she

- she'd => she would => hỏi đuôi là wouldn't she

Dịch câu: Nếu cô ấy nhận ra phát hiện của mình nguy hiểm đến mức nào thì chắc chắn cô ấy đã ngăn chặn nó, phải không?

**Question 23:** I am not at all put out by their decision. \_\_\_\_\_, I welcome it.

**A. All the same**      B. With reference      C. In addition      D. On the other hand

- All the same (idiom): dù sao thì, tuy vậy

- With reference (phr): liên quan đến

- In addition (phr): thêm vào đó

- On the other hand (idiom): mặt khác

Dịch câu: Tôi hoàn toàn không bận tâm bởi quyết định của họ. Dù sao thì, tôi cũng hoan nghênh điều đó.

**Question 24:** It \_\_\_\_\_ rains whenever I go out without my umbrella.

A. gracefully      B. aggressively      C. rapidly      **D. invariably**

- gracefully (adv): duyên dáng

- aggressively (adv): một cách hung hăng, quyết liệt

- rapidly (adv): nhanh chóng

- invariably (adv): luôn luôn, không thay đổi

Dịch câu: Trời lúc nào cũng mưa mỗi khi tôi ra ngoài mà không mang ô.

**Question 25:** Tracy has just bought a new car and is very excited to let her friend, Carly, try driving it.

**Tracy:** Do you want to try driving my car, to see how you like it?

**Carly:** Yeah, sure, \_\_\_\_\_

A. I'll give it a gun.      B. I'll give it a rest.      C. I'll give it a think.      **D. I'll give it a shot.**

A. mình sẽ đưa cho nó cây súng

B. mình sẽ nghỉ ngơi

C. mình sẽ suy nghĩ

D. mình sẽ thử

**Tạm dịch:** - Tracy: “Bạn có muốn thử lái xe ô tô của mình không, để xem bạn thích nó ra sao?”

- Carly: “Có, tất nhiên rồi, mình sẽ thử.”

**Read the following letter and mark the letter A, B, C, or D on your answer sheet to indicate the correct option that best fits each of the numbered blanks from 26 to 31.**

Hey David,

Long time, no see! What a surprise to receive your email. How long has it been? I think I last saw you when we were backpacking in Peru.

To start with, as far as I remember your Spanish was pretty good back then so what you really need to do is (26) \_\_\_\_\_ what you have studied in the past. You are a very sociable person and I am sure you will learn (27) \_\_\_\_\_ once you are here, but I would recommend studying a little online beforehand. Have you heard of the websites [www.appf.es](http://www.appf.es) or [www.intercambioidiomasonline.com](http://www.intercambioidiomasonline.com)? They have some great resources for you to get started.

(28) \_\_\_\_\_ you have time to get out and about, I would also recommend finding a language learning partner to keep up your motivation. It would be a great idea to join a conversation group to get some practice. (29) \_\_\_\_\_, on the internet you can also join groups of Facebook to chat to other language learners.

(30) \_\_\_\_\_ thing is to make sure you are consistent. It is a great idea to study a little every day, doing things that you enjoy. So, what I would advise is to do the magic combination of an online course, a language learning partner and also a general course book so that you can get up to (31) \_\_\_\_\_ with grammar structures and common vocabulary.

If you need anything else, give me a buzz at 622950782 and we can have a chat. Ok, catch you later.

**Question 26.** A. turn up for      **B. brush up on**      C. crash out of      D. set up with

**Question 27.** **A. in no time**      B. by no time      C. in the nick of time      D. at times

**Question 28.** A. Meanwhile      **B. Providing that**      C. Rather than      D. Given that

**Question 29.** A. To say that      B. Saying that      **C. Having said that**      D. Being said that

**Question 30.** A. Other      **B. Another**      C. The other      D. The others

**Question 31.** A. point      **B. speed**      C. degree      D. level

**Question 26.** A. turn up for      **B. brush up on**      C. crash out of      D. set up with

- turn up for (phr.v): xuất hiện, có mặt

- brush up on (phr.v): ôn tập, củng cố kiến thức cũ



- crash out of (phr.v): bị loại khỏi (một cuộc thi, giải đấu)

- set up with (phr.v): thiết lập, sắp xếp

Dịch: Đầu tiên, theo mình nhớ thì tiếng Tây Ban Nha của bạn khi đó khá tốt, nên điều bạn thực sự cần làm là ôn lại những gì đã học trước đây.

**Question 27.** A. in no time B. by no time C. in the nick of time D. at times

- in no time (phr): ngay lập tức, rất nhanh chóng

- by no time – sai cấu trúc

- in the nick of time (phr): vừa kịp lúc

- at times (phr): thỉnh thoảng

Dịch: Bạn là người rất hòa đồng, nên mình chắc rằng bạn sẽ học lại nhanh thôi khi đến đây, nhưng mình vẫn khuyên bạn nên học online một chút trước.

**Question 28.** A. Meanwhile B. Providing that C. Rather than D. Instead of

- Meanwhile: trong khi đó

- Providing that : miễn là, với điều kiện là

- Rather than : thay vì

- Instead of : thay vì

Dịch: Với điều kiện là bạn có thời gian ra ngoài, mình cũng khuyên bạn nên tìm một đối tác học ngôn ngữ để duy trì động lực. Sẽ rất tuyệt nếu bạn tham gia một nhóm hội thoại để thực hành.

**Question 29.** A. To say that B. Saying that C. Having said that D. Being said that

- Having said that (idiom) = despite what has just been said: mặc dù đã nói vậy,

Dịch: Mặc dù vậy, bạn cũng có thể tham gia các nhóm trên Facebook để trò chuyện với những người học ngôn ngữ khác.

**Question 30.** A. Other B. Another C. The other D. The others

Other + Ns

Another + N số ít

The other + Ns = cái còn lại trong 2 thứ

The others = những cái còn lại

**Question 31.** A. point B. speed C. degree D. level

- up to speed with sth: **nắm bắt đầy đủ thông tin, cập nhật thông tin mới nhất về một vấn đề, hoặc đạt đến tốc độ/hiệu suất làm việc mong muốn.**

Dịch: Vì vậy, lời khuyên của mình là kết hợp khóa học trực tuyến, một đối tác học ngôn ngữ và một giáo trình tổng quát để bạn có thể nắm vững ngữ pháp và từ vựng thông dụng.

**Read the following announcement and mark the letter A, B, C, or D on your answer sheet to indicate the correct option that best fits each of the numbered blanks from 32 to 37.**

#### VACANCY ANNOUNCEMENT

**Global College International (GCI)**, under the ownership of renowned educational brand name; Professional Educators Limited on a corporate organizational structure, is seeking to recruit (32) \_\_\_\_\_ competent and committed individuals for the position of Full Time Faculty for Bachelor of Business Administration (BBA).

Candidates applying for the Full Time Faculty position must have proven competence in the (33) \_\_\_\_\_ subject as basic requisite with all necessary skills and understanding of modern teaching-learning approaches.

#### Academic Qualifications and Experiences

- MPhil degree, priority will be given to PhD in the relevant subject

- Excellent pass records with minimum first division (secondary to last degree)

- Minimum 2 years (34) \_\_\_\_\_ teaching experience at undergraduate (also graduate) level in a reputed institution

#### Skills and Abilities

- Must be able to teach in English medium

- Knowledge and skills of building classroom instruction in student centric design

- Experienced in teaching and conducting (35) \_\_\_\_\_ alongside

- Excellent classroom management skills

**Remuneration:** Salary for faculty and staff at GCI is (36) \_\_\_\_\_ and above the standard market rates.

Applicants, meeting the above criteria, are requested to email a cover letter, a detailed CV, recent passport size photograph, and a copy of academic (37) \_\_\_\_\_ within 10 days from the vacancy date to the following email address: [vacancy@gci.edu.np](mailto:vacancy@gci.edu.np)

- Question 32. A. professionally B. technically C. superficially D. reluctantly  
Question 33. A. respectable B. respective C. respectful D. respected  
Question 34. A. with B. of C. in D. for  
Question 35. A. relevant co-curricular activities B. relevant activity co-curricular C. co-curricular relevant activities D. activity relevant co-curricular  
Question 36. A. on the level B. at standard C. at par D. in average  
Question 37. A. testaments B. requirements C. demonstrations D. credentials

Question 32. A. professionally B. technically C. superficially D. reluctantly

**professionally competent = có năng lực chuyên môn → đúng nghĩa.**

technically competent → dùng cụ thể trong một số ngành kỹ thuật,

nhưng không phổ quát như “professionally”.

superficially = hời hợt

reluctantly = miễn cưỡng

Question 33. A. respectable B. respective C. respectful D. respected

- respectable (adj): đáng kính, đứng đắn

- **respective (adj): tương ứng**

- respectful (adj): thể hiện sự tôn trọng

- respected (adj): được tôn trọng

Dịch: Các ứng viên ứng tuyển cho vị trí Giảng viên Toàn thời gian phải có năng lực đã được chứng minh trong môn học tương ứng, đáp ứng yêu cầu cơ bản với đầy đủ kỹ năng và hiểu biết về các phương pháp dạy-học hiện đại.

Question 34. A. with B. of C. in D. for

- of dùng để nối 2 N

Dịch: Ít nhất 2 năm kinh nghiệm giảng dạy ở bậc đại học (cũng như sau đại học) tại một cơ sở uy tín

Question 35. A. relevant co-curricular activities B. relevant activity co-curricular  
C. co-curricular relevant activities D. activity relevant co-curricular

Trật tự từ

**relevant co-curricular activities → các hoạt động ngoại khóa liên quan.**

Question 36. A. on the level B. at standard C. at par D. in average

- on the level (phr): ở cấp độ; thật thà

- at standard – không đúng cấu trúc

- **at par (phr): ngang tầm, tương đương**

- on average (phr): trung bình (không dùng in)

Dịch: Chế độ đãi ngộ: Mức lương dành cho giảng viên và nhân viên tại GCI bằng hoặc cao hơn mức chuẩn trên thị trường.

Question 26. A. testaments B. requirements C. demonstrations D. credentials

Testaments: Minh chứng, bằng chứng cho sự tồn tại hoặc sự thật của một điều gì đó.

Requirements: Các yêu cầu hoặc điều kiện cần thiết.

Demonstrations: Sự trình diễn, thể hiện hoặc biểu tình.

Credentials: Chứng chỉ, bằng cấp hoặc giấy tờ chứng minh năng lực hoặc danh tính.

**academic credentials = bằng cấp, chứng chỉ học tập**

Dịch: Các ứng viên đáp ứng tiêu chí trên vui lòng gửi email thư xin việc, CV chi tiết, ảnh hộ chiếu mới nhất và bản sao các chứng chỉ học vấn trong vòng 10 ngày kể từ ngày đăng tuyển đến địa chỉ email sau: [vacancy@gci.edu.np](mailto:vacancy@gci.edu.np).

Read the following passage about multicultural connections in the modern world and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 38 to 42.

### MULTICULTURAL CONNECTIONS IN THE MODERN WORLD

In today's increasingly globalized society, people from different backgrounds interact more than ever before. Migration, technology, and international cooperation have shaped a truly multicultural world. In the past, many communities (38) \_\_\_\_\_ within their own traditions, rarely exposed to other cultures. Now, cultural exchange has become a daily experience for millions.

Cities, (39) \_\_\_\_\_, serve as melting pots where languages, customs, and beliefs coexist. Festivals celebrating diversity promote understanding and tolerance among residents. Still, cultural differences can sometimes lead to misunderstandings, making intercultural education essential. (40) \_\_\_\_\_.

Schools and organizations play a vital role in helping individuals develop cultural intelligence — the ability to communicate and work effectively with people from various backgrounds. (41) \_\_\_\_\_. This awareness not only enhances social harmony but also encourages creativity and innovation in workplaces.

Living in a multicultural society offers both opportunities and challenges. Respecting others' values while preserving one's own identity requires empathy and open-mindedness. Equipped with global perspectives, (42) \_\_\_\_\_. Building bridges between cultures is the key to a peaceful and connected global community.

*“Adapted from UNESCO Global Education Report (2024)”*

#### Question 38 — Đáp án A. lived isolated from other societies

"In the past, many communities (38) \_\_\_\_\_ within their own traditions..."

Ở đây cần một thì diễn tả thói quen trong quá khứ (past habits)

A. lived isolated from other societies → đúng cấu trúc: động từ quá khứ đơn + trạng từ chỉ trạng thái “isolated” (sống tách biệt).

B. have lived = hiện tại hoàn thành → sai vì hành động đã kết thúc trong “in the past”.

C. were living = past continuous → không phù hợp (không mô tả quá trình).

D. had lived = past perfect → chỉ dùng khi so sánh với một quá khứ khác.

#### Question 39 — Đáp án B. where people from diverse backgrounds gather

"Cities, (39) \_\_\_\_\_, serve as melting pots..."

"Cities" là danh từ chỉ nơi chốn → cần một mệnh đề quan hệ chỉ nơi, dùng “where”.

A. which people...gather → thiếu giới từ “in” → không đúng.

B. where people from diverse backgrounds gather → đúng cấu trúc, tự nhiên và gọn.

C. that people...gather in them → lặp từ, không tự nhiên.

D. in where → sai hoàn toàn (không dùng “in where”).

#### Question 40 — Đáp án C. Such education... plays a vital role

"Still, cultural differences can sometimes lead to misunderstandings, *making intercultural education essential.*"

→ Câu tiếp theo phải định nghĩa hoặc giải thích tầm quan trọng của “intercultural education”.

Xét từng lựa chọn:

A. nói chung chung về “understanding and respecting cultural differences” → không liên kết với “intercultural education”.

B. nói về nguy cơ gây chia rẽ → không phù hợp “making education essential”.

C. nói trực tiếp về “Such education” → giải thích chính xác “intercultural education” → mạch văn trôi chảy.

D. nói về xung đột xảy ra khi tương tác văn hóa → lệch ý.

#### Question 41 — Đáp án B. When people actively learn about other traditions...

"Schools and organizations *play a vital role* in helping individuals develop cultural intelligence ..."

Câu tiếp theo phải kết quả của việc phát triển năng lực này.

A. nhấn mạnh tiêu cực (communication breaks down) → không khớp mạch tích cực của đoạn.

B. nói rằng học hỏi văn hóa giúp con người trân trọng sự đa dạng → đúng chủ đề.

C. nói về chuẩn bị cho nghề nghiệp quốc tế → hơi lệch ý “social harmony”.

D. định nghĩa thêm về cultural awareness → lặp lại, không mở rộng.

#### Question 42 — Đáp án A. individuals can thrive...

Câu gốc: “Equipped with global perspectives, (42) \_\_\_\_\_.” (được trang bị tư duy toàn cầu)

→ Sau cụm phân từ này, chủ ngữ phải là một danh từ số nhiều chỉ cá nhân phù hợp với từ *individuals*.



Đáp án A dùng chủ ngữ **individuals** → khớp hoàn toàn và mạch lạc.

Từ khóa: individuals, global perspectives → nói về lợi ích cho con người khi sống trong xã hội đa văn hóa.

A. “individuals can thrive in diverse and inclusive societies...” → khớp với chủ ngữ implied (individuals).

B. communities can builds bridges...

Sai ngữ pháp: “can builds” → phải là *build*.

C. citizens can contribute... but cultural diversity becomes a source of conflict.

Ngữ pháp đúng, nhưng ý nghĩa trái ngược với tinh thần bài văn.

Đoạn văn nói về sự tích cực của multiculturalism, không phải mâu thuẫn hay xung đột.

→ Mâu thuẫn với chủ đề.

D. people can rarely grow together... “rarely grow together” → ý nghĩa tiêu cực

Mâu thuẫn hoàn toàn với nội dung đoạn văn vốn nhấn mạnh lợi ích của giao lưu văn hóa.

→ Trái với luận điểm chính.

### PART 3. READING

*Read the following passage about a vegetarian diet and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 43 to 52.*

#### Key Considerations for Adopting a Vegetarian Diet

Those who opt for a vegetarian diet must usually weigh up a variety of aspects concerning the nutritional (43) \_\_\_\_\_ of vegetables and the adequacy of vegetarian meals in terms of the number of nutrients provided to the body. Vegetarianism is not a new concept, rather an ancient custom (44) \_\_\_\_\_ evolved in the Far East cultures on ethical or religious grounds.

In today's world, it has been undertaken by many followers who for (45) \_\_\_\_\_ reasons believe the vegetarian diet more preferable to that containing meat. For example, there's the theory that animal meat wasn't originally a component of the staple human diet as mankind evolved from foragers who later (46) \_\_\_\_\_ a taste for flesh. Hence, our primeval ancestors are alleged to have had a substantial (47) \_\_\_\_\_ of proteins and vitamins from natural vegetation rather than from the meat of hunted game. What's more, human teeth don't (48) \_\_\_\_\_ much resemblance to those of animal carnivores, and neither is our digestive system (49) \_\_\_\_\_ to the meat eaters' one.

Apart from the enforced vegetarianism of underdeveloped communities where populations deprived of animal protein (50) \_\_\_\_\_ the natural vegetation, there's a rising acceptance of the vegetarian diet which ceases to be regarded as an eccentricity. Abstention from animal food, be it for religious, economic or humanitarian reasons, has been a quickly spreading custom as, surprisingly, the vegetarian diet needn't be dull or deficient. (51) \_\_\_\_\_, it does involve taking good (52) \_\_\_\_\_ to supply the body with a sufficient quantity of nutrients derived from corn, seeds and cereals.

43. A. profit

B. rate

C. value

D. esteem

44. A. which

B. whom

C. who

D. whose

45. A. generated

B. acquired

C. instituted

D. accustomed

46. A. a variety of

B. a number

C. a great deal

D. plenty

47. A. output

B. offset

C. upturn

D. intake

48. A. infer

B. assume

C. bear

D. pertain

49. A. reminiscent

B. equivalent

C. evocative

D. synonymous

50. A. play down on

B. come in for

C. fall back on

D. get on for

51. A. Therefore

B. Although

C. As a result

D. Yet

52. A. precautions

B. resolutions

C. proceeds

D. measurements

43. Đáp án C. value

Collocation chuẩn: **nutritional value** (giá trị dinh dưỡng).

A. profit → lợi nhuận

B. rate → tỷ lệ

D. esteem → sự kính trọng

44. Đáp án A. which

Ta cần đại từ quan hệ nối với danh từ “custom”:

“custom **which** evolved...” → đúng ngữ pháp.

B. whom → chỉ người

C. who → chỉ người

D.whose → sở hữu cách, không phù hợp cấu trúc

**45. Đáp án A. a variety of**

Cụm: “for a **variety of** reasons” = vì nhiều lý do khác nhau.

B.a number → thiếu “of”, sai ngữ pháp

C.a great deal → dùng cho danh từ không đếm được

D.plenty → không có “of reasons”, không phù hợp văn phong

**46. Đáp án B. acquired**

Collocation chuẩn: **acquire a taste for (sth)** = dần dần thích món gì.

generated a taste → không dùng

instituted a taste → không hợp nghĩa

accustomed a taste → sai cấu trúc

**47. Đáp án D. intake**

Collocation: **intake of proteins and vitamins** = lượng hấp thu.

A.output (sản lượng)

B.offset (bù đắp)

C.upturn (sự tăng trưởng)

**48. Đáp án C. bear**

Collocation: **bear a resemblance to** = giống với.

A.infer → suy ra

B.assume → cho rằng

D.pertain → liên quan tới

**49. Đáp án B. equivalent**

“be equivalent to” = tương đương với.

A.reminiscent of = gợi nhớ

C.evocative of = gợi lên

D.synonymous with = đồng nghĩa

**50. Đáp án C. fall back on**

“fall back on” = dựa vào/nhờ vào khi không có lựa chọn khác.

→ Populations deprived of meat **fall back on** vegetation.

A.play down on → không tồn tại

B.come in for → nhận lấy (chỉ trích/praise)

D.get on for → xấp xỉ (tuổi/giờ/thời gian)

**51. Đáp án D. Yet**

Câu trước nói: ăn chay không nhằm chán hoặc thiếu chất.

Câu sau: nhưng vẫn cần thận trọng để đủ dinh dưỡng.

→ Quan hệ **tương phản nhẹ (nhượng bộ)** → “Yet”.

A.Therefore → vì vậy → sai quan hệ

B.Although → cần mệnh đề theo sau (Although + clause), không thể đứng một mình

C.As a result → kết quả, không phải tương phản

**52. Đáp án A. precautions**

Collocation: **take precautions** = thực hiện các biện pháp phòng ngừa.

B.resolutions → quyết định, nghị quyết

C.proceeds → tiền thu được

D.measurements → số đo

**Read the following passage about the role of women in Ice Age societies and their contributions to hunting and survival.” and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 53 to 60.**

**New Women of the Ice Age**

The status of women in a society depends in large measure on their role in the economy. The reinterpretation of the Paleolithic past centers on new views of the role of women in the food-foraging economy. Amassing critical and previously overlooked evidence from Dolni Vestonice and the neighboring site of Pavlov, researchers Olga Soffer, James Adovasio, and David Hyland now propose that human survival there had little to do with men hurling spears at big game animals. Instead, observes Soffer, one of the world's leading **authorities** on Ice Age

hunters and gatherers and an archeologist at the University of Illinois in Champaign-Urbana, it depended largely on women, plants, and a technique of hunting previously invisible in the archeological evidence—net hunting. "This is not the image we've always had of Upper Paleolithic macho guys out killing animals up close and personal," Soffer explains. **"Net hunting is communal, and it involves the labor of children and women. And this has lots of implications."**

Many of these implications make her conservative colleagues cringe because they raise serious questions about the focus of previous studies. European archeologists have long concentrated on analyzing broken stone tools and butchered big-game bones, the most plentiful and best preserved relics of the Upper Paleolithic era (which stretched from 40,000 to 12,000 years ago). From these analyses, researchers have developed theories about how these societies once hunted and gathered food. Most researchers ruled out the possibility of women hunters for biological reasons. Adult females, they reasoned, had to devote themselves to breast-feeding and tending infants. "Human babies have always been immature and dependent," says Soffer. "If women are the people who are always involved with biological reproduction and the rearing of the young, then that is going to **constrain** their behavior. They have to provision that child. For fathers, provisioning is optional."

To test theories about Upper Paleolithic life, researchers looked to ethnography, the scientific description of modern and historical cultural groups. While the lives of modern hunters do not exactly duplicate those of ancient hunters, they supply valuable clues to universal human behavior. In many historical societies, Soffer observes, women played a key part in net hunting, since the technique did not call for brute strength nor did it place young mothers in physical peril. Among Australian Aborigines, for example, women as well as men knotted the mesh, laboring for as much as two or three years on a fine net. Among Native American groups, **they** helped lay out their handiwork on poles across a valley floor. Then the entire camp joined forces as beaters. Fanning out across the valley, men, women, and children alike shouted and screamed, flushing out game and driving it in the direction of the net. "Everybody and their mother could participate," says Soffer. "Some people were beating, others were screaming or holding the net. And once you got the net on these animals, they were immobilized. You didn't need brute force. You could club them, hit them any old way."

People seldom returned home empty-handed. Researchers living among the net hunting Mbuti in the forests of the Congo report that they capture game every time they lay out their woven traps, scooping up 50 percent of the animals encountered. "Nets are a far more valued item in their panoply of food-producing things than bows and arrows are," says Adovasio. So lethal are these traps that the Mbuti generally rack up more meat than they can consume, trading the surplus with neighbors. Other net hunters traditionally smoked or dried their catch and stored it for leaner times.

Soffer doubts that the inhabitants of Dolni Vestonice and Pavlov were the only net makers in Ice Age Europe. Camps stretching from Germany to Russia are littered with a notable abundance of small-game bones, from hares to birds like ptarmigan. And at least some of their inhabitants whittled bone tools that look much like the awls and net spacers favored by historical net makers. Although the full range of their activities is unlikely ever to be known for certain, there is good reason to believe that Ice Age women played a host of powerful roles. And the research that suggests those roles is rapidly changing our mental images of the past. For Soffer and others, these are exciting times.

**Question 53 → Đáp án đúng: C. Women hunted large game animals alone using spears or brute force.**

- A. Women participated in net hunting and contributed to food gathering. (Có đề cập: Đoạn 1 "*it depended largely on women, plants, and a technique of hunting previously invisible in the archeological evidence—net hunting.*")
- B. Women were responsible for preparing nets and coordinating communal hunts. (Có đề cập: Đoạn 3 "*women as well as men knotted the mesh... Then the entire camp joined forces as beaters.*")
- C. Women hunted large game animals alone using spears or brute force. (***Không có trong bài đọc.***) (***Bài chỉ nói phụ nữ tham gia săn bắn theo nhóm, không săn mỗi lớn một mình.***)
- D. Women's contributions to survival have historically been underestimated by researchers. (Có đề cập: "Đoạn 2 *Many of these implications make her conservative colleagues cringe because they raise serious questions about the focus of previous studies.*")

**Question 54 → Đáp án đúng: B. experts and specialists who have conducted research on Ice Age hunters**

Cụm "Soffer, one of the world's leading authorities on Ice Age hunters and gatherers" → nghĩa là "**một trong**

*những chuyên gia hàng đầu về thợ săn – hái lượm thời Kỷ Băng Hà”.*

→ “authorities” = experts/specialists → chọn B.

- A. policymakers and law enforcers (Không đúng, vì không nhắc đến luật hay chính sách)
- B. experts and specialists (**Đúng, “authorities” ở đây nghĩa là các chuyên gia về Ice Age hunters**)
- C. written interpretations or opinions (Không đúng, “authorities” không phải là ý kiến hay bài viết)
- D. long-established traditions (Không đúng, không phải truyền thống)

**Question 55 → Đáp án đúng: C. free**

“Constrain” = hạn chế, kiềm chế, ràng buộc hành động. Từ trái nghĩa (opposite) là free (giải phóng, tự do).

- A. restrict (Cùng nghĩa với constrain)
- B. limit (Cùng nghĩa với constrain)
- C. free (**Đúng, trái nghĩa với “constrain”, nghĩa là giải phóng, không bị hạn chế**)
- D. prevent (Không đúng, prevent = ngăn cản, không phải trái nghĩa trực tiếp)

**Question 56 → Đáp án đúng: A. Net hunting is a group activity in which men, women, and children all contribute to the process.**

Câu gốc: “Net hunting is communal, and it involves the labor of children and women.”

Cụm “communal” = “thuộc về cộng đồng, có tính tập thể”.

Đoạn văn sau mô tả: *men, women, and children alike shouted and screamed, flushing out game...* → nghĩa là **mọi người đều tham gia.**

→ A là cách diễn đạt chính xác nhất.

- A. Net hunting is a group activity in which men, women, and children all contribute. (**Đúng, diễn giải đầy đủ ý nghĩa câu gốc**)
- B. Net hunting is an activity performed exclusively by women and children. (Sai, vì nam giới cũng tham gia)
- C. Net hunting requires men only, while women and children are restricted. (Sai, trái nghĩa câu gốc)
- D. Net hunting is an individual activity. (Sai, câu gốc nhấn mạnh communal = tập thể)

**Question 57 → Đáp án đúng: A. the Aboriginal women who knotted the mesh for hunting nets**

Câu gốc: “Among Australian Aborigines, for example, women as well as men knotted the mesh... they helped lay out their handiwork...”

- A. the Aboriginal women (**Đúng, “they” chỉ phụ nữ trong ví dụ**)
- B. the researchers (Không đúng, không phải tác giả)
- C. the animals (Không đúng, động từ “helped lay out” chỉ con người)
- D. the children (Không đúng, although children tham gia, “they” ở đây ám chỉ phụ nữ)

**Question 58 → Đáp án đúng: C. Nets were considered less valuable than bows and arrows in all historical societies.**

Đoạn 4 nói rõ: “Nets are a far more valued item... than bows and arrows are.”

→ Nets **more valuable**, chứ **không phải less valuable**.

→ C là **sai** (NOT true).

- A. Nets allowed communities to immobilize prey without brute strength. (Có đề cập: “you didn’t need brute force”)
- B. Women, men, and children could all participate. (Có đề cập: “Everybody and their mother could participate”)
- C. Nets were considered less valuable than bows and arrows in all societies. (Không đúng, đoạn 4: “**Nets are a far more valued item ... than bows and arrows**”)
- D. Surplus meat was smoked, dried, or traded. (Có đề cập)

**Question 59 → Đáp án đúng: C. Paragraph 3**

Câu hỏi: In which paragraph does the author provide ethnographic evidence of women’s involvement in net hunting among Aboriginal and Native American societies? “**Trong đoạn nào tác giả đưa ra bằng chứng dân tộc học về sự tham gia của phụ nữ trong việc săn bằng lưới ở các cộng đồng thổ dân Úc và người Mỹ bản địa?**”

Đoạn 3 nêu ví dụ:

“Among Australian Aborigines, women as well as men knotted the mesh...”

“Among Native American groups, they helped lay out their handiwork...”

→ **Ethnographic evidence (bằng chứng dân tộc học)** được trình bày ở **đoạn 3**.

- A. Paragraph 1 (Giới thiệu chủ đề)
- B. Paragraph 2 (Giới hạn vai trò phụ nữ)
- C. Paragraph 3 (**Đúng, nêu chi tiết về Aboriginal và Native American**)
- D. Paragraph 4 (Về Mbuti ở Congo)

**Question 60 → Đáp án đúng: D. Paragraph 5**

Câu hỏi: In which paragraph does the writer mention the important roles of women that significantly influenced survival and social organization? “*Trong đoạn nào tác giả nhắc đến vai trò quan trọng của phụ nữ, những vai trò có ảnh hưởng đáng kể đến sự sống còn và tổ chức xã hội?*”

Đoạn cuối (paragraph 5) kết luận:

“Although the full range of their activities is unlikely ever to be known for certain, there is good reason to believe that **Ice Age women played a host of powerful roles**. And the research that suggests those roles is rapidly changing our mental images of the past.”

→ Nêu rõ vai trò quan trọng của phụ nữ đối với sự sống còn và tổ chức xã hội.

→ **Đáp án: D**

- A. Paragraph 2 (Chỉ nói về hạn chế sinh học)
- B. Paragraph 3 (Chỉ nói về tham gia săn bắn, không tổng kết vai trò xã hội)
- C. Paragraph 4 (Chỉ nói về Mbuti và giá trị lưới)
- D. Paragraph 5 (**Đúng, nêu “Ice Age women played a host of powerful roles”, ảnh hưởng đến survival và social organization**)

*Read the following passage about the human immune system and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 61 to 70*

### The Human Immune System

The human immune system is composed of both an innate and an adaptive immune system. First, humans have an innate immune system that is **intrinsic** in all organisms, and it functions particularly through establishing biological barriers and creating biochemical reactions that immediately respond with a maximal effort in order to destroy infectious microbes. [I] Second, humans have an adaptive immune system, which can only be found in vertebrates with jaws. [II] The adaptive immune system gains an immunological memory from previously encountered germs, so it is able to prevent these specific microbes from causing further infection. [III] With these dual capacities of fighting infection and acquiring resistance to germs, humans can maximize their immunity. [IV]

**A person's innate immune system has many complex barriers and biochemical reactions designed to ward off infections.** The most visible one is the skin, which keeps most bacteria, fungi, and viruses from ever entering the body, but humans also have mucus, which traps germs that reside in the body's tissue. In addition to such biological material, there are other internal barriers like gastric acids, tears, saliva, urine, and various chemicals that either destroy or flush out germs. Even involuntary functions like sneezing and coughing are barriers that serve to expel germs. Beyond these, there are biochemical reactions that come from leukocytes, which are found in the blood. Leukocytes are white blood cells that effectively clear out cellular debris, create inflammation near an infection, summon immune cells to the inflammation, activate several other chemical reactions, and even destroy tumors. However, perhaps the most important action these cells perform is activating a human's adaptive immune system, which is essential in not only curing current diseases but also preventing future infections.

With an adaptive immune system, cells learn how to best combat pathogens and develop a higher resistance to them. Like the innate immune system, this involves chemical reactions and cellular cooperation. Unlike the innate immune system, this system doesn't respond very quickly or with its full strength all at once. Instead, it uses its time and energy to provide cells with an immunological memory to the pathogens they encounter, making them more resistant to recurring infections (similarly to how a vaccination works). Certain white blood cells called T-cells are the principal actors in this system; these identify “self” cells with the same DNA and distinguish them from any foreign cells with different DNA. After this, they seek and destroy these foreign cells, whether they are invading microbes or infected host cells. T-cells also **mediate** the responses from the innate and adaptive immune systems so that the body can effectively exterminate the infection.

After destroying infectious cells, the body uses B-cells to develop antibodies, or specialized proteins that prevent future infections. A B-cell is designed to connect with an individual type of antigen created by an infectious cell. The B-cell uses this antigen to produce antibodies that seek out and neutralize infectious bacteria, fungi, and viruses. However, the most important process comes after the infection disappears: these B-cells will



duplicate, and their **progeny** will manufacture the same antibodies. Thus, the body will constantly produce antibodies that successfully fight off a specific infection, and the body can successfully fight off any subsequent infections from this pathogen. In addition to this, B-cells also mark antigens for leukocytes to attack, thus making them and microbes easier targets for the biochemical reaction.

An interesting feature of the human immune system is how it affects infants both before and after birth. When babies are first born, they do not have very many previously formed antibodies, so they have a greater risk of infection than adults do. However, they ward off many infections by temporarily obtaining the mother's antibodies from breast milk and nutrients passed through the placenta. Also interesting is the very **inception** of the fetus among such an aggressive immune system: somehow, the fetus, which doesn't have its mother's exact DNA, is ignored by the mother's T-cells and B-cells. Scientists currently have a few theories about this phenomenon. For instance, the uterus may not be monitored by white blood cells, or it may produce special proteins that suppress any local immune responses. Nonetheless, the fact that the immune system restrains its programming for reproductive development continues to puzzle many scientists.

**Question 61: → Đáp án đúng: A. [I]**

Where in paragraph 1 does the following sentence best fit?

Câu cần chèn: ***“However, this particular action never changes to counter specific threats of infection.”***

***“Tuy nhiên, hành động cụ thể này không bao giờ thay đổi để đối phó với những mối đe dọa nhiễm trùng cụ thể.”***

- A. [I] (Phù hợp nhất, vì phần trước đó mô tả *innate immune system* – hệ miễn dịch bẩm sinh – hoạt động nhanh nhưng không thích ứng với từng mầm bệnh cụ thể. Câu này nối hợp lý giữa mô tả *innate* và *adaptive*.)
- B. [II] (Không hợp lý, vì [II] mở đầu phần về *adaptive immune system* – một chủ đề khác.)
- C. [III] (Nằm sau phần nói về trí nhớ miễn dịch của hệ *adaptive*, không liên quan đến *innate*.)
- D. [IV] (Là câu kết luận khái quát, không phù hợp để chèn câu chi tiết này.)

**Question 62: → Đáp án đúng: D. develops long-term protection**

The phrase “gains an immunological memory” in paragraph 1 could best be replaced by \_\_\_\_\_.

Câu gốc: ***“The adaptive immune system gains an immunological memory from previously encountered germs...”*** Hệ miễn dịch thích ứng có được trí nhớ miễn dịch từ những mầm bệnh đã từng gặp trước đó...

“Gains an immunological memory” = có trí nhớ miễn dịch, nghĩa là phát triển khả năng bảo vệ lâu dài chống lại mầm bệnh từng gặp.

→ A (develops long-term protection) là paraphrase chính xác.

- A. improves biochemical reactions (Sai: không đề cập đến phản ứng hóa học mà là khả năng ghi nhớ.)
- B. receives genetic inheritance (Sai: không nói về di truyền.)
- C. strengthens physical barriers (Sai: nói về hàng rào, không phải trí nhớ miễn dịch.)
- D. develops long-term protection (Đúng nghĩa: có trí nhớ miễn dịch → phát triển khả năng bảo vệ lâu dài.)

**Question 63: → Đáp án đúng: C. internal barriers**

The word “these” in paragraph 2 refers to \_\_\_\_\_.

Câu gốc: ***“Beyond these, there are biochemical reactions that come from leukocytes, which are found in the blood.”*** Ngoài những điều đó, còn có các phản ứng sinh hóa bắt nguồn từ bạch cầu, vốn được tìm thấy trong máu.

- A. leukocytes (Sai: leukocytes được nhắc sau “these”.)
- B. biochemical reactions (Sai: là phần được giới thiệu sau.)
- C. internal barriers (Đúng: “these” → *there are other internal barriers like gastric acids, tears, saliva, urine, and various chemicals* → chỉ các hàng rào sinh học – da, chất nhầy, acid dạ dày, nước mắt... được nhắc ở câu trước.)
- D. immune cells (Sai: chưa được đề cập trước đó.)

**Question 64: → Đáp án đúng: C. B-cells**

According to paragraph 2, which of the following is NOT a biological or chemical barrier of the innate immune system?

- A. Gastric acids (Có đề cập: “gastric acids, tears, saliva...”)
- B. Tears and saliva (Có đề cập trong đoạn 2 *there are other internal barriers like gastric acids, tears, saliva, urine, and various chemicals that either destroy or flush out germs.*)

C. B-cells (Không phải innate; thuộc *adaptive immune system*, xuất hiện ở đoạn 4.)

D. Mucus (Có đề cập rõ: “humans also have mucus, which traps germs...”)

**Question 65: → Đáp án đúng: B. The adaptive immune system relies on T-cells to identify and destroy foreign or infected cells.** (Tế bào T nhận diện DNA lạ và tiêu diệt các tế bào bị nhiễm hoặc tế bào ngoại lai.)

Which of the following best summarises paragraph 3?

Đoạn 3 tập trung mô tả:

Adaptive immune system hoạt động chậm nhưng có trí nhớ miễn dịch.

T-cells là nhân vật chính, giúp nhận diện “self” vs “non-self” và tiêu diệt tế bào lạ hoặc bị nhiễm.

→ B tóm tắt đúng nhất.

A. The adaptive immune system reacts immediately... (Sai: phản ứng chậm, không ngay lập tức.)

B. Đúng: T-cells xác định DNA lạ và tiêu diệt tế bào nhiễm hoặc ngoại lai.

C. T-cells only function to distinguish... (Sai: chúng còn tiêu diệt tế bào lạ, không chỉ nhận diện.)

D. The innate immune system helps... (Sai: adaptive lưu trữ trí nhớ, không phải innate.)

**Question 66: → Đáp án đúng: D. minor**

The word “**principal**” in paragraph 3 is OPPOSITE in meaning to \_\_\_\_\_.

“**principal**” = **chủ yếu** trái nghĩa với “**minor**” = **thứ yếu**

Câu gốc: “Certain white blood cells called T-cells are the *principal* actors in this system...”

A. inactive (Sai vì “principal” không liên quan đến hoạt động hay không.)

B. central (Đồng nghĩa, không phải trái nghĩa.)

C. random (Không cùng trường nghĩa.)

D. minor (Trái nghĩa với “principal” = chủ yếu → “minor” = thứ yếu.)

**Question 67: → Đáp án đúng: C. B-cells help mark pathogens so leukocytes can recognize and destroy them.** (Tế bào B cũng đánh dấu kháng nguyên để bạch cầu tấn công, nhờ đó các vi sinh vật trở thành mục tiêu dễ xử lý hơn.)

According to paragraph 4, which of the following is TRUE?

Đoạn 4 nêu rõ:

“B-cells also mark antigens for leukocytes to attack, thus making them and microbes easier targets.”

→ Chính xác là C.

A. B-cells produce antibodies only during the first infection. (Sai: chúng còn sản sinh kháng thể sau đó.)

B. Antibodies can attach to any type of antigen... (Sai: mỗi B-cell chỉ nhận diện một loại antigen cụ thể.)

C. B-cells help mark pathogens so leukocytes can recognize and destroy them. Đúng nghĩa của câu gốc.

D. Once an infection disappears, all B-cells... (Sai: B-cells tạo progeny để duy trì trí nhớ miễn dịch.)

**Question 68: → Đáp án đúng: A. The body’s natural immune defenses include complex barriers and chemical processes that protect it from infection and disease.** (Hệ miễn dịch bẩm sinh của con người có nhiều hàng rào phức tạp và các phản ứng sinh hóa được thiết kế để chống lại nhiễm trùng.)

Which of the following best paraphrases the underlined sentence in paragraph 2?

A. *The body’s natural immune defenses include complex barriers and chemical processes that protect it from infection and disease.* (Các cơ chế phòng vệ tự nhiên của cơ thể bao gồm những hàng rào phức tạp và các quá trình hoá học giúp bảo vệ cơ thể khỏi nhiễm trùng và bệnh tật.)

B. Sai: đề cập “medical substances” – không có trong bài.

C. Sai: đảo nghĩa, nói “simple” và “rarely stop”.

D. Sai: nói “learned over time”, trong khi innate là *bẩm sinh*.

**Question 69: → Đáp án đúng: B. The innate immune system functions faster but lacks long-term protection.**

Which of the following can be inferred from the passage?

Câu suy luận:

Innate = phản ứng ngay (nhận).

Adaptive = có trí nhớ → bảo vệ lâu dài.

A. Adaptive không phản ứng nhanh.

B. The innate immune system functions faster but lacks long-term protection. “*immediately respond with a maximal effort...*”

C. Leukocytes & B-cells có liên hệ (B-cells đánh dấu, leukocytes tấn công).

D. Trẻ sơ sinh yếu hơn người lớn (phải nhận kháng thể từ mẹ).

**Question 70: → Đáp án đúng: A. The human immune system consists of innate and adaptive defenses that protect the body from infection and enable long-term immunity.)**

(Hệ miễn dịch của con người bao gồm các cơ chế phòng thủ bẩm sinh và thích ứng, giúp bảo vệ cơ thể khỏi nhiễm trùng và tạo ra khả năng miễn dịch dài hạn.)

Which of the following best summarises the passage?

- A. The human immune system consists of innate and adaptive defenses that protect the body from infection and enable long-term immunity.
- B. The innate immune system is more effective than the adaptive immune system at destroying pathogens.
- C. The immune system of infants is entirely inherited from their mothers through the placenta.
- D. The immune system functions only through white blood cells and antibodies produced after birth.

Tóm tắt toàn bài:

Có 2 hệ thống: innate + adaptive.

Innate: phản ứng nhanh, không trí nhớ.

Adaptive: phản ứng chậm, tạo kháng thể & trí nhớ miễn dịch.

→ A bao quát đầy đủ nhất.

B. Sai: không so sánh hiệu quả.

C. Sai: miễn dịch của trẻ không “entirely inherited”.

D. Sai: nói “only white blood cells and antibodies” là quá hẹp.

**SECTION B: WRITING (30 points)**

**Part 1. Letter writing (10 points).**

Criteria	Details
<b>Task fulfilment (3 pts)</b>	- Required length (at least 120 words). - Respond and solve the requirements posed by the assignment effectively.
<b>Organization ( 2 pts)</b>	- Have clear and reasonable paragraphs. - Use connecting words in sentences and between sentences ( first of all, secondly, the last thing...) - Opinions and information in the letter must have logic and suitable structures.
<b>Grammar (3 pts)</b>	- Use grammatical structures flexibly and accurately.
<b>Vocabulary (2 pts)</b>	- Use words and phrases in a variety of ways, consistent with the style of the letter.

**Part 2. Essay writing (20 points)**

- If the contents are not relevant, the paragraph IS NOT COUNTED.

- If the contents are relevant, ASSESS the writing in accordance with this scale:

Criteria	Details
<b>Appearance (2 points)</b>	- The writing should include 2,3 solid units with 3 parts (topic sentence, supporting sentences, concluding sentence) - The number of words is about 250-300. Less than 230 words or more than 320 words, subtract 0.5 point.
<b>Task achievement (5 points)</b>	- Topic sentence. - The supporting ideas should mention 2 or 3 specific things. - There should be relevant examples or explanation to each supporting idea. - Concluding sentence(s): relevant to the main content of the writing - The writing is persuasive.
<b>Coherence &amp; cohesion (4 points)</b>	- Topic sentence and supporting sentences must be relevant. - Examples/explanations must be relevant to the supporting idea that they support. - Ss' writing should have a flexible and useful use of linking devices (conjunctions, reference, repetition of key words).
<b>Grammar (4 points)</b>	- Ss' writing is free of grammatical mistakes.

	- Ss' writing has a wide range of sentence patterns (simple, compound, complex sentences, emphasis, inversion, questions...).
<b>Vocabulary (5 points)</b>	<ul style="list-style-type: none"> <li>- Ss' writing has no spelling mistake.</li> <li>- Ss' writing has a wide range of vocabulary used with correct meaning.</li> <li>- Ss' writing has a sensible amount of unfamiliar vocabulary.</li> </ul>