

Họ, tên thí sinh:

Số báo danh:

Mã đề: 1134

Read the passage 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 1 to 8.

For most undergraduates today, opening a laptop at the start of a lecture has become as automatic as sitting down. The device is no longer a tool consciously chosen; it is simply there, blinking softly, ready to absorb every word that the instructor utters. Yet researchers who study students' attention argue that this convenience comes at a price most learners are unaware that they are paying.

A recent multi-campus study **tracked** the in-class behaviour of nearly two thousand undergraduates across humanities and science courses. Even when students claimed to be "fully focused," eye-tracking data showed that they shifted between unrelated tabs an average of fourteen times per fifty-minute session. The students themselves were **astounded** when they were shown the results. Many had believed that they were absorbing every point made in class.

The findings underline an unsettling truth: digital multitasking is not just inefficient; it is invisible to those engaged in it. Cognitive scientists describe this as "the illusion of competence" – the false sense that because information has passed beneath one's eyes, it has been understood and stored. Tests administered a week after the lectures consistently revealed otherwise, with laptop-using students recalling roughly a third less than **those** taking handwritten notes.

Things go from bad to worse when we take into account the fact that the very tools that distract students are also genuinely essential for some forms of academic work. Annotating digital texts, accessing research databases and recording lectures all benefit from screen-based learning. The crucial question for tertiary institutions, then, is not to get rid of devices altogether but to teach students when and how to set them aside. Until that skill is cultivated, the lecture hall may continue to function less as a place of collective inquiry and more as a quiet place of solitary screens.

(Adapted from <https://vanderbilthustler.com>)

Question 1. In paragraph 1, the writer is _____.

- A. warning against a common habit among students B. questioning the real worth of costly laptops
 C. arguing in favour of undergraduates' use of laptops D. contrasting different methods of notetaking

Question 2. The word **tracked** in paragraph 2 is closest in meaning to _____.

- A. examined B. represented C. controlled D. copied

Question 3. The word **astounded** in paragraph 2 is **OPPOSITE** in meaning to _____.

- A. brave B. honest C. calm D. anxious

Question 4. The word **those** in paragraph 3 refers to _____.

- A. tests B. scientists C. lectures D. students

Question 5. Which of the following best paraphrases the underlined sentence in paragraph 4?

- A. It is the digital devices used for certain complicated academic tasks at university that are distracting students from more important assignments.
 B. Some academic work at university requires students' genuine concentration, which has become a complicated matter with bad-quality digital tools.
 C. Not only certain academic assignments at university but also the digital tools useful for these tasks are causing complicated problems for students.
 D. What complicates matters is that digital devices necessary for completing some university work can interfere with students' concentration.

Question 6. Which of the following statements would the writer **NOT** agree with?

- A. Those switching between tasks on digital devices are aware of its adverse impacts on productivity.
 B. University students' use of laptops in classrooms has become a practice performed unconsciously.
 C. Students have become more isolated in lecture halls because of the widespread use of laptops.
 D. Providing students with guidance for proper use of laptops is better than imposing a blanket ban.

Question 7. In which paragraph does the writer mention a mismatch between self-report and scientific findings?

- A. Paragraph 1 B. Paragraph 2 C. Paragraph 4 D. Paragraph 3

Question 8. In which paragraph does the writer provide examples for a general term?

- A. Paragraph 4 B. Paragraph 3 C. Paragraph 2 D. Paragraph 1

Read the passage 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 9 to 18.

It is important to stress that environmental services have costs, even when they are produced without any human input. All costs ought to be measured as opportunity costs. The opportunity cost for environmental services is the net benefit **forgone** because the resources providing the service can no longer be used in the next most beneficial way. Resources are not free if they can be put to alternative uses.

Consider a stretch of river that can be used either for white-water canoeing or for electric power generation. Because the dam that generates the power would flood the rapids, the two uses are incompatible. The opportunity cost of saving the river for white-water canoeing is the net benefit taken out – after accounting for the cost of generation and distribution – for electricity. Conversely, the opportunity cost of building the dam is everything the unspoiled river would have produced: the recreation, the wildlife, the scenery, and whatever value future generations might place upon experiencing the rapids themselves.

This insight has far-reaching implications for development policy. [I] Many decisions that appear at first to be costless choices in favour of growth turn out, on closer inspection, to be choices against something else. [II] Cutting down a forest for cropland is not free; it is paid for in carbon storage, biodiversity, and the regulating services the forest performed silently. [III] Diverting a river to irrigate fields is not free; the price is whatever the river was doing before the diversion. [IV] Even leaving land untouched is not free, for the income that intensive use might have generated is traded off as well.

Economic development, in this view, is never simply a question of whether a project yields a positive return. It is a question of whether the return exceeds the value of what must be relinquished. Policies that recognise this – by attaching prices to scarce environmental services, or by requiring decision-makers to weigh both sides of the account – do not stand against development. **They** insist that the development chosen be worth what it truly costs. The danger lies not in counting too much, but in counting too little.

(Adapted from *Environmental Economics and Policy*)

Question 9. The word **forgone** in paragraph 1 is closest in meaning to _____.

- A. given up B. ended up C. made up D. filled up

Question 10. According to paragraph 1, the costs of environmental services are _____.

- A. calculated based on the direct financial input provided for natural resources
B. present whether or not human effort is involved in creating these services
C. insignificant as these services require almost no human labour to produce
D. determined by the market value of the natural resources themselves

Question 11. Which of the following is **NOT** implied in paragraph 2?

- A. Recreational activities and power generation impose equal environmental burdens on the river.
B. The intrinsic value attached to the river may extend beyond its potential use for hydroelectric generation.
C. The opportunity cost of the dam construction includes intangible benefits that are sacrificed.
D. Hydroelectric generation and white-water canoeing cannot coexist on the same stretch of river.

Question 12. Where in paragraph 3 does the following sentence best fit?

Such hidden costs become apparent only when one pauses to consider what nature was quietly doing on its own.

- A. [I] B. [IV] C. [III] D. [II]

Question 13. Which of the following best summarises paragraph 3?

- A. Long-term ecological balance usually takes precedence over immediate financial gain.
B. Policymakers should take the management of natural resources into consideration.
C. Initiatives that are perceived as harmless may actually involve underlying sacrifices.
D. Economic growth schemes should be halted once ecological disruption is detected.

Question 14. The word **They** in paragraph 4 refers to _____.

- A. policies B. prices C. sides D. services

Question 15. What conclusion can be drawn from paragraph 4?

- A. Deducting the hidden costs is obligatory after a project claims to have a positive return.
B. Damage caused by intentional ignorance regarding environmental costs is permanent.
C. Considering opportunity costs ensures that development is truly justified.
D. Regulations pricing natural resources are inherently harmful to growth.

Question 16. Which of the following is true according to the passage?

- A. The true value of a project is measured not merely by its economic benefits.
B. Preserving land in its natural state is economically sound as it consumes no resources.
C. Financial gain is the primary criterion for evaluating development projects.
D. Opportunity costs are determined by the going rate for environmental services.

Question 17. Which of the following can be inferred from the passage?

- A. The benefits of industrial development generally exceed the value of preserved environmental services.
B. Policies that price environmental services are intended to restrict the scope of economic development.
C. The net gains produced by development projects overlooking opportunity costs tend to be overestimated.
D. Projects are forced to compensate for the economic losses in return for environmental preservation.

Question 18. Which of the following would be the best title for the passage?

- A. Natural Preservation: Ushering in a New Era B. Environmental Policies in the Firing Line
C. Economic Development on the Line D. Development: Factoring in Sacrifices

Read the following leaflet 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 19 to 24.

GREEN HANDS, CLEAN LAND

The theme for Green Week 2026, "Green Hands, Clean Land", puts (19)_____ on the role of our community in protecting the environment. For several decades, climate change has had direct effects on our daily life. (20)_____, unless action is taken, we will face food insecurity, water shortages, and higher energy prices.

Since 2018, our annual campaigns have been coming up (21)_____. This year, we are planning two activities: clean-up and tree-planting. Participation in (22)_____ activity is open to all residents. Completed forms (23)_____ be submitted by 30 June.

It is time to make a big difference to our surroundings. The harder we try, (24)_____ our future will be!

Apply now!

Question 19. A. influence

B. example

C. intention

D. emphasis

Question 20. A. Therefore

B. However

C. Finally

D. Instead

Question 21. A. roses

B. gold

C. sky

D. goods

Question 22. A. both

B. neither

C. other

D. either

Question 23. A. ought

B. should

C. should not

D. ought not

Question 24. A. the greener

B. greener

C. the greenest

D. greenest

Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a cohesive and coherent exchange or text in each of the following questions from 25 to 29.

Question 25. Dear Mr Tran,

- To accept this scholarship, please sign the attached agreement and submit it before 15 July.
 - Your performance during the selection process reflects dedication and potential.
 - The grant covers full tuition for the programme and a monthly allowance of \$500.
 - It is our great pleasure to inform you that you have been selected as a recipient of the Pinnacle Scholarship for the 2026-2027 academic year.
 - Should you have questions regarding the terms or conditions, please contact our admissions office.
- Yours sincerely,

A. d - e - b - c - a B. d - b - c - a - e C. d - c - e - a - b D. d - a - e - b - c

Question 26. a. Celine: Why do you say so?

b. Celine: I've been considering taking a gap year. What's your view?

c. Celine: Thanks. I'll think about it.

d. Steward: The thing is, your studies won't be interrupted.

e. Steward: If I were you, I would go to university right after graduating from high school.

A. b - e - a - d - c B. b - d - a - e - c C. a - d - b - e - c D. a - e - b - d - c

Question 27. a. Customer: Here you are. Thanks for your help.

b. Customer: I've booked an online ticket for the concert this weekend, but haven't got the confirmation email.

c. Assistant: Please show me the receipt and I'll check it immediately.

A. a - c - b B. b - a - c C. b - c - a D. a - b - c

Question 28. a. Early data from the first quarter revealed a fifteen percent reduction in peak-hour delays and noticeably cleaner air across central wards.

b. Motorists entering the central zone had to pay a fee, with the generated revenue allocated for cycle lanes and bus routes.

c. Years of unchecked expansion of private vehicle ownership had rendered the commute in Stoneville the slowest in the region.

d. The encouraging outcomes suggested that the scheme would be expanded to other districts.

e. The city authorities implemented a simple yet controversial intervention: charging a congestion fee.

A. e - b - d - c - a B. b - a - d - e - c C. c - e - b - a - d D. a - e - d - c - b

Question 29. a. The convenience, however, carries inherent risks, because every connected device is a potential entry point for hackers to steal sensitive data.

b. Smart homes have become essential features of modern life, transforming how individuals manage their domestic environments efficiently.

c. The integrated systems offer convenience, such as turning off the oven from afar or locking doors with a single smartphone tap.

d. Anyone investing in smart hardware should carefully weigh the appeal of automation against the time and care required to keep a home network secure.

e. A poorly updated router or a default password left unchanged has, in several recent reported cases, allowed strangers to listen in on private family conversations.

A. d - e - b - c - a B. c - a - d - b - e C. e - d - c - a - b D. b - c - a - e - d

Read the following passage 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 30 to 34.

Among the many paradoxes surrounding money, one deserves particular attention: the wealth that truly counts is precisely the wealth you cannot observe. When a sleek Lamborghini glides past, it is normal (30)____. Closer inspection often tells a different story. A large number of those who drive luxury vehicles are, in fact, only modest earners (31)_____ to the privilege of being seen in such a car. It is uncertain to say whether someone driving a car worth one hundred thousand pounds is affluent. Yet the certain thing is that they have one hundred thousand pounds less than they did before they got the car, or one hundred thousand pounds more in debt. (32)_____.

We tend to judge wealth by what we see as visible details are the only evidence we have access to. Nobody walks around displaying a printout of their savings, (33)_____ – handbags, holiday villas, posts on social networks – to decide who is prospering. Contemporary marketing has fed this habit, packaging the illusion of success as a saleable product. (34)_____. It hides in the upgrade declined, the jewellery left in the display case, the watch never bought, the wardrobe never expanded and the business-class seat politely waved away.

In short, wealth is whatever money has not yet been swapped for tangible goods. That is why distinguishing wealthy from rich deserves careful thought; mistaking one for the other has quietly ruined many a budget.

(Adapted from *Psychology of Money*)

- Question 30.** A. for concluding that the person must be doing well behind the wheel
B. a good conclusion about the wheel behind which the person must sit
C. a good conclusion about whoever sits behind the wheel must be
D. to conclude that whoever sits behind the wheel must be doing well
- Question 31.** A. a disproportionate share of whose monthly pay is committed
B. who are committed to sharing their monthly pay disproportionately
C. whose monthly pay is disproportionately committed to sharing
D. who have committed a disproportionate share of their monthly pay
- Question 32.** A. Beyond your knowledge, that is nothing
B. Beyond that, you know nothing at all
C. You know that it is beyond nothing at all
D. Beyond that, nothing is unknown to you
- Question 33.** A. so we instead rely on their outward appearances
B. instead they rely on the appearances on the outside
C. yet they appear reliable on the outside instead
D. instead of their reliable outward appearances
- Question 34.** A. Real wealth itself, in reality, is advertised to refuse to be authentic
B. Authentic advertisements are, therefore, the refusal of real wealth itself
C. However, the reality is that authentic wealth refuses to advertise itself
D. Indeed, wealth in reality is advertised as the refusal of authenticity itself

Read the following flyer 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 35 to 40.

LET'S WARM THEIR HEARTS!

In many remote regions, children face the harsh cold, which affects their health and education. Your kindness can warm their hearts. Let's work together to give them a better winter. Our project includes:

- **Collection:** Please (35)_____ out your old winter clothes by size and ensure that the items are dry and in good (36)_____. You can drop them off at our collection points. This helps us organise the donations faster.
- **Cleaning:** We will have all donations (37)_____ to ensure that they are fresh. We use eco-friendly detergents to (38)_____ the sensitive skin of the children.
- **Distribution:** We (39)_____ with local schools to distribute the clothes directly to the students in need.

If everyone (40)_____ a hand, we will help thousands of children stay warm this winter.

Your small act of kindness will create a big change!

- | | | | |
|------------------------------------|--------------|----------------|------------------|
| Question 35. A. turn | B. sort | C. catch | D. fill |
| Question 36. A. relation | B. position | C. situation | D. condition |
| Question 37. A. washing | B. washed | C. wash | D. being washed |
| Question 38. A. provide | B. promote | C. produce | D. protect |
| Question 39. A. cooperative | B. cooperate | C. cooperation | D. cooperatively |
| Question 40. A. give | B. gives | C. gave | D. have given |

THE END