

**BỘ GIÁO DỤC VÀ ĐÀO TẠO KỲ THI CHỌN HỌC SINH GIỎI QUỐC GIA  
ĐỀ THI CHÍNH THỨC LỚP 12 THPT NĂM 2011**

Môn thi: **TIẾNG ANH**  
Thời gian thi: **180** phút (không kể thời gian giao đề)  
Ngày thi: **11/01/2011**  
Đề thi có: **10** trang

**SỐ PHÁCH**

- Thí sinh không được sử dụng tài liệu, kể cả từ điển.
- Giám thị không giải thích gì thêm.

**I. LISTENING (4/20 points)**

**HƯỚNG DẪN PHẦN THI  
NGHE HIỂU**

- Bài nghe gồm 3 phần, mỗi phần được nghe 2 lần, mỗi lần cách nhau 15 giây, mở đầu và kết thúc mỗi phần nghe có tín hiệu.
- Mở đầu và kết thúc bài nghe có tín hiệu nhạc. Thí sinh có 3 phút để hoàn chỉnh bài trước tín hiệu nhạc kết thúc bài nghe.
- Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.

**Part 1: A VOA reporter is hosting a discussion of a research report on how the world is fighting hunger. Listen to the discussion and circle the correct answer (A, B, C, or D) to each of the following questions.**

1. This coming Saturday will be marked as \_\_\_\_\_.  
A. World's Peace Day    B. UN's Nutrition Day    C. World's Food Day  
D. UN's Agriculture Day
2. It is aimed to push forward a program to \_\_\_\_\_.  
A. fight terrorism    B. alleviate hunger    C. investigate hunger    D. eliminate hunger
3. The findings have revealed that early childhood is also the critical time for reducing \_\_\_\_\_.  
A. violence    B. terrorism    C. sexism    D. poverty
4. Experts have concluded that undernourishment between conception and \_\_\_\_ can have a serious and lasting impacts.  
A. one's third birthday    B. one's second birthday    C. one's first birthday    D. one's fifth birthday
5. Undernourished children are likely to get \_\_\_\_\_ and are likely to get sick and die.  
A. physically stunted    B. mentally retarded    C. emotionally problematic    D. physically incapable
6. According to the report, a nation's productivity of future generations largely depends on the \_\_\_\_\_.  
A. natural environment    B. family's income source  
C. first 1,000 days of life    D. health services
7. Damages after the critical time is \_\_\_\_\_.  
A. highly irreversible    B. scarcely retrievable    C. difficult to overcome    D. highly reserved
8. Who should be "on board" with nutritionists to make the project a success?  
A. Professionals.    B. Statesmen.    C. Executives.    D. Politicians.
9. In the 1980's, Thailand sent its volunteers to the country teaching about \_\_\_\_\_.  
A. health and productivity    B. foods and nutrients  
C. health and nutrition    D. health and foods

10. Many major donors and the United Nations are targeting the program at \_\_\_\_ and young children.  
A. pregnant women    B. working parents    C. breastfeeding mothers    D. low-income parents

**Part 2: Listen to a radio interview with a volcanologist and circle the correct answer (A, B, C, or D) to each of the following questions.**

11. What the scientist finds the most amazing about volcanoes is the fact that \_\_\_\_.  
A. they can kill a large number of people very quickly    B. you never know when they will erupt  
C. volcanoes have enormous power    D. their eruptions are highly predictable
12. How powerful is a volcanic eruption as described in the expert's words?  
A. It can burn out a village within seconds.    B. It can clean a village within seconds.  
C. It can wipe out a village within seconds.    D. It can bury a village within seconds.
13. The old assumption that the moon affects volcanic eruptions \_\_\_\_.  
A. has never been tested    B. has been tested only recently  
C. is based on old-time legends    D. is a classical myth
14. What gives rise to the old idea comes from the observation that a volcano is likely to erupt when \_\_\_\_\_.  
A. the moon comes down    B. there is a new moon  
C. there is a full moon    D. the moon is high in the sky
15. Mount Etna is nicknamed "a \_\_\_\_ giant".  
A. friendly    B. hostile    C. unfriendly    D. dangerous
16. Mount Etna is so nicknamed because \_\_\_\_.  
A. its cone is a playground    B. its lava cools down very fast  
C. its cone is narrow    D. its lava moves slowly
17. For 3,000 years, Mount Etna has killed \_\_\_\_\_ people.  
A. 73    B. 69    C. 3,000    D. 4,000
18. How many people were killed by Mount Etna in 1669?  
A. 69 deaths were recorded.    B. 73 deaths were recorded.  
C. No case of death was recorded.    D. 3,000 deaths were recorded.
19. A new volcano may be formed when \_\_\_\_.  
A. lava flows fast    B. a cone closes up    C. lava cools down    D. a cone explodes
20. Mount Fuji in Japan is the \_\_\_\_\_ volcano on that site.  
A. 2<sup>nd</sup>    B. 1<sup>st</sup>    C. 3<sup>rd</sup>    D. 4<sup>th</sup>
21. How large is the number of visitors visiting Mount Fuji every year?  
A. 4,000 people.    B. 400,000 people.    C. 20,000 people.    D. 400 people.
22. The word "volcano" comes from Italian meaning "\_\_\_\_".  
A. a burnt mountain    B. a falling mountain    C. a burning mountain    D. a forming mountain
23. The first volcano to have the name "Vulcanus" was \_\_\_\_.  
A. Vesuvius    B. Mount Etna    C. Mount Fuji    D. Vesuvius and Etna
24. The Romans gave the Mount the name because they thought it was the \_\_\_\_\_ of the God of Fire *Vulcanus*.  
A. den    B. home    C. cave    D. house
25. According to the expert, volcanoes \_\_\_\_.  
A. have more than one cone    B. are all famous tourist sites

- C. will all become extinct                      D. are always changing

**Part 3: A new student took notes of the introduction of the Department of Printed Word but she missed out some details. Listen to the man introducing his department and supply the blanks with missing information for her.**

- Department: short history, founded: (26) \_\_\_\_\_
- size of first intake of undergraduates: (27) \_\_\_\_\_
- number of students on a taught M.A. course: (28) \_\_\_\_\_
- number of part-time lecturers: (29) \_\_\_\_\_
- percentage of students from outside the country: (30) \_\_\_\_\_
- English level requirements for students from outside the country: (31) \_\_\_\_\_
- students from outside the country get help from: (32) \_\_\_\_\_
- Department's external links: (33) \_\_\_\_\_
- series of workshops built with: (34) \_\_\_\_\_
- modern printing highly technological
- all students have to be: (35) \_\_\_\_\_
- despite being a modern department, it is also interested in: (36) \_\_\_\_\_
- main work of Department: (37) teaching \_\_\_\_\_
- former students employed as: (38) \_\_\_\_\_ conservationists
- Dr Yu, expert on early Chinese manuscript and: (39) \_\_\_\_\_
- post-graduate research students should apply: (40) \_\_\_\_\_

**II. LEXICO- GRAMMAR (5/20 points)**

**Part 1: Choose the word or phrase that best completes each sentence. Write your answer (A, B, C, or D) in the numbered box.**

41. He was so \_\_\_ in the book that he did not hear her footsteps.  
 A. distracted                      B. engrossed                      C. gripped                      D. attracted
42. I felt that he lacked the \_ to pursue a difficult task to the very end.  
 A. persuasion                      B. obligation                      C. engagement                      D. commitment
43. The government decided to \_ down on income tax evasion.  
 A. press                      B. crack                      C. push                      D. snap
44. Check the apparatus carefully to make sure it has not been \_\_\_\_.  
 A. broken into                      B. tempered with                      C. touched up                      D. taken out
45. We believe that the cumulative effects of renewed prosperity will \_\_\_ expectations.  
 A. overcome                      B. undermine                      C. surpass                      D. succeed
46. John's got very \_\_\_ feelings about taking on more responsibility at the moment.  
 A. puzzled                      B. mixed                      C. jumbled                      D. muddled
47. The college will soon be ready to \_\_\_\_ candidates for new courses.  
 A. enrol                      B. involve                      C. call                      D. recall
48. After the concert, everyone had to \_\_\_ home through the thick snow.  
 A. trudge                      B. tread                      C. trace                      D. trickle
49. The captain realized that unless immediate action was taken to discipline the crew, there could be a \_\_\_\_\_ on the ship.

50. Her enthusiasm \_\_\_ her lack of experience.  
 A. riot                      B. rebellion                      C. mutiny                      D. strike  
 A. makes up for              B. makes off                      C. makes out at                      D. makes up

**Your answers:**

41.	42.	43.	44.	45.
46.	47.	48.	49.	50.

**Part 2: The passage below contains 10 mistakes. Underline the mistakes and write their correct forms in the space provided in the column on the right. (0) has been done as an example.**

A **feminine** is a person, usually a woman, who believes that women should be regarded as equally to men. She, or he, deplores discrimination against women in the home, place of work or anywhere, and her principle enemy is the male chauvinist, who believes that men are naturally super. Tired of being referred to as “the weaker sex”, women are becoming more and more militancy and are winning the age-old battle of the sexes. They are sick to death of sexy jokes which poke fun at women. They are no longer content to be regarded as second-class citizens in terms of economic, political and social status. They criticize beauty contests and the use of glamour female models in advertisements which they describe as the exploit of female beauty, since women in these situations were represented as mere sex objects. We no longer live in the male-dominate societies of the past. Let us hope, moreover, that the revolution stops before we have a boring world in which sex doesn't make much difference. We already have unisex hairdressers and fashions. What next?

0. **feminine** Æ  
*feminist*  
 51. \_\_\_\_\_  
 52. \_\_\_\_\_  
 53. \_\_\_\_\_  
 54. \_\_\_\_\_  
 55. \_\_\_\_\_  
 56. \_\_\_\_\_  
 57. \_\_\_\_\_  
 58. \_\_\_\_\_  
 59. \_\_\_\_\_  
 60. \_\_\_\_\_

**Part 3: Write the correct FORM of each bracketed word in the numbered space provided in the column on the right. (0) has been done as an example.**

A live broadcast of any public event, such as a space (0) \_\_\_\_\_ (FLY) or sporting occasion, is almost (61) \_\_\_\_\_ (VARIABLE) accompanied by the thoughts of a (62) \_\_\_\_\_ (COMMENT). This may be on television, along with the relevant pictures, alternatively on radio. The technique involved (63) (DIFFERENT) between the two media, with radio broadcasters needing to be more explicit and (64) \_\_\_\_\_ (DESCRIBE) because of the absence of visual information. TV commentators do not need to paint a picture for their audience; instead, their various (65) (OBSERVE) should add to the images that are already there. There will sometimes be silences and pauses in a TV commentary, although these are becoming (66) \_\_\_\_\_ (INCREASE) rare. Both types of commentators should try to be informative, but should avoid sounding (67) \_\_\_\_\_ (OPINION). In sports commentaries, fairness and (68) (IMPART) to both sides is vital, but spontaneity and enthusiasm are valued by those watching or listening. Sports commentators usually

broadcast live in an essentially unscripted way, although they may refer to previously prepared materials such as sports statistics. Because of the (69) (PREDICT) nature of live events, thorough preparation in advance is vital. The Internet has helped enormously with this aspect of the job. Anyone interested in

becoming a commentator should have excellent  
(ORGANISE)  
skills, the willingness to work irregular hours, and a  
strong voice.

(70) 0. flight

61. \_\_\_\_\_

62. \_\_\_\_\_

63. \_\_\_\_\_

64. \_\_\_\_\_

65. \_\_\_\_\_

66. \_\_\_\_\_

67. \_\_\_\_\_

68. \_\_\_\_\_

69. \_\_\_\_\_

70. \_\_\_\_\_

**Part 4: Complete each sentence with the correct form of ONE of the two-word verbs below. Write your answer in the numbered box. Each verb is used only once.**

bring out	close down	make up to	sift through	check over
lay down	go round	sit on	work out	do with

71. Business was so bad that they had to \_\_\_\_\_ two factories.
72. Next year, we intend to \_\_\_\_\_ several new products. But at the moment, we are still testing them.
73. The operator monitors the pressure by \_\_\_\_\_ the readings on these gauges.
74. Calculations which used to take ages can now \_\_\_\_\_ in a few seconds.
75. You give the computer a command and it will \_\_\_\_\_ the data for you until it finds the information you need.
76. People only \_\_\_\_\_ him because of his wealth.
77. He \_\_\_\_\_ my letter for months, why doesn't he answer it?
78. This car could \_\_\_\_\_ a good polish.
79. There should be enough sweets to \_\_\_\_\_.
80. It is quite clearly \_\_\_\_\_ that only amateurs can take part.

**Your answers:**

71.	72.	73.	74.	75.
76.	77.	78.	79.	80.

**Part 5: Fill each gap in the following sentences with one of the prepositions or particles in the box. Use each word only ONCE and write your answer in the numbered box. (Please note that the given words outnumber the gaps.)**

after	at	back	through	across	with
forward	off	out	over	up	for

81. I received the news \_\_\_\_\_ a kind of naive enthusiasm.
82. He felt nervous before he started the first lecture of his life but he carried it \_\_\_\_\_ very well.
83. My group and yours have arrived \_\_\_\_\_ the same conclusion quite independently.
84. When he married for the second time, Fred got more than he bargained \_\_\_\_\_.
85. You can't sit \_\_\_\_\_ and do nothing like that while much remains to be done.
86. The favourable weather has put the harvest \_\_\_\_\_.
87. We won't watch that programme if the television is playing \_\_\_\_\_ again.
88. We made \_\_\_\_\_ that we had forgotten Jane's birthday, though it was not true.
89. We had to sit \_\_\_\_\_ nearly two hours of speeches.
90. We're both going \_\_\_\_\_ the same job.

**Your answers:**

81.	82.	83.	84.	85.
86.	87.	88.	89.	90.

### III. READING (5/20 points)

**Part 1: Read the following passage and decide which answer (A, B, C, or D) best fits each gap. Write your answer in the numbered box.**

There is no doubt at all that the Internet has made a huge difference to our lives. However, most parents worry that their children spend too much time browsing the Internet or playing computer games, hardly (91) \_\_\_\_\_ doing anything else in their spare time. Naturally, parents want to know if these activities are harmful to their children. What should they do if their children spend hours (92) \_\_\_\_\_ a computer screen?

Obviously, if children spend too much time (93) \_\_\_\_\_ in some game instead of doing their homework, then something is wrong. It is a good idea if parents and children decide together how much use should be (94) \_\_\_\_\_ of the Internet, and the child should (95) that it won't interfere with homework. If the child does not (96) \_\_\_\_\_ to this arrangement, parents can take more drastic (97) \_\_\_\_\_ .

Any parent who is (98) \_\_\_\_\_ alarmed about a child's behaviour should make an appointment to (99) \_\_\_\_\_ the matter with a teacher. Spending time in front of a computer screen does not (100) \_\_\_\_\_ affect a child's performance at school. Even if a youngster seems obsessed with the computer, he or she is probably just going through a phase, and in a few months parents will have something else to worry about!

91. A. always                      B. ever                      C. never                      D. rare
92. A. peeping at                      B. glancing at                      C. staring at                      D. seeing
93. A. involved                      B. occupied                      C. taken                      D. absorbed
94. A. done                      B. had                      C. made                      D. taken
95. A. promise                      B. assure                      C. secure                      D. claim
96. A. commit                      B. stick                      C. follow                      D. hold
97. A. rules                      B. procedures                      C. steps                      D. regulations
98. A. actually                      B. heavily                      C. seriously                      D. urgently
99. A. speak                      B. discuss                      C. talk                      D. debate
100. A. possibly                      B. consequently                      C. probably                      D. necessarily

**Your answers:**

91.	92.	93.	94.	95.
96.	97.	98.	99.	100.

**Part 2: Read the following passage and answer the questions from 101 to 110.**

10

1.

Telephone, television, radio, and the telegraph all help people communicate with each other. Because of these devices, ideas and news of events spread quickly all over the world. For example, within seconds, people can know the results of an election in Japan or Argentina. An international soccer match comes into the home of everyone with a television set. News of a disaster such as an earthquake or a flood can bring help from distant countries. Within hours, help is on the way.

10

2.

How has speed of communication changed the world? To many people, the world has become smaller. Of course, this does not mean that the world is physically smaller. Two hundred years ago, communication between the continents took a long time. All news was carried on ships that took weeks or even months to cross the oceans. In the seventeenth and eighteenth centuries, it took six weeks for news from Europe to reach the Americas. This time difference influenced people's actions. For example, one battle in the war of 1812 between the English and the United States armies could have been avoided if the warring

sides had known that a peace agreement had already been signed. Peace was made in England, but the news of peace took six weeks to reach America. During those six weeks, the large and serious Battle of New Orleans was fought and many lives were lost.

10  
3.

An important part of the history of the world is the history of communication. In prehistoric times, people had limited knowledge of the world. They had little information about geography, the study of the Earth. People knew very little beyond their small groups except what was happening near their homes. Later, people were organized into villages, and verbal communication between small towns was possible. Still, the people's knowledge was limited because they had no outside information. Kingdoms and small countries then developed, with a king directing the people. Cities developed, too, but still communication was limited to the small geographical area of the country. Much later in history, after the invention of the printing press, many more people learned to read, and communication was improved.

10  
4.

In this modern age, communication is so fast that it is almost instant. People's lives have been changed because of the immediate spread of news. Sometimes the speed is so great that it does not allow people time to think. For example, leaders of countries have only minutes, or, at most, hours to consider all the parts of a problem. They are expected to answer immediately. Once they had days and weeks to think before making decisions.

10  
5.

The speed of communication demands a new responsibility from all people of the world. People in different countries must try harder to understand each other. An example is that people with different religions must try to understand each other's beliefs and values, even if they do not accept them. Sometimes their cultures are quite different. What one group considers a normal part of life is strange to another culture. In some cases, a normal part of one culture might be bad or impolite to people of another culture. That kind of difference is a possible basis for misunderstanding. People must learn not to judge others, but to accept them as they are. As the world grows smaller, people must learn to talk to each other more effectively as well as communicate more rapidly.

***Match the headings given in the box below with their appropriate numbers (101 - 105) that lead the five paragraphs and write the letters A-H in the corresponding numbered boxes. (The headings outnumber the paragraphs, so you will not use all of them).***

- |  |
|--|
| <ul style="list-style-type: none"><li>A. A disadvantage of fast communication</li><li>B. High speed of communication and its benefits</li><li>C. Our shrinking world</li><li>D. Communication devices</li><li>E. A brief history of communication development</li><li>F. Modern communication and a change in thinking pattern</li><li>G. The changing world resulting from fast communication</li><li>H. Modern communication and expected responsibility</li></ul> |
|--|

***Then choose the correct answer to each of the following questions by circling A, B, C,***



*or D.*

106. Modern communications have \_\_\_\_\_.  
A. affected the results of elections and news of disasters  
B. only allowed people to see world sports events at home  
C. kept people better informed of their world and beyond  
D. made people happier, busier, but less informed
107. Before the invention of communication devices, \_\_\_\_\_.  
A. people gave better care to their local affairs  
B. there was no transportation between countries  
C. people were much interested in world affairs  
D. people were mostly kept in the dark about the world
108. A negative aspect of fast communication is that it \_\_\_\_\_.  
A. makes people think too fast  
B. will push governments into dead ends  
C. deprives decision makers of correct information  
D. may rush governments into decisions
109. There were instances in which lives could have been saved if \_\_\_\_\_.  
A. intercommunication had been established  
B. there had not been a delay in communication  
C. officers' demands of information had been met  
D. carrier pigeons had arrived in time
110. The speed of communication has helped create opportunity for \_\_\_\_\_.  
A. mutual understanding and cultural tolerance  
B. better understanding and freer trade  
C. the expansion of cultural differences  
D. the growth of the physical world

**Your answers:**

101.	102.	103.	104.	105.
106.	107.	108.	109.	110.

**Part 3: Read the following passage and complete the statements that follow by circling A, B, C, or D to indicate your answer which you think fits best.**

**Bringing  
up  
children**

Where one stage of child development has been left out, or not sufficiently experienced, the child may have to go back and capture the experience of it. A good home makes this possible - for example, by providing the opportunity for the child to play with a clockwork car or toy railway train up to any age if he still needs to do so. This principle, in fact, underlies all psychological treatment of children in difficulties with their development, and is the basic of work in child clinics.

The beginnings of discipline are in the nursery. Even the youngest baby is taught by gradual stages to wait for food, to sleep and wake at regular intervals and so on. If the child feels the world around him is a warm and friendly one, he slowly accepts its rhythm and accustoms himself to **conforming to** its demands. Learning to wait for things,

particularly for food, is a very important element in upbringing, and is achieved successfully only if too great demands are not made before the child can understand them. Every parent watches eagerly the child's acquisition of each new skill: the first spoken words, the first independent steps, or the beginning of reading and writing. It is often tempting to hurry the child beyond his natural learning rate, but this can set up dangerous feelings of failure and states of anxiety in the child. This might happen at any stage. A baby might be forced to use a toilet too early, a young child might be encouraged to learn to read before he knows the meaning of the words he reads. On the other hand, though, if a child is left alone too much, or without any learning opportunities, he loses his natural **zest** for life and his desire to find out new things for himself.

Learning together is a fruitful source of relationship between children and parents. By playing together, parents learn more about their children and children learn more from their parents. Toys and games which both parents and children can share are an important means of achieving this co-operation. Building-block toys, jigsaw puzzles and crosswords are good examples.

Parents vary greatly in their degree of strictness or indulgence towards their children. Some may be especially strict in money matters; others are severe over times of coming home at night, punctuality for meals or personal cleanliness. In general, the controls **imposed** represent the needs of the parents and the values of the community as much as the child's own happiness and well-being.

With regard to the development of moral standards in the growing child, consistency is very important in parental teaching. To forbid a thing one day and excuse it the next is no foundation for morality. Also, parents should realize that "*example is better than precept*". If they are hypocritical and do not practise what they preach, their children may grow confused and emotionally insecure when they grow old enough to think for themselves, and realize they have been, to some extent, deceived. A sudden awareness of a marked difference between their parents' ethics and their morals can be a dangerous disillusion.

111. The principle underlying all treatment of developmental difficulties in children \_\_\_\_\_.

- A. is in the provision of clockwork toys and trains
- B. is to send them to clinics
- C. is to capture them before they are sufficiently experienced
- D. offers recapture of earlier experiences

112. Learning to wait for things is successfully taught \_\_\_\_\_.

- A. in spite of excessive demands being made
- B. only if excessive demands are avoided
- C. because excessive demands are not advisable
- D. is achieved successfully by all children

113. The encouragement of children to achieve new skills \_\_\_\_\_.

- A. should be focused on only at school
- B. can never be taken too far
- C. will always assist their development
- D. should be balanced and moderate

114. Parental controls and discipline \_\_\_\_\_.

- A. serve a dual purpose  
 B. are designed to promote the child's happiness  
 C. reflect only the values of the community  
 D. should be avoided as far as possible
115. The practice of the rule "*Example is better than precept*" \_\_\_\_\_.
- A. only works when the children grow old enough to think for themselves  
 B. would help avoid the necessity for ethics and morals  
 C. will free a child from disillusion when he grows up  
 D. is too difficult for all parents to exercise
116. In the 1<sup>st</sup> paragraph, the author lays some emphasis on the role of the \_\_\_\_\_ in helping the child in trouble.
- A. psychiatrists      B. community      C. family      D. nursery
117. The phrase '**conforming to**' in the 2<sup>nd</sup> paragraph means \_\_\_\_\_.
- A. adapting to      B. accepting      C. agreeing with      D. following
118. The word '**zest**' in the 2<sup>nd</sup> paragraph can be best replaced by \_\_\_\_\_.
- A. appetite      B. excitement      C. enthusiasm      D. enjoyment
119. The word '**imposed**' in the 4<sup>th</sup> paragraph is closest in meaning to \_\_\_\_\_.
- A. excepted      B. introduced      C. made      D. constrained
120. Hypocrisy on the part of the parents may \_\_\_\_\_.
- A. result in their children's wrong behaviour  
 B. make their children lose faith in them  
 C. disqualify their teachings altogether      D. impair their children's mind

**Your answers:**

111.	112.	113.	114.	115.
116.	117.	118.	119.	120.

**Write T if the statement is true according to the passage; F if the statement is not true, and NG if the information is not given in the passage.**

121. It is important for a child to gradually get used to his daily demands in the process of mental development.
122. To force children to learn different skills beyond their natural learning rate is encouraged by parents.
123. The understanding between parents and children plays an important role in mental development.
124. Parents should leave their children's mental development for school education.
125. Parents are advised to do everything for their children right from early childhood.

**Your answers:**

121.	122.	123.	124.	125.
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**Part 4: Read the following passage and choose the most suitable sentence from the list A to G for each gap from 126 to 130. There are two extra sentences which you do not need to use. Then answer the questions from 131 to 140 that follow.**

The days when only men would hold management positions are over. (126)  
 . Despite a slowing economy, the number of women in management has risen to 16% in

1995, when it used to be less than 9%. One result of this tendency is that women are now more accepted in these roles, and it has also been found that women in management ease tension and gender conflict in the workplace.

A comprehensive nation-wide study of executive performance accidentally found that women scored higher in almost all areas of performance evaluation, while compiling a large-scale analysis of 425 high-level managers. (127)

\_\_\_\_\_. They tend to work harder behind the scenes, while men prefer the glamorous, more aggressive side of management. The masculine approach is more suited to the traditional style of business, where the boss would work alone and simply dictate orders to his staff. Now, in the global information age, teamwork and partnership are increasingly important, and these are exactly the areas where women excel.

(128) \_\_\_\_\_. It may be that the same qualities that make women more effective as managers are also holding them back. Most women get stuck in jobs which involve human resources or public relations, while their skills make them highly suitable for this type of work. However, the posts in these areas rarely lead to the top. Ambitious women are frustrated by this, and many left to start their own companies. Another reason why women are overlooked for promotion is that men are seen as more dynamic and competitive. Women tend to work for the good of the company as a whole, while men are looking out for themselves. Some bosses may interpret the feminine approach as showing a lack of vision. A woman will often adopt the strategy of making people think that they are the authors of new ideas, so that they will co-operate with her plan. Although this is an effective way of achieving an objective, the result is that she will lose credit for her creativity and innovation.

It is also surprising to learn that the greatest prejudice against female bosses comes from women themselves. In a recent Gallup poll, 70% of men said that they would be prepared to accept a female boss, compared to 66% of women. (129) \_\_\_\_\_. Since nearly all bosses used to be male, women feel more comfortable being supervised by a man than by another woman. Some women also feel that a male boss is less demanding and he feels more relaxed about being in a position of authority. Since women have to work harder to get to the top, they expect more of their staff when they get there.

In conclusion, although more and more women are rising to higher positions, there are still many deep-rooted prejudices and double standards that keep them from achieving the very top positions. Companies may say that they value interpersonal skills, but they still look for a leader who is decisive and a risk taker. (130) \_\_\_\_\_. Although women have proved that they are capable of leading a company, it seems that they will not get the chance to do so until they are prepared to start their own businesses.

- A. One possible reason for this is that of tradition
- B. Areas where women are particularly effective are in supporting their staff, and sharing information
- C. More and more women are moving into top jobs in the USA
- D. Although women are not as decisive as men, they still play an important role in social work
- E. Although the number of women in middle management is on the increase, there are still few women running large companies
- F. These qualities are perceived as being mainly masculine
- G. These positions are held by females

**Complete the following statements by circling A, B, C, or D.**

131. The participation by women in business management has \_\_\_\_.
- A. increased a sexist attitude among men
  - B. started new business conflicts
  - C. caused gender conflict among the staff
  - D. made the workplace more agreeable
132. Women managers are found more skilful in areas where they can promote their ability to \_\_\_\_\_.
- A. build relationships with people
  - B. fight their way to the top
  - C. deal with their male bosses
  - D. give directions to the staff
133. Women are often overlooked for the top jobs because \_\_\_\_\_.
- A. other women do not like working for them
  - B. they do not take credit for their own ideas
  - C. they cannot make big decisions
  - D. they leave to start their own businesses
134. Women prefer a male boss because \_\_\_\_.
- A. male bosses work harder
  - B. men are more competitive
  - C. it is more usual to work for a man
  - D. female bosses are more demanding
135. A female boss often demands more of her staff because \_\_\_\_\_.
- A. other women do not like working for them
  - B. she herself has to toil her way to the position
  - C. she can always make big decisions
  - D. her staff do not tend to submit themselves to her

**Write T if the statement is true according to the passage; F if the statement is not true, and NG if the information is not given in the passage.**

- 136. Working with other people has become more important in modern business.
- 137. Businesses owned by women are more successful than those owned by men.
- 138. Most women work for their own promotion, not for the good of the company.
- 139. More men than women work for female bosses.
- 140. Companies may not tell the truth about the qualities they look for in a manager.

**Your answers:**

126.	127.	128.	129.	130.
131.	132.	133.	134.	135.
136.	137.	138.	139.	140.

**IV.  
WRITING  
(6/20 points)**

**Part 1:  
(0.5/20  
points)**

**Use the word(s) given in brackets and make any necessary additions to complete a new sentence in such a way that it is as similar as possible in meaning to the original sentence. Do NOT change the form of the given word(s). Look at the example in the box.**

Example: Immediately after winning the race, Sandy began training for the next one. (**had**)

→ No sooner **had Sandy won the race than** she began training for the next one.

- 141. Attendance at the additional evening lectures is not obligatory for students. (**under**)

Æ Students .....the additional evening lectures.

142. You cannot find pottery like this in any other part of the country. **(type)**

→ This is the only part of the country ..... found.

143. All are eligible for the contest. There is no discrimination of race and sex. **(regardless)**

→ All are eligible .....

144. As a result of the bad weather, there may be delay to some international flights. **(subject)**

→ Due to the bad weather ..... possible delay.

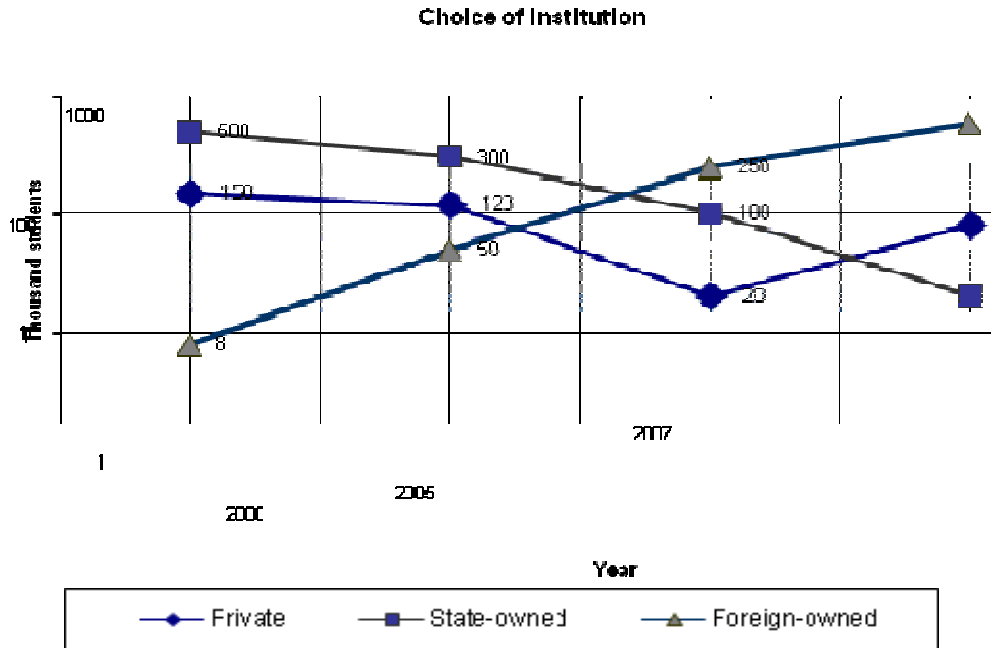
145. We were very much surprised to learn that Brian had become a monk. **(To)**

→ ....., Brian had become a monk.

**Part 2: (2/20 points)**

**Below is the data showing the students' choice of colleges and universities in the country of Dispairana.**

*Write a report (of about 150 words) on the changes over the period of ten years. You may add comments and reasons to enliven your report.*



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**ĐÁP ÁN ĐỀ THI CHÍNH THỨC**

**Môn: TIẾNG ANH**

**Ngày thi: 11/01/2011**

(Gồm 02 trang)

**I. LISTENING: 4/20 points**

Part 1	Part 2	Part 3
1. C. 2. B. 3. D. 4. B. 5. A. 6. C. 7. A. 8. D. 9. C. 10. A.	11. B. 12. C. 13. B. 14. C. 15. A. 16. D. 17. A. 18. C. 19. B. 20. C. 21. B. 22. C. 23. B. 24. B.	26. ten years ago 27. 20 (students) 28. 17 (students) 29. 16 (lecturers) 30. 21% 31. minimum 32. students' support services 33. (organizations of) publishing world 34. donations 35. computer literate 36. history of printing 37. mechanism of printing 38. book restorists 39. printing machine

**II. LEXICO- GRAMMAR: 5/20 points**

**Part 1.**

**Your answers**

41. B.	46. B.
42. D.	47. A.
43. B.	48. A.
44. B.	49. C.
45. C.	50. A.

**Part 2.**

51. equally → equal	52. principle →	53. super → superior
54. militancy → militant	55. sexy → sexist	56. glamour → glamorous
57. exploit →	58. were → are	59. male-dominate → male-
60. moreover → however		

**Part 3.**

61. invariably	62. commentator	63. differs	64.
65. observations	66. increasingly	67. opinionated	68.
			impartiality
69. unpredictable	70. organisational		

**Part 4.**

71. close down	72. bring out	73. checking over	74. be worked out	75. sift through
76. make up to	77. has been sitting on	78. do with	79. go round	80. laid down

**Part 5.**



81. with	82. off	83. at	84. for	85. back
86. forward	87. up	88. out	89. through	90. after

**III. READING: 5/20 points**

***Part 1.***

91. B.	92. C.	93. D.	94.C.	95. A.
96. B.	97. C.	98. C.	99. B.	100. D.

***Part 2.***

101. B	102. G	103. E	104.F	105. H
106. C	107. D	108. D	109. B	110. A

***Part 3***

- |        |        |         |
|--------|--------|---------|
| 111. D | 116. C | 121. T  |
| 112. B | 117. A | 122. F  |
| 113. D | 118. C | 123. T  |
| 114. A | 119. D | 124. NG |
| 115. C | 120. B | 125. NG |

**Part 4**

126. C	127. B	128.E	129.A	130.F	131.D	132.A	133. B	134.C	135. B
136. T	137. NG	138. F	139. NG	140. T					

**IV. WRITING (6/20 points) Part 1:**

**0.5/20 points**

- 141. are under no obligation to attend
- 142. where this type of pottery can/may be found
- 143. for taking/to take part in the contest regardless of race and sex
- 144. some international flights are/will be subject to
- 145. To our surprise,

**Part 2: 2/20 points**

**Part 3: 3.5/20 points**

**Notes:**

The mark given to parts 2 and 3 is based on the following scheme:

- 1. Content: (35% of total mark)**
  - a. Providing all main ideas and details as required
  - b. Communicating intentions sufficiently and effectively
- 2. Organization & Presentation: (30% of total mark)**
  - a. Ideas are well organized and presented with coherence, cohesion, and clarity b. The essay is well-structured
- 3. Language: (30% of total mark)**
  - a. Demonstration of a variety of vocabulary and structures appropriate to the level of English language gifted upper-secondary school students
  - b. Good use and control of grammatical structures
- 4. Handwriting, punctuation, and spelling (5% of total mark)**
  - a. Intelligible handwriting
  - b. Good punctuation and no spelling mistakes

*Markers should discuss the suggested answers and the marking scale thoroughly before marking the papers.*

*Thank you for your cooperation.*

**THE END**