

*Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.*

1. The wooden fence surrounded the factory is beginning to fall down because of the rain.  
A. is beginning      B. wooden      C. surrounded      D. because of
2. The amounts of oxygen and nitrogen in the air almost always remain stable, but the amount of water vapor vary considerably.  
A. vary      B. almost always      C. The amount of      D. stable
3. Quinine, cinnamon, and other useful substances are all derived of the bark of trees.  
A. are      B. bark of trees      C. derived of      D. other useful substances

*Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the questions from 4 to 10.*

During the seventeenth and eighteenth centuries, almost nothing was written about the contributions of women during the colonial period and the early history of the newly formed United States. Lacking the right to vote and absent from the seats of power, women were not considered an important force in history. Anne Bradstreet wrote some significant poetry in the seventeenth century, Mercy Otis Warren produced the best contemporary history of the American Revolution, and Abigail Adams penned important letters showing she exercised great political influence over her husband, John, the second President of the United States. But little or no notice was taken of these contributions. During these centuries, women remained invisible in history books.

Throughout the nineteenth century, this lack of visibility continued, despite the efforts of female authors writing about women. These writers, like most of their male counterparts, were amateur historians. Their writings were celebratory in nature, and they were uncritical in their selection and use of sources.

During the nineteenth century, however, certain feminists showed a keen sense of history by keeping records of activities in which women were engaged. National, regional, and local women's organizations compiled accounts of their doings. Personal correspondence, newspaper clippings, and souvenirs were saved and stored. These sources from the core of the two greatest collections of women's history in the United States one at the Elizabeth and Arthur Schlesinger Library at Radcliffe College, and the other the Sophia Smith Collection at Smith College. Such sources have provided valuable materials for later Generations of historians.

Despite the gathering of more information about ordinary women during the nineteenth Century, most of the writing about women conformed to the "great women" theory of History, just as much of mainstream American history concentrated on "great men." To demonstrate that women were making significant contributions to American life, female authors singled out women leaders and wrote biographies, or else important women produced their autobiographies. Most of these leaders were involved in public life as reformers, activists working for women's right to vote, or authors, and were not **representative** at all of the great of ordinary woman. The lives of ordinary people continued, generally, to be untold in the American histories being published.

4. In the last paragraph, the author mentions all of the following as possible roles of nineteenth-century "great women" EXCEPT \_\_\_\_\_
- A. reformers  
C. activists for women's rights
- B. politicians  
D. authors
5. The word "they" in the 2<sup>nd</sup> paragraph refers to \_\_\_\_\_
- A. sources  
B. efforts  
C. authors  
D. counterparts
6. In the first paragraph, Bradstreet, Warren, and Adams are mentioned to show that \_\_\_\_\_
- A. even the contributions of outstanding women were ignored  
B. poetry produced by women was more readily accepted than other writing by women  
C. only three women were able to get their writing published  
D. a woman's status was changed by marriage
7. The word "representative" in the last paragraph is closest in meaning to \_\_\_\_\_
- A. satisfied  
B. typical  
C. distinctive  
D. supportive
8. In the 2<sup>nd</sup> paragraph, what weakness in nineteenth-century histories does the author point out?
- A. The sources of the information they were based on were not necessarily accurate.  
B. They were printed on poor-quality paper.  
C. They left out discussion of the influence of money on politics.  
D. They put too much emphasis on daily activities.
9. What use was made of the nineteenth-century women's history materials in the Schlesinger Library and the Sophia Smith Collection?
- A. They provided valuable information for twentieth-century historical researchers.  
B. They formed the basis of college courses in the nineteenth century.  
C. They were shared among women's colleges throughout the United States.  
D. They were combined and published in a multivolume encyclopedia.
10. What does the passage mainly discuss?
- A. The place of American women in written histories  
B. The "great women" approach to history used by American historians  
C. The keen sense of history shown by American women  
D. The role of literature in early American histories

**Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.**

11. I would rather you wore something more formal to work.
- A. I'd prefer you wearing something more formal to work.  
B. I'd prefer you to wear something more formal to work.  
C. I'd prefer you should wear something more formal to work.  
D. I'd prefer you wear something more formal to work.
12. Had we left any later, we would have missed the train.

- A. We didn't miss the train because it left late.
  - B. We left too late to catch the train.
  - C. Because the train was late, we missed it.
  - D. We almost missed the train.
13. "Why can't you do your work more carefully?" said Henry's boss.
- A. Henry's boss criticized him for doing his job carelessly.
  - B. Henry's boss asked him not to do his job with care.
  - C. Henry's boss suggested doing the job more carefully.
  - D. Henry's boss warned him to do the job carefully.

**Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.**

14. A. lives                        B. plays                        C. works                        D. buys    
 15. A. picked                        B. worked                        C. naked                        D. booked

**Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions.**

16. He felt tired. However, he was determined to continue to climb up the mountain.
- A. Tired as he might feel, he was determined to continue to climb up the mountain
  - B. He felt so tired that he was determined to continue to climb up the mountain.
  - C. Feeling very tired, he was determined to continue to climb up the mountain.
  - D. As a result of his tiredness, he was determined to continue to climb up the mountain.
17. The agreement ended six-month negotiation. It was signed yesterday.
- A. The agreement which ends six-month negotiation was signed yesterday.
  - B. The negotiation which lasted six months was signed yesterday.
  - C. The agreement which was signed yesterday lasted six months.
  - D. The agreement which was signed yesterday ended six-month negotiation.

**Mark the letter A, B, C, or D on your answer sheet to indicate the word that differs from the other three in the position of primary stress in each of the following questions.**

18. A. cosmetics                      B. fertility                      C. experience                      D. economics  
 19. A. informality                      B. appropriate                      C. situation                      D. entertainment

**Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the questions from 20 to 27**

It is commonly believed that school is where people go to get an education. Nevertheless, it has been said that today *children interrupt their education to go to school*. The difference between schooling and education implied by this remark is important.

Education is much more open-ended and **all-inclusive** than schooling. Education knows no limits. It can take place anywhere, whether in the shower or on the job, whether in the kitchen or on a tractor. It includes both the formal learning that takes place in school and the whole universe of informal learning. The agent (doer) of education can vary from respected grandparents to the people arguing about politics on the radio, from a child to a famous scientist. Whereas schooling has a certain predictability, *education quite often produces surprises*. A chance conversation with a stranger may lead a person to discover how little is known of other religions. People receive education from infancy

on. Education, then, is a very broad, inclusive term; it is a lifelong process, a process that starts long before the start of school, and one that should be a necessary part of one's entire life.

Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout a country, children arrive at school at about the same time, take the assigned seats, are taught by an adult, use similar textbooks, do homework, take exams, and so on. The pieces of reality that are to be learned, whether they are the alphabet or an understanding of the workings of governments, have been limited by the subjects being taught. For example, high school students know that **they** are not likely to find out in their classes the truth about political problems in their society or what the newest filmmakers are experimenting with. There are clear and undoubted conditions surrounding the formalized process of schooling.

20. In the passage, the expression "**children interrupt their education to go to school**" mostly implies that \_\_\_\_\_.

- A. schooling prevents people discovering things
- B. schooling takes place everywhere
- C. all of life is an education
- D. education is totally ruined by schooling

21. What does the writer mean by saying "**education quite often produces surprises**"?

- A. Educators often produce surprises.
- B. Informal learning often brings about unexpected results.
- C. Success of informal learning is predictable.
- D. It's surprising that we know little about other religions.

22. Which of the following would the writer support?

- A. Without formal education, people won't be able to read and write.
- B. Going to school is only part of how people become educated.
- C. Schooling is of no use because students do similar things every day.
- D. Our education system needs to be changed as soon as possible.

23. According to the passage, the doers of education are \_\_\_\_\_.

- A. only respected grandparents
- B. mostly famous scientists
- C. mainly politicians
- D. almost all people

24. Which of the following is **TRUE** according to the passage?

- A. Education and schooling are quite different experience.
- B. The more years students go to school, the better their education is.
- C. Students benefit from schools, which require long hours and homework.
- D. The best schools teach a variety of subjects.

25. The word "**they**" in the last paragraph refers to \_\_\_\_\_.

- A. workings of governments
- B. newest filmmakers
- C. political problems
- D. high school students

26. The word "**all-inclusive**" in the passage mostly means \_\_\_\_\_.

- A. including everything or everyone
- B. going in many directions
- C. involving many school subjects
- D. allowing no exceptions

27. This passage is mainly aimed at \_\_\_\_\_.

- A. telling the difference between the meanings of two related words "schooling" and "education"
- B. telling a story about excellent teachers
- C. listing and discussing several educational problems
- D. giving examples of different schools

Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.

28. When I mentioned the party, he was all ears.

- A. using both ears    B. listening neglectfully    C. listening attentively    D. partially deaf

29. John wants to buy a new car, so he starts setting aside a small part of his monthly earnings.

- A. spending on    B. putting out    C. using up    D. saving up

Read the following passage 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 30 to 34.

#### HOW TO AVOID MISCOMMUNICATION IN THE WORKPLACE

As a small-business owner, you can avoid many problems simply by improving communication in your office. By clarifying everyone's expectations and roles, you'll help to (30)\_\_\_\_\_ greater trust and increased productivity among employees. Here are a few tips for doing so.

*Practice active listening.* The art of active listening includes (31)\_\_\_\_\_ close attention to what another person is saying, then paraphrasing what you've heard and repeating it back. Concentrate (32)\_\_\_\_\_ the conversation at hand and avoid unwanted interruptions (cell phone calls, others walking into your office, etc.). Take note of how your own experience and values may color your perception.

*Pay attention to non-verbal cues.* We don't communicate with words alone. Every conversation comes with a host of non-verbal cues - facial expressions, body language, etc. - that may (33)\_\_\_\_\_ contradict what we're saying. Before addressing a staff member or (34)\_\_\_\_\_ a project conference, think carefully about your tone of voice, how you make eye contact, and what your body is "saying." Be consistent throughout.

*Be clear and to the point.* Don't cloud instructions or requests with irrelevant details, such as problems with past projects or issues with long-departed personnel. State what you need and what you expect. Ask, "Does anyone have any questions?" Demonstrate that you prefer questions up-front as opposed to misinterpretation later on.

30. A. set up                      B. establish                      C. create                      D. build  
31. A. showing                      B. paying                      C. using                      D. spending  
32. A. for                      B. to                      C. on                      D. in  
33. A. intentional                      B. unintentional                      C. intentionally                      D. unintentionally  
34. A. to lead                      B. being led                      C. leading                      D. lead

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

35. He was offered the job thanks to his \_\_\_\_\_ performance during his job interview.

- A. impressive                      B. impressively                      C. impression                      D. impress

36. Someone who is \_\_\_\_\_ is hopeful about the future or the success of something in particular.

- A. pessimist                      B. optimistic                      C. optimist                      D. pessimistic

37. The preparations \_\_\_\_\_ by the time the guests \_\_\_\_\_.

- A. have finished / arrived                      B. have been finished / arrived  
C. had been finished / arrived                      D. had finished / arrived

38. As an \_\_\_\_\_, Mr. Pike is very worried about the increasing of teenager crimes.

- A. educational                      B. education                      C. educator                      D. educate

39. \_\_\_\_\_ turned out to be true.

- A. Everything she had told us which                      B. Everything where she had told us



## HƯỚNG DẪN GIẢI

1. C	2. A	3. C	4. B	5. C	6. A	7. B	8. A	9. A	10. A
11. B	12. D	13. A	14. C	15. C	16. A	17. D	18. D	19. B	20. C
21. B	22. B	23. D	24. A	25. D	26. A	27. A	28. C	29. D	30. D
31. B	32. C	33. D	34. C	35. A	36. B	37. C	38. C	39. C	40. B
41. B	42. B	43. A	44. D	45. D	46. B	47. D	48. B	49. C	50. D

1. C

Surrounded => surrounding vì câu mang nghĩa chủ động nên rút gọn mệnh đề quan hệ về dạng Ving.

Câu này dịch như sau: Hàng rào gỗ cái bao quanh nhà máy đang bắt đầu sụp đổ vì mưa.

2. A

Vary => varies vì chủ ngữ the amount of water vapor ( lượng hơi nước) là chủ ngữ số ít.

3. C

Derived of => derived from: đạt được lấy được từ ( đâu, cái gì), có nguồn gốc từ...

4. B

ở đoạn văn cuối, tác giả đề cập đến vai trò nào của phụ nữ thế kỷ 19 như là những người phụ nữ tuyệt vời NGOẠI TRỪ => chính trị gia

Dẫn chứng: Most of these leaders were involved in public life as reformers, activists working for women's right to vote, or authors, and were not representative at all of the great of ordinary woman.

5. C

Từ "they" ở đoạn 2 ám chỉ đến => các tác giả

Dẫn chứng: These writers, like most of their male counterparts, were amateur historians. Their writings were celebratory in nature, and they were uncritical in their selection and use of sources. => these writers = authors

6. A

Ở đoạn văn đầu, Bradstreet, Warren và Adams được đề cập để thể hiện rằng => thậm chí những đóng góp của những người phụ nữ xuất sắc cũng bị phớt lờ.

Dẫn chứng: Anne Bradstreet wrote some significant poetry in the seventeenth century, Mercy Otis Warren produced the best contemporary history of the American Revolution, and Abigail Adams penned important letters showing she exercised great political influence over her husband, John, the second President of the United States. But little or no notice was taken of these contributions.

7. B

Representative = typical: đại diện, tiêu biểu

8. A

ở đoạn 2, điểm yếu kém của lịch sử thế kỷ 19 mà tác giả chỉ ra là gì? => Nguồn thông tin mà các nhà viết sử dựa vào để làm cơ sở không thật sự chính xác.

Dẫn chứng: Their writings were celebratory in nature, and they were uncritical in their selection and use of sources.

9. A

Việc sử dụng tư liệu lịch sử của phụ nữ thế kỷ 19 tại thư viện Schlesinger và Bộ sưu tập Sophia Smith => Chúng cung cấp thông tin quý báu cho các nhà nghiên cứu lịch sử thế kỷ 20.

Dẫn chứng: These sources from the core of the two greatest collections of women's history in the United States one at the Elizabeth and Arthur Schlesinger Library at Radcliffe College, and the other the Sophia Smith Collection at Smith College. Such sources have provided valuable materials for later Generations of historians.

10. A

Bài đọc chủ yếu thảo luận về cái gì? => Vai trò, địa vị của phụ nữ trong sách sử được ghi chép lại.

11. B

Tôi muốn ông mặc cái gì đó trang trọng hơn để đi làm.

Cấu trúc: S+ would rather + O + Ved/ V2 = S+ would prefer + O + to Vo: muốn ai đó làm việc gì

12. D

Nếu chúng ta rời đi muộn hơn, chúng ta sẽ bỏ lỡ chuyến tàu. => câu điều kiện loại 3 => tình huống, ngữ cảnh ở quá khứ => chọn câu D. chúng tôi suýt bỏ lỡ chuyến tàu.

A. Chúng tôi đã không bỏ lỡ chuyến tàu vì chúng tôi rời khỏi muộn.

B. Chúng tôi rời khỏi quá muộn để bắt kịp chuyến tàu.

C. Vì chuyến tàu muộn nên chúng tôi đã lỡ nó.

D. Chúng tôi suýt bị lỡ chuyến tàu.

13. A

Sếp của Henry bảo: Sao anh không làm việc cẩn thận hơn? => Sếp Henry chỉ trích/ phê bình anh ấy làm việc bất cẩn

A. Sếp Henry chỉ trích/ phê bình anh ấy làm việc bất cẩn

B. Sếp Henry bảo anh ấy không làm việc cẩn thận.

C. Sếp Henry đề nghị làm việc cẩn thận hơn.

D. Sếp Henry cảnh báo anh ấy làm việc cẩn thận.

14. C

Câu C phát âm là /s/ còn lại phát âm là /z/

15. C

Câu C phát âm là /id/ còn lại phát âm là /t/

16. A

Anh ấy cảm thấy mệt. tuy nhiên anh ấy vẫn quyết tâm tiếp tục leo núi.

A. Mặc dù cảm thấy mệt, anh ấy vẫn quyết tâm tiếp tục leo núi.

B. Anh ấy cảm thấy quá mệt đến nỗi mà quyết tâm tiếp tục leo núi.

C. Cảm thấy rất mệt, anh ấy quyết tâm tiếp tục leo núi.

D. Bởi vì mệt, anh ấy quyết tâm tiếp tục leo núi.

17.D

Thỏa thuận đã chấm dứt 6 tháng đàm phán. Nó đã được ký hôm qua.

A. Thỏa thuận cái mà chấm dứt 6 tháng đàm phán đã được ký hôm qua.=> sai thì => loại

B. Cuộc đàm phán đã kéo dài 6 tháng đã được ký hôm qua.=> sai nghĩa.

C. Thỏa thuận cái mà được ký hôm qua đã kéo dài 6 tháng.

D. Thỏa thuận cái mà được ký hôm qua đã chấm dứt cuộc đàm phán 6 tháng.

18.D

Câu D trọng âm 3 còn lại trọng âm 2.

19.B

Câu B trọng âm 2 còn lại trọng âm 3.

20.C

Trong bài đọc, cụm từ “ Trẻ con làm gián đoạn giáo dục để đi học” dùng như ngụ ý rằng => cả cuộc đời là một quá trình giáo dục.

21.B

Tác giả ngụ ý gì khi nói rằng “ giáo dục thường tạo ra nhiều điều ngạc nhiên”?=> Việc học ngoài nhà trường thường mang lại nhiều kết quả ngoài mong đợi.

22.B

Câu nào sau đây mà tác giả ủng hộ? => Đi học chỉ là một phần của quá trình người ta được giáo dục.

23.D

Theo bài đọc những người làm giáo dục thì => tất cả mọi người

Dẫn chứng: The agent (doer) of education can vary from respected grandparents to the people arguing about politics on the radio, from a child to a famous scientist.

24.A

Theo bài đọc câu nào sau đây là đúng? => Giáo dục và đi học thì khá là khác nhau.

25.D

Từ “ they” ở đoạn văn cuối ám chỉ => học sinh trung học

26.A

Từ all- inclusive trong bài đọc gần như có nghĩa là => bao gồm mọi người hoặc mọi vật.

27.A

Bài đọc nhằm mục đích => nói về sự khác nhau về ý nghĩa của giáo dục và đi học.

28.C

All ears = listen attentively: nghe một cách chăm chú

29.D

Setting aside = using up: tiết kiệm, dành dụm

30. D

Set up = establish: thành lập

Create: tạo ra

Build: xây dựng

By clarifying everyone's expectations and roles, you'll help to (30)\_\_\_\_\_ greater trust and increased productivity among employees. => Bằng cách biết được những kỳ vọng và vai trò của mọi người, bạn sẽ giúp xây dựng niềm tin to lớn hơn và tăng năng suất lao động giữa các nhân viên.

31. B

Showing: thể hiện, trình diễn

Paying: chi, trả tiền

Using: sử dụng

Spending: tiêu xài

The art of active listening includes (31)\_\_\_\_\_ close attention to

Cụm từ pay attention to: chú ý, tập trung vào ( cái gì đó)

32. C

Concentrate on: tập trung vào

33. D

Trước động từ thường “contradict” nên dùng trạng từ

Intentionally: cố ý, có dự định trước

Unintentionally: vô ý

Every conversation comes with a host of non-verbal cues - facial expressions, body language, etc. - that may (33)\_\_\_\_\_ contradict what we're saying. => Mỗi cuộc đối thoại cùng với những cử chỉ phi ngôn, nét mặt, ngôn ngữ cơ thể cái mà có thể gây mâu thuẫn ngoài ý muốn với cái mà bạn đang nói.

34. C

Hai động từ nối với nhau bằng liên từ “or” nên cùng dạng và cùng thì “addressing” ở dạng Ving nên phía sau cũng dùng leading

35. A

Trước danh từ “performance” dùng tính từ impressive ( gây ấn tượng)

36. B

Sau động từ “is” dùng tính từ => loại A và C vì là danh từ

Optimistic: lạc quan

Pessimistic: bi quan

Câu này dịch như sau: Một người lạc quan là người luôn hi vọng về tương lai hoặc sự thành công về việc nào đó.

37. C

Việc chuẩn bị phải được hoàn thành trước khi khách mời đến.

Hành động xảy ra trước dùng quá khứ hoàn thành câu bị động, hành động xảy ra sau dùng quá khứ đơn.

38. C

Sau mạo từ dùng danh từ số ít.

Education( danh từ không đếm được) : sự giáo dục

Educator: nhà giáo

Là một nhà giáo ông Pike rất lo lắng về việc tăng số lượt vi phạm của thanh thiếu niên.

39. C

Đề bài đã có động từ chính => cần một cụm danh từ đóng vai trò chủ ngữ.

Mọi thứ cô ấy đã nói với chúng tôi hóa ra là sự thật.

40. B

Cấu trúc: S+ get + tân ngữ chỉ người + to V<sub>o</sub>: nhờ ai làm việc gì

Bạn nên nhờ ai đó trang trí phòng khách.

41. B

Cụm động từ: take charge of: chịu trách nhiệm, trông coi

Bạn có thể trông chừng cửa hàng trong khi ông Green đi xa được không?

42. B

Cụm động từ congratulate someone on something: chúc mừng ai về việc gì

Họ đã tổ chức một bữa tiệc chúc mừng con trai học đã trở thành kỹ sư.

43. A

Cụm động từ: keep on good terms with: giữ gìn mối quan hệ tốt với ai

Họ luôn giữ gìn mối quan hệ tốt với hàng xóm lân cận vì lợi ích của con họ.

44. D

Đại từ quan hệ phải đứng ngay sau từ có mối quan hệ với nó “ guests” ( khách mời)

Họ đã mời hơn 100 người khách không ai trong số họ tôi quen biết.

45. D

Come around= visit : đến chơi, ghé thăm

Hãy ghé chơi và gặp chúng tôi khi bạn có thời gian nhé. Bạn lúc nào cũng được chào đón.

46. B

Địa chấn học không chỉ được dùng để xác định độ sâu của đáy đại dương mà còn được sử dụng để xác định mỏ dầu.

Cấu trúc: Not only + đảo ngữ, but also S+ V: không những...mà còn...

47. D

“ Lucy, tóc bạn cắt đẹp quá!” -“ Cảm ơn! Bạn quá khen rồi! “

A. Đó là niềm vinh hạnh của tôi.

B. À vâng. Đúng rồi.

C. Cảm ơn. Bạn thật tốt khi làm như thế.

D. Cảm ơn. Bạn quá khen rồi.

48. B

“ Một chiếc xe máy đã làm Ted ngã”

A. Thật tuyệt!

- B. Tội nghiệp anh ấy.
- C. Bây giờ sao?
- D. Thật là chiếc xe đàng ghét!

49.C

Impartial: công bằng, không thiên vị  $\neq$  biased: thiên vị  
50.D

Tragic : bi kịch, thảm khốc  $\neq$  comic: hài hước, vui vẻ