

Môn thi: TIẾNG ANH – Khối 10

**ĐỀ ĐỀ XUẤT 1**  
(Đề thi có 19 trang)

Thời gian làm bài: 180 phút, không kể thời gian phát đề.

**I. LISTENING (5.0 points)**

**Part 1.** *For questions 1-5, listen to part of a discussion in which a developer, Faye Mannia, and an environmentalist, Peter Green, talk about a new government-run trial, and decide whether the following are mentioned by only one of the speakers, or by both of them. In the corresponding numbered boxers provided, write*

**M** for the **Male** speaker;

**F** for the **Female** speaker;

**B** for **Both** of the speaker.

1. People involved in developing the new government plan
2. A reduction in the diversity of wildlife caused by the new plan
3. The need to respond to changing priorities
4. The beneficiaries of the new government plan
5. Environmentalists' lack of foresight

**Your answers:**

1.	2.	3.	4.	5.
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**Part 2.** *For questions 6-10, listen to a news report and match each number (6-10) in column I with one letter (A-J) in column II to make a correct statement according to what is stated or implied by the speaker(s). Write your answers in the corresponding numbered boxes provided.*

Column I	Column II
6. Viet Nam	<b>A.</b> imposed 46% duties on Vietnamese goods to the US in April
7. The US	<b>B.</b> struggles with the United States and has gone on to control the global economy.
8. China	<b>C.</b> has been celebrating Reunification Day with parades and fireworks
9. Germany	<b>D.</b> once defeated the greatest military power on earth
10. Ho Chi Minh city	<b>E.</b> had dropped more bombs on Vietnam and they still exist until now.
	<b>F.</b> once invaded Viet Nam 1000 years ago
	<b>J.</b> struggles with the US over trade
	<b>H.</b> is a Britishbased charity funded with US money

	<b>I. was bombed by the US in the past</b> <b>J. was independence during World War II</b>
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**Your answers:**

6.	7.	8.	9.	10.
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**Part 3: For questions 11-15, listen to a talk about test anxiety and write the letter A, B, C, or D in the numbered boxes provided to indicate the correct answer to each of the following questions according to what you hear.**

11. Which of the following is true about test anxiety?

- A. Test anxiety becomes most problematic when it affects memory retrieval during an exam.
- B. Simulating exam-like conditions during study sessions can help reduce anxiety over time.
- C. The emotional symptoms of test anxiety are impossible to reduce once they appear.
- D. Thorough preparation removes the need to address other aspects of test anxiety.

12. According to the speaker, the cognitive component of anxiety can be addressed \_\_\_\_.

- A. by identifying and rationally challenging exaggerated negative thoughts about outcomes
- B. through repeated positive affirmations about one's intelligence and abilities
- C. by avoiding all thoughts of potential academic failure to prevent emotional distress
- D. by accepting that worst-case scenarios are likely and prepare accordingly to reduce stress

13. Which of following is a technique to manage the emotional component of anxiety?

- A. Increasing focus and mental discipline through rigorous visualization exercises.
- B. Gradually exposing oneself to stressful testing situations to build resilience.
- C. Engaging multiple senses through pleasant stimuli to create a calming effect.
- D. Analyzing the root causes of anxiety through introspective journaling.

14. All of following are techniques for coping behaviors EXCEPT \_\_\_\_.

- A. ignoring anxious thoughts until they disappear
- B. practicing mindful meditation to observe emotions non-judgmentally
- C. increasing study time while maintaining proper physical health
- D. using sensory-based strategies like self-soothing to ease emotional discomfort

15. Which of the following can be inferred from the talk?

- A. Physical anxiety is best managed through repeated memorization exercises.
- B. Test simulations mainly reduce emotional anxiety.
- C. Cognitive behavioural therapy only works well when paired with realistic exam practice.
- D. Professional help with anxiety may be needed if self-help strategies fail.

**Your answers:**

11.	12.	13.	14.	15.
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**Part 4. For questions 16-25, listen to the news and complete the following sentence. Write NO MORE THAN THREE WORDS taken from the recording for each space. Write your answers in the corresponding numbered boxes provided.**

Right above your eyes is your orbital frontal cortex, a part of the brain which is especially developed in humans and (16) \_\_\_\_\_.

However, your neurons don't only react to (17) \_\_\_\_\_; they also compete with one another to influence your eating choices when you're planning what to eat.

Once you've made your decision, the same neurons monitor your progress and become less active as you (18) \_\_\_\_\_.

People's (19) \_\_\_\_\_ increased and their perception of the wine's flavor improved when they were told that it cost more.

The (20) \_\_\_\_\_ also influences your decision about where to go out with someone.

Some people are inherently more sensitive to the reward we receive from eating sugar and fat than others, and genetic variations also influence how (21) \_\_\_\_\_ we are to the siren call of our reward neurons.

Social media platforms are therefore one of the main factors that have altered how people eat and the types of foods they are looking for in the (22) \_\_\_\_\_.

Sometimes people look to food for a sense of comfort and security during times of economic, political, and (23) \_\_\_\_\_.

Our dietary choices reveal information about our gender and sexual orientation, race and ethnicity, social class, or (24) \_\_\_\_\_ our social class, as well as the place in which we reside, whether it be urban or rural.

At least our (25) \_\_\_\_\_ do not have complete control over us. Our knowledge can be applied to the creation of nutritious foods and the making of wise decisions.

**Your answers:**

16.	21.
17.	22.
18.	23.
19.	24.
20.	25.

## **II. READING (8.0 points)**

### **II.1. LANGUAGE IN USE (3.0 points)**

**Part 1. For questions 26-35, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the numbered boxes provided.**

The conviction that historical relics provide (26)\_\_\_\_\_ testimony about the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and value-free. As one writer observes: 'Although it is now evident that artifacts are as easily altered as chronicles, public faith in their (27)\_\_\_\_\_ endures: a tangible relic seems ipso facto real! Such conviction was, until recently, reflected in museum displays. Museums used to look — and some still do — much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the (28)\_\_\_\_\_ differences in design, but not for the ordinary visitor to whom it all looked alike. Similarly, the information accompanying the objects often (29)\_\_\_\_\_ the lay visitor. The content and format of explanations (30)\_\_\_\_\_ to a time when the museum was the exclusive domain of the scientific researcher.

Recently, however, attitudes towards history and the way it should be presented (31)\_\_\_\_\_. The key word in heritage display is now 'experience' the more exciting the better and, if possible, involving all the senses. Good examples of this approach in the UK are the Jorvik Centre in York; the National Museum of Photography, Elm and Television in Bradford; and the Imperial War Museum in London. In the US the trend (32)\_\_\_\_\_ much earlier. Williamsburg has been a (33)\_\_\_\_\_ for many heritage developments in other parts of the world. No one can predict (34)\_\_\_\_\_ the process will end. On so-called heritage sites, the re-enactment of historical events is increasingly popular, and computers will soon provide virtual reality experiences, which will present visitors with a vivid image of the period of their choice, in which they themselves can act as if part of the historical environment. Such developments have been criticised as an intolerable vulgarisation, but the success of many historical theme parks and similar locations suggests that the majority of the public (35)\_\_\_\_\_ this opinion.

26.    A. falsified                      B. infallible                      C. spotless                      D. irreproachable
27.    A. veracity                      B. deceit                      C. indecency                      D. rebuff
28.    A. normal                      B. resemble                      C. similar                      D. subtle
29.    A. made few sense to                      B. made little sense to  
          C. gave few sense to                      D. gave little sense to
30.    A. dated from                      B. dated around                      C. dated back                      D. dated in
31.    A. have altered                      B. to have altered  
          C. have been altered                      D. having altered
32.    A. emerged                      B. revealed                      C. divulged                      D. emanated
33.    A. generator                      B. transistor                      C. prototype                      D. machinery
34.    A. what                      B. where                      C. why                      D. who
35.    A. do not share                      B. must not share                      C. could be shared                      D. does not share

**Your answers:**

26.	27.	28.	29.	30.	31.	32.	33.	34.	35.
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**Part 2. For questions 36-40, read the passage, then fill in each of the numbered spaces with the correct form of the words given in the box. Write your answers in the numbered boxes provided.**

*There are **FOUR** words that you do not need to use. The first one, (0), has been done as an example.*

BEAR	PRODUCE	ABLE	RETARD	APPEAR
CHARACTER	EXCEPT	DISPOSE	CREATE	COMPOSE

Among all the (0)\_\_\_\_\_ with which an individual may be endowed, musical talent appears earliest in life. Very young children can exhibit musical precocity for different reasons. Some develop (36)\_\_\_\_\_ skills as a result of a well-designed instructional regime, such as the Suzuki method for the violin. Some have a good fortune to be born into a musical family in a household filled with music. In a number of interesting cases, musical talent is part of an otherwise disabling condition such as autism or mental (37)\_\_\_\_\_. A musically gifted child has an (38)\_\_\_\_\_ talent; however, the extent to which the talent is expressed publicly will depend upon the environment in which the child lives.

All children have some aptitude for making music. During infancy, normal children sing as well as babble, and they can produce individual sounds and sounds patterns. Infants as young as two months can match their mother's songs in pitch, loudness, and melodic shape, and infants at four months can match rhythmic structure as well. Infants are especially (39)\_\_\_\_\_ to acquire these core aspects of music, and they can also engage in sound play that clearly exhibits (40)\_\_\_\_\_.

**Your answers:**

0. abilities	36.	37.
38.	39.	40.

**Part 3. The passage below contains FIVE grammatical mistakes. For questions 41-45, UNDERLINE the mistakes and WRITE THEIR CORRECT FORMS in the numbered boxes provided. The first one has been done as an example.**

Almost everyone has, at one time or other, had a long-lost memory bring vividly back to life by a familiar fragrance. The smell of freshly-baked bread might take you back to a certain morning in your grandmother's kitchen, or perhaps the scent of sea prompts recollections of a particularly happy childhood beach holiday.

In order to understand why the faint of odours can evoke such powerful nostalgia, we need to look at how our brains are wired. The part of the brain responsible for processing smells are part of the 'limbic system', which also contains the amygdala and the hippocampus. These are closely associated with emotion and memory respectively, and scientists believe that smells, feelings and distant memories become so intimately entangled because these regions of the brain lie in so close proximity to one another. When we first come across new scent, our brain links it to an event, mood or person. Then, in later life, if we encounter the smell again, this link is automatically recalled, and the memories come flooding back. So, today, why don't you pay special attention to the smells around you? Maybe your nose will take you on a journey back in time.

**Your answers:**

E.g.: other → another	41.	42.	43.	44.	45.
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## II.2. READING COMPREHENSION

**Part 1.** For questions 46-55, read the following passage and fill in each of the numbered spaces with **ONE** suitable word. Write your answers in the corresponding numbered boxes provided.

### Brain Drain: Is it inexorable?

Brain drain is just like bleeding. After a country or a nation has been (46) \_\_\_\_\_ a deadly blow in economic or financial (47) \_\_\_\_\_, its most talented and educated citizens begin to gush out of its 'wound': just like blood. It goes without saying that all people are free to put down (48) \_\_\_\_\_ wherever they like but, when this process takes on whopping (49) \_\_\_\_\_, it becomes alarming, with far-reaching implications for economy and society at (50) \_\_\_\_\_. Simply put, brain drain is the process whereby human capital seeks and finds more (51) \_\_\_\_\_ economic and professional conditions with a (52) \_\_\_\_\_ to plying a particular trade.

There are some 'push' factors: forcing people to leave their country of (53) \_\_\_\_\_, and some 'pull' factors: drawing them in to a specific country. As often as not, economic or political (54) \_\_\_\_\_, lack of freedom, religious intolerance, all forms of discrimination, high unemployment rates, and poor working conditions are some of the most significant push factors that show young people the door. On the other hand, betterpaid jobs, a stronger economy, political stability, a sanitised education or health system, and a rich culture are factors not to be sneezed (55) \_\_\_\_\_!

**Your answers:**

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

**Part 2:** Read the following passage and do the tasks that follow.

### DEALING WITH DIFFERENT SLEEP PATTERNS

Sleep medicine is a relatively young field in the UK, with only a couple of centers until the 1980s. In the last decade a number of centers have sprouted, often led by chest physicians and ENT (Ear, Nose and Throat) surgeons with an interest in obstructive sleep apnoea, forcing neurologists and neurophysiologists to wake up and contribute to the non –respiratory aspect of this neglected subject.

Within sleep, two states are recognized – non rapid eye movement (NREM) and rapid eye movement (REM). These alternate cyclically through the night with a cycle time of 90 minutes (50 ~ 60 minutes in the newborn). NREM sleep evolved with the homeothermic state and is divided into

four stages: stage 1 and 2 which are considered light sleep, and stages 3 and 4 which are considered deep sleep with high arousal threshold.

REM is ontogenetically primitive with EEG (electroencephalo-graph) activity closer to wake state, intermittent bursts of REMs and muscle atonia interrupted by phasic burst producing asynchronous twitching. The atonia of REM sleep prevents acting out of dreams and is lost in REM behavior disorder when dreams content becomes violent and patients act out their dream, often resulting in injury.

REM behavior disorder can be a precursor of neurodegenerative disease including Parkinson's. Dream content –pleasant or unpleasant –will be remembered on waking from REM sleep but there is often little or no memory of the preceding mental activity on arousals from NREM sleep, even when associated with complex behaviors and autonomic disturbance as occurs in night terrors or sleep walking.

In the newborn, 50 percent of total sleep time is occupied by REM sleep, progressively shrinking to 25 percent in the adult, the first block of REM sleep occurring about 90 minutes after sleep onset. Abrupt withdrawal of alcohol and many centrally acting recreational and non-recreational drugs can cause REM sleep to occur at sleep onset. This can also increase total REM sleep, leading to intense vivid often frightening dreams, similar to that experienced by patients with narcolepsy.

The NREM/REM sleep states are interrupted by brief arousals and transient awakenings. The frequency of the arousals may increase with emotional disturbance or environmental discomfort but also in many intrinsic sleep disorders such as periodic leg movements in sleep, obstructive sleep apnoea and narcolepsy.

A basic rest/activity cycle originates in fetal life. The newborn sleeps an equal amount during the day and night, the sleep/wake cycle organized around three to four hourly feeds. By the second month favoring of sleep towards night time occurs and by six months the baby will have about 12 hours of sleep at night in addition to a couple of daytime naps.

In general, children born prematurely have a tendency to be awake more at night in the first year and breast-fed babies wake more frequently, but the difference disappears by the second year. Persistent night awakenings in infants and toddlers usually reflect the child's inability to self-soothe back to sleep without parental attention and will respond to a well supported behavioral programme.

The establishment of a consolidated night sleep pattern in children reflects brain maturation and may be disrupted in children with developmental problems. Even in this group success is possible by persisting with behavioral work, though many paediatricians prescribe melatonin for these children with some success. But as the long-term safety of melatonin remains unknown it should be used as a last resort.

There are now good studies looking at short term use of melatonin in sleep wake cycle disorders such as delayed sleep phase syndrome. Its use as a hypnotic should be discouraged, especially in the developing child as there is uncertainty on other cycles, such as menstrual.

In addition to the NREM/REM cycles, there is a circadian sleep/wake cycle entrained by intrinsic rhythms –melatonin and body temperature and extrinsic factors –light and social cues such as mealtimes, work times.

The pineal hormone melatonin plays a role in entraining the sleep/wake cycle to the light/dark cycle. Melatonin secretion is high in darkness and low in daylight hours, the process beginning in the retina with the supra chiasmatic nucleus playing a major role as a sleep regulator via melatonin. Blind people may lose this entrainment and develop a free running sleep/wake cycle with progressive advancement of sleep onset time.

Polymorphism of the circadian clock gene has now been identified with the population divided between morning types (larks) and evening types (owls). Those predisposed to later sleep onset time are susceptible to developing delayed sleep phase syndrome especially during adolescence when sleep requirement increases and there is a tendency towards later time for sleeping and waking.

In delayed sleep phase syndrome, sleep onset is delayed to the early hours of the morning with consequent difficulty in waking in time for school/work. Once established, advancing sleep onset time is difficult and requires treatment with appropriately timed melatonin or bright light therapy, or chronotherapy –advancing sleep onset progressively forwards until the desired sleep time is reached.

In contrast the elderly who are more susceptible to perturbation in their sleep/wake schedule can develop advanced sleep phase syndrome with sleep onset occurring early in the evening. Shift workers often struggle to cope with shift patterns as they grow older due to difficulty in re-adjusting their circadian clock. In general, morning bright light exposure is a more powerful synchronizer of the circadian rhythm than melatonin.

***For questions 56-63, decide whether each of the following statements is True (T), False (F) or Not Given (NG). Write T, F, or NG in the corresponding numbered boxes provided.***

***TRUE***                      ***if the statement agrees with the information***

***FALSE***                     ***if the statement contradicts the information***

***NOT GIVEN***            ***if there is no information on this***

56. Growth interest in sleeping disorder studies caused a growth in the number of centers for researching sleep medicines.
57. People are often injured when dreaming aggressive scenes or sleepwalking.
58. Parkinson's is scientifically proved to be the only result of REM disorders.
59. REM sleep counts for less proportion of total sleep time for grownups than newborns.
60. Frightening dreams are considered irrelevant to alcohols and drugs.
61. According to the author, babies would sleep more at night from the second month of their births.
62. During the night, children born prematurely wake as frequently as breast fed babies.
63. Children require more deep sleep and less disruption during their sleep in the first half of the night.

***Your answers:***

56.	57.	58.	59.	60.	61.	62.	63.
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*For questions 62-69, complete the summary below. Choose your answer from the list below and write them in boxes 64–69 in the corresponding numbered boxes provided.*

**NB:** *There are more words than spaces so you will not use them all.*

Researchers had laid their eyes on using medicines in sleep-wake cycle disorders. The NREM/REM cycles affect sleep along with human 64. \_\_\_\_\_ and outside factors. Melatonin plays a determinant role in 65. \_\_\_\_\_ the sleep wake cycle to the day-night cycle. Scientists found that melatonin is high within 66. \_\_\_\_\_ environment, with an exception of 67. \_\_\_\_\_ subject who \_\_\_\_\_ may \_\_\_\_\_ build \_\_\_\_\_ up \_\_\_\_\_ a \_\_\_\_\_ free \_\_\_\_\_ cycle. Circadian clock genes are 68. \_\_\_\_\_ between “morning people” and “night people”. It is difficult for people with delayed sleep phase syndrome to wake in time. Conversely, 69. \_\_\_\_\_ are more susceptible to sleep early in the evening.

<b>rhythms</b>	<b>shadow</b>	<b>different</b>	<b>identical</b>
<b>paces</b>	<b>bright</b>	<b>body</b>	<b>shift workers</b>
<b>entraining</b>	<b>daylight</b>	<b>elders</b>	<b>blind</b>
<b>physiological</b>	<b>cycle</b>	<b>younger</b>	<b>sight</b>

**Your answers:**

64.	65.	66.
67.	68.	69.

**Part 3.** *In the passage below, seven paragraphs have been removed. For questions 70-75, read the passage and choose from the paragraphs A-G the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered box provided.*

### **HAPPY AS YOUR GENES ALLOW**

The true key to happiness, says researcher David Lykken, lies in our genes. To many of us, this notion might seem absurd. Humans seem to be on an emotional roller coaster, the ups and downs of which often appear to be determined by fate. We feel good when we win an award or make a new friend; bad when we have to face one of life's inevitable setbacks.

<b>70.</b>	
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Lykken's interest in happiness was sparked by his earliest research into its possible determinants. Scientists have tried for years to identify a link between contentment and marital status, socioeconomic position, professional success and other factors. Yet they invariably come up empty

handed. “I was intrigued by the way that things like beauty, wealth and status never seemed to make much difference”, says Lykken, a semi-retired professor at the university of Minnesota.

71.

As part of the comprehensive research on the siblings, Lykken had asked his subjects a range of questions about how happy they felt. He decided to revisit those studies to see if he could establish a genetic connection. The results, says Lykken, were surprising. He found a very high correlation between happiness and genes as revealed by the similarities in the twins responses to questions, irrespective of whether they had been raised together or apart.

72.

Nine years on, therefore, he decided to ask the same subjects the same questions. The evidence Lykken found suggested that their contentment was 90 per cent genetic. Both twins previous responses and those made almost a decade later enabled the answers of the other twin to be predicted with a high level of accuracy. Lykkens first reaction was to label the pursuit of happiness as a futile exercise.

73.

In his own life, Lykken concentrates on completing small tasks that give him a great deal of satisfaction. I have just spent the morning writing, which is something I like and that I am pretty good at, he says. This afternoon, I’ll bake some loaves of bread, because I need that for my morning toast. I just discovered that American Psychological Association wants to give me an award, and that makes me feel good, but maybe not as good as that daily baking.

74.

The demeanour of those we live with is another vital factor. Teenagers with happy parents tend to be happy themselves. It is not until they leave home that they find their own set point. Likewise, a husband or wives inner contentment has a large bearing on that of their spouse. Marrying an upbeat person is probably the best mood enhancer around.

75.

In the science fiction work *Brave New World*, for example, people who took happy pills were incapable of seeing life as it truly was. Fans of Woody Allen, the perpetually depressed actor and film maker, will remember the scene in the film *Annie Hall* in which he asks a strolling couple why they are so happy. “Because we are so shallow and mindless,” they reply.

### ***The missing paragraphs:***

- A. Then I began to ask myself whether those findings may have been influenced by how people were feeling on a certain day – if they had just cut themselves, for example, or had trouble finding a parking space, he says.

- B.** Lykken also advocates control of anger as another regular way of boosting happiness questions. People would rather feel anger than feel scared, he says. When we are angry we feel strong, but in the long run, I believe it's more harmful to happiness than anything else.
- C.** The surest way to do this, Lykken believes, is to lose sight of our purpose in life. We describe the case of a Californian firefighter - the patient of a friend - who recently retired from the service and quickly became depressed. His mood picked up when he discovered that many windows in the neighbourhood needed to have things fixed round the house.
- D.** Some philosophers question whether humans should actually be seeking such happiness including arrangements in the first place. Joy is sometimes associated with ignorance, they argue, causing happy people to see the world through rose-tinted glasses.
- E.** According to Lykken, however, each person possesses a happiness set point - the level of contentment to which we return after the impact of such specific events is absorbed. While humans teeter wildly around that point during their lives, experiencing moments of extreme elation or depression, in the long run they gravitate back to their pre-set happiness level.
- F.** I said at the time that trying to be happier might be the same as trying to be taller, he recalls, but he no longer views his research in that light. While the individuals sense of well-being might be 90 per cent predetermined, people still have substantial leeway to control their emotions. Lykken believes humans can - and should - aim to achieve happiness slightly above their pre-set level.
- G.** In the late 1990s, the psychologist realized that he might be able to shed some further light on the subject. That was a happy moment, he jokes. Over a long period of time, Lykken had been following the progress of 300 pairs of identical twins. Identical twins help scientists differentiate between the effects of the environment and heredity. Because twins genetic make-up is the same, small differences between them argue in favour of heredity. Large divergences point to the environment as the greater determining factor.

**Your answers:**

70.	71.	72.	73.	74.	75.
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**Part 4. For questions 76-85, read an extract from an article on language and choose the answer A, B, C or D that fits best according to the text. Write your answers in the corresponding numbered boxes provided.**

- 1.** Language diversity has always been part of the national demographic landscape of the United States. At the time of the first census in 1790, about 25% of the population spoke languages other than English (Lepore, 2002). Thus, there was a diverse pool of native speakers of other languages at the time of the founding of the republic. Today, nationwide, school districts have reported more than 400 languages spoken by language-minority students classified as limited English proficient (LEP) students (Kindler, 2002). Between 1991 and 2002, total K-12 student enrollment rose only 12%, whereas LEP student enrollment increased 95% during this same

time period (National Clearinghouse for English Language Acquisition, 2002b). This rapid increase and changing demographics has intensified the long debate over the best way to educate language-minority students.

2. Historically, many groups attempted to maintain their native languages even as they learned English, and for a time, some were able to do so with relatively little resistance until a wave of xenophobia swept the country during World War 1 (Kloss, 1977/1998). Other groups, Africans, and Native Americans encountered repressive politics much earlier. During the 1960s, a more tolerant policy climate emerged. However, for the past two decades there has been a steady undertow of resistance to bilingualism and bilingual education. This article provides historical background and analyzes contemporary trends in language-minority education within the context of the recent national push for accountability, which typically takes the form of high-stakes testing.
3. The origins of persistent themes regarding the popular antagonisms toward bilingual education and the prescribed panaceas of "English immersion" and high-stakes testing in English need to be scrutinized. As background to the contemporary context, we briefly discuss the history of language politics in the United States and the ideological underpinnings of the dominant monolingual English ideology. We analyze the recent attacks on bilingual education for what this attack represents for educational policy within a multilingual society such as the United States. We emphasize multilingualism because most discussions of language policy are framed as if monolingualism were part of our heritage from which we are now drifting. Framing the language policy issues in this way masks both the historical and contemporary reality and positions non-English language diversity as an abnormality that must be cured. Contrary to the steady flow of disinformation, we begin with the premise that even as English has historically been the dominant language in the United States since the colonial era, language diversity has always been a fact of life. Thus, efforts to deny that reality represent a "malady of mind" (Blaut, 1993) that has resulted in either restrictionist or repressive language policies for minorities.
4. As more states ponder imposing restrictions on languages of instruction other than English-as California, Arizona, and Massachusetts have recently done-it is useful to highlight several questions related to the history of language politics and language planning in the United States. Educational language planning is frequently portrayed as an attempt to solve the language problems of the minority. Nevertheless, the historical record indicates that schools have generally failed to meet the needs of language-minority students (Deschenes, Cuban, & Tyack, 2001) and that the endeavour to plan language behaviour by forcing a rapid shift to English has often been a source of language problems that has resulted in the denial of language rights and hindered linguistic access to educational, social, economic, and political benefits even as the promoters of English immersion claim the opposite. The dominance of English was established under the British during the colonial period, not by official decree but through language status achievement, that is, through "the legitimization of a government's decisions regarding acceptable language for those who are to carry out the political, economic, and social affairs of the political process" (Heath, 1976, p.51). English achieved dominance as a result of the political and socioeconomic trade between England and colonial administrators, colonists, and traders.

5. Other languages coexisted with English in the colonies with notable exceptions. Enslaved Africans were prohibited from using their native tongues for fear that it would facilitate resistance or rebellion. From the 1740s forward, southern colonies simultaneously institutionalized "compulsory ignorance" laws that prohibited those enslaved from acquiring English literacy for similar reasons. These restrictive slave codes were carried forward as the former southern colonies became states of the newly United States and remained in force until the end of the Civil War in 1865 (Weinberg, 1977/1995). Thus, the very first formal language policies were restrictive with the explicit purpose of promoting social control.
76. What is the primary purpose of including the statistic from the 1790 census in the introductory paragraph?
- A. To explain how colonizing the US eradicated language diversity
  - B. To show concrete evidence that language diversity in the US is not a new phenomenon
  - C. To note that before that time, there was no measure of language diversity in the US
  - D. To demonstrate that census data can be inaccurate
77. The article compares two sets of statistics from the years 1991-2002, increases in K-12 enrollment and increases in LEP students, to highlight \_\_\_\_\_.
- A. That the two numbers, while often cited in research, are insignificant
  - B. That while many people with school-age children immigrated to the US during this time, an equal amount left the country as well
  - C. That language diversity had no impact on US student enrollment during this time
  - D. That while the total amount of students enrolled in US schools may have grown slowly, the amount of those students who were LEP increased dramatically
78. According to the second paragraph, many groups maintained their native languages without resistance into the 20th-century EXCEPT \_\_\_\_\_.
- A. Native Americans and African Americans
  - B. Irish Americans and African Americans
  - C. Mexican Americans and Native Americans
  - D. Native Americans and Dutch Americans
79. Why is the word "undertow" emphasized in the second paragraph?
- A. To explain how certain groups continued to carry their native languages with them despite the opposition from those against language diversity
  - B. To show the secretive and sneaky nature of those opposed to language diversity
  - C. To call attention to the ebb and flow of language resistance during the 20th century, experiencing periods of both rest and extremism
  - D. To explain that, while many groups tried to maintain their native languages, many gave in to social and political pressure to use only English
80. What is the best way to describe the function of the third paragraph in this excerpt?
- A. The paragraph provides its primary thesis as well an outline of the article's main points
  - B. The paragraph is an unnecessary and irrelevant inclusion
  - C. The paragraph serves to reveal the conclusions of the article before detailing the data
  - D. The paragraph firmly establishes the article's stance against language diversity
81. What is the best summary of why the phrase "multilingualism" is emphasized in the third paragraph?

A. Language repression stems from the US's unwillingness to recognize the languages of its foreign allies

B. Because language is constantly changing and often goes through multiple phases over time

C. The authors firmly believe that speaking more than one language gives students a substantial benefit in higher education.

D. Language policy discussions often assume that the US has a monolingual history, which is untrue and poses language diversity as threatening

82. Phrases such as "prescribed panaceas" and "malady of mind" are used in the third paragraph to \_\_\_\_\_.

A. Defend the point that the US must standardize its language education or there will be severe results

B. Point out that language is as much a physical process as an intellectual one

C. Illustrate how certain opponents of language diversity equate multilingual education with a kind of national disease

D. Demonstrate how the stress of learning multiple languages can make students ill

83. According to the fourth paragraph, all of the following are potential negatives of rapid English immersion EXCEPT \_\_\_\_\_.

A. It can lead to a denial of language rights for particular groups

B. Students become more familiar with conversational expressions and dialect

C. It can prevent access to certain benefits that are always available to fluent speakers

D. It can promote feelings of alienation among groups that are already in a minority status

84. The best alternate definition of "language status achievement" is \_\_\_\_\_.

A. When enough scholarly work has been produced in a language, it is officially recognized

B. Those who are in power socially and economically determine the status of a language

C. Languages fall into a hierarchy depending upon the numbers of populations that speak them

D. The position of a language in which no others may coexist with it

85. From the context of the final paragraph, what does "compulsory ignorance" mean?

A. Populations at the time were required only to obtain a certain low level of education

B. Slave populations were compelled to only speak in their native languages and not learn English

C. That slaves were forcibly prevented from developing their native language skills out of fear that they would gain power

D. Slave owners would not punish slaves who did not wish to learn and speak only English

**Your answers:**

76.	77.	78.	79.	80.
81.	82.	83.	84.	85.

**Part 5. For questions 86-95, read the following passage and choose from the section (A-F). The sections may be selected more than once. Write your answers in the corresponding numbered boxes provided.**

## John McCarthy – Computer Pioneer

- A. John McCarthy was often described as the father of —artificial intelligence (AI), a branch of computer science founded on the notion that human intelligence can be simulated by machines. McCarthy, who coined the term in 1956, defined it as —the science and engineering of making intelligent machines and created the Lisp computer language to help researchers in the AI field. He maintained that there were aspects of the human mind that could be described precisely enough to be replicated: —The speeds and memory capacities of present computers may be insufficient to simulate many of the higher functions of the human brain, he wrote in 1955, —but the major obstacle is not lack of machine capacity but our inability to write programs taking full advantage of what we have.
- B. McCarthy went on to create AI laboratories at the Massachusetts Institute of Technology, and later at Stanford University where he became the laboratory’s director in 1965. During the 1960s he developed the concept of computer time-sharing, which allows several people to use a single, central, computer at the same time. If this approach were adopted, he claimed in 1961, —computing may some day be organised as a public utility. The concept of time-sharing made possible the development so-called —cloud computing (the delivery of computing as a service rather than a product). Meanwhile, his Lisp programming language, which he invented in 1958, underpinned the development of voice recognition technology.
- C. McCarthy’s laboratory at Stanford developed systems that mimic human skills - such as vision, hearing and the movement of limbs — as well as early versions of a self-driving car. He also worked on an early chess-playing program, but came to believe that computer chess was a distraction, observing in 1997 that it had developed —much as genetics might have if the geneticists had concentrated their efforts starting in 1910 on breeding racing *Drosophila*. We would have some science, but mainly we would have very fast fruit flies.
- D. The concept of AI inspired numerous books and sci-fi films, notably Stanley Kubrick’s dystopian *2001: A Space Odyssey* (1968). In the real world, however, the technology made slow progress, and McCarthy later admitted that there was some way to go before it would be possible to develop computer programs as intelligent as humans. Meanwhile he applied himself to addressing theoretical issues about the nature of human and robotic decision-making and the ethics of creating artificial beings. He also wrote a sci-fi story, *The Robot and the Baby*, to “illustrate my opinions about what household robots should be like”. The robot in the story decides to simulate love for a human baby.
- E. McCarthy taught himself mathematics as a teenager by studying textbooks at the California Institute of Technology. When he arrived at the institute to study the subject aged 16, he was assigned to a graduate course. In 1948 a symposium at Caltech on Cerebral Mechanisms in Behaviour, that included papers on automata and the brain and intelligence, sparked his interest in developing machines that can think like people. McCarthy received a doctorate in Mathematics from Princeton University in 1951 and was immediately appointed to a chair in the subject. It was at Princeton that he proposed the programming language Lisp as a way to process more sophisticated mathematical concepts than Fortran, which had been the dominant programming medium until then. McCarthy joined the Stanford faculty in 1962 after short

appointments at Princeton, Dartmouth and MIT, remaining there until his official retirement in 2000.

- F. During the 1970s he presented a paper on buying and selling by computer, prophesying what has become known as e-commerce. He also invited a local computer hobby group, the Homebrew Computer Club, to meet at the Stanford laboratory. Its members included Steve Jobs and Steven Wozniak, who would go on to found Apple. However, his own interest in developing time-sharing systems led him to underestimate the potential of personal computers. When the first PCs emerged in the 1970s he dismissed them as “toys”. McCarthy continued to work as an emeritus professor at Stanford after his official retirement, and at the time of his death was working on a new computer language called Elephant. McCarthy won the Turing Award from the Association for Computing Machinery in 1972, the Kyoto Prize in 1988 and the National Medal of Science in 1990. Despite his disappointment with AI,

McCarthy remained confident of the power of mathematics: “He who refuses to do arithmetic is doomed to talk nonsense,” he wrote in 1995.

**In which section are the following mentioned?**

- 86. the speed at which McCarthy made progress in his career
- 87. an opinion McCarthy had which proved to be mistaken
- 88. McCarthy’s belief that one of his ideas could have a widespread function
- 89. McCarthy’s attention to the moral aspects of an area of research
- 90. what inspired McCarthy to go into a certain area of research
- 91. McCarthy’s view of what was the cause of a certain problem
- 92. McCarthy’s attempt to introduce a rival to something commonly used
- 93. McCarthy’s continuing belief in the importance of a certain field
- 94. a prevailing notion about the stature of McCarthy
- 95. McCarthy’s criticism of an area of research he had been involved in

**Your answers:**

86.	87.	88.	89.	90.
91.	92.	93.	94.	95.

**IV. WRITING (5.0 points)**

**Part 1. Read the following extract and use your own words to summarise it. Your summary should be between 120 and 150 words.**

Ambition is a strong desire to achieve something—typically success, power, wealth, or a specific goal. It's the inner drive that motivates people to improve themselves, take on challenges, and strive for progress or recognition.

When it comes to ambition, no two people are alike. Every class has its outstanding students, every company has its wonderful employees, and every family has its successful members. Then there is someone who is happy with whatever life brings. So, what makes us different? A person's desire to succeed depends on so many factors. He or she may have goals, but without the ambition



to get started, they never take the first steps to achieve them. Similarly, those with an ambition but no clear goals tend to begin many projects, but do not ever follow them till the end.

Although there are not any strict rules about how to 'teach' ambition or what decides it, many successful people do share some things. Most scientists agree that it helps to have parents who encourage their children to try new experiences, praise their successes, and accept their failures. In those families, kids often have much higher confidence levels. They know how to set goals and keep trying until they achieve them. Money also plays an important role. Those who are not very rich often want to earn money. It forces them to work hard all the time to improve their life. However, the desire for success can create its own stress. Working too hard to achieve success can lead to illnesses. These days, even teens and young adults are feeling the stress. Trying to get into good colleges and find good jobs has forced high school students to study harder than ever. For many, it is difficult to find the balance. One solution may be to get together with family and friends, and do the things we enjoy. Most would agree that those values are far more important than any wealth or success.

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**Part 2. Write an essay of at least 300 words on the following topic.**

*In the era of the information technology boom, many people believe that being proficient in technological skills and working with artificial intelligence can ensure future survival. Others, however, do not share this view.*

What is your opinion on this matter?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

[illegible]

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

----- HÉT -----

(You may write overleaf if you need more space.)

*Great appreciation to authors of published works of which adaptations have been made in this test paper!*

*Thí sinh không được sử dụng tài liệu. Cán bộ coi thi không giải thích gì thêm.*

***Giáo viên ra đề thi: Trần Thị Ngọc Li***

**Số điện thoại: 09359848**

**SỞ GIÁO DỤC VÀ ĐÀO TẠO    TRẠI HÈ PHƯƠNG NAM LẦN THỨ VIII – NĂM 2021**

## HƯỚNG DẪN CHẤM

## I. LISTENING (5.0 points)

## Part 1. (0,2 điểm cho 1 câu trả lời đúng)

1. B	2. M	3. F	4. B	5. F
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## Part 2. (0,2 điểm cho 1 câu trả lời đúng)

6. D	7. E	8. J	9. I	10. C
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## Part 3: (0,2 điểm cho 1 câu trả lời đúng)

11. B	12. A	13. C	14. A	15. D
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## Part 4. (0,2 điểm cho 1 câu trả lời đúng)

16. primates	21. susceptible
17. these sensations	22. digital age
18. approach fullness	23. social strife
19. neuron activity	24. our aspirations
20. amygdala	25. reward neurons

## II. READING (8.0 points)

## II.1. LANGUAGE IN USE (3.0 points)

## Part 1. (0,1 điểm cho 1 câu trả lời đúng)

26. B	27. A	28. D	29. B	30. C	31. A	32. A	33. C	34. B	35. D
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## Part 2. (0,2 điểm cho 1 câu trả lời đúng: xác định đúng từ: 0,1 điểm; viết đúng dạng thức của từ: 0,1 điểm)

0. abilities	36. EXCEPTIONAL	37. RETARDATION
38. INBORN	39. PREDISPOSED	40. CREATIVITY

## Part 3. (0,2 điểm cho 1 câu trả lời đúng: gạch chân đúng lỗi: 0,1 điểm; sửa chính xác lỗi: 0,1 điểm) – theo bất cứ trật tự nào

E.g.: other → another	51. bring → brought	52. sea → the sea	53. faint → faintest	54. are → is	55. so → such
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## II.2. READING COMPREHENSION

## Part 1. (0,1 điểm cho 1 câu trả lời đúng)

46. dealt	47. terms	48. roots	49. proportions	50. large
51. favourable	52. view	53. origin	54. instability	55. at

**Part 2: (0,1 điểm cho 1 câu trả lời đúng)**

56. T	57. NG	58. NG	59. T	60. F	61. T	62. F	63. NG
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64. rhythms	65. entraining	66. shadow
67. blind	68. different	69. elders

**Part 3: (0,1 điểm cho 1 câu trả lời đúng)**

70. E	71. G	72. A	73. F	74. B	75. D
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**Part 4: (0,1 điểm cho 1 câu trả lời đúng)**

76. B	77. D	78. A	79. C	80. A
81. D	82. C	83. B	84. B	85. C

**Part 5: (0,1 điểm cho 1 câu trả lời đúng)**

86. E	87. F	88. B	89. D	90. E
91. A	92. E	93. F	94. A	95. C

**IV. WRITING (5.0 points)**

**Part 1. (2.0 points)**

**Contents (1.5 points)**

The summary should:

- introduce the topic of the passage
- present the main ideas of the passage.

**Language use (0.5 points)**

The summary should:

- demonstrate a wide variety of vocabulary and grammatical structures,
- have correct use of words and mechanics,

- maintain coherence, cohesion, and unity throughout.

## **Part 2. (3.0 points)**

### ***Task achievement (1.0 point)***

The essay should:

- sufficiently address all requirements of the task,
- develop relevant supporting ideas with explanations, examples, evidence, etc.

### ***Organization (1.0 point)***

The essay should have:

- *an introduction* presenting a clear thesis statement introducing the points to be developed,
- *body paragraphs* developing the points mentioned in the introduction,
- *a conclusion* summarising the main points discussed in the essay.

### ***Language use (1.0 point)***

The essay should:

- demonstrate a wide variety of vocabulary and grammatical structures,
- have correct use of words and mechanics,
- maintain coherence, cohesion, and unity throughout.

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## Audioscripts:

**Part 1.** *You will hear part of a discussion in which a developer, Faye Mannia, and an environmentalist, Peter Green, talk about a new government-run trial.*

Interviewer: As the global population grows, a greater strain is being put on the planet to provide for humankind. Very often, the struggle to improve standards of living results in having to decide whether to exploit an area of natural beauty for its resources or leave nature alone. Here to discuss the issue of money versus the environment are developer, Faye Mannia, and environmentalist, Peter Green. Faye, could you tell us how you can put a price on the environment?

Faye: First of all, I'd like to establish a level playing field for this discussion by dispelling the notion that developers are the ruthless, insensitive individuals portrayed in the media. I think that the newly-announced government plans to put a price on wildlife clearly shows that developers are now considered responsible and the idea that developers just want to use nature for their own ends is definitely a thing of the past. The initial trial will involve six local authorities putting a price of, say, forty conservation credits on every ten homes developed. Each credit could be worth £2,500, making a total of £100,000 to a broker who commissions another landowner to convert fields or scrubland into meadows or woodlands to offset the developed land. The remaining money is then paid to this landowner to maintain wildlife for two to three decades.

Peter: I'm afraid I'm a lot less enthusiastic about the government plan than you are. The plan has been drawn up without sufficient research into the type of artificial environment that would substitute for the site torn up by developers. How, for example, can you think it's acceptable to tear down existing woodland? One would have to wait at least a decade for new woods to grow to be considered a replacement. In fact, it is highly unlikely that any artificial environment will be able to support as many different species as one that has developed naturally. I really feel that the whole idea of creating a new currency in the form of the 'conservation credit' is simply a way for developers to evade planning rules and to gain access to prime greenfield sites so that they can make huge profits.

Faye: I think you're missing the point of the proposal trials. We shouldn't need to choose between either improving the environment or growing the economy. We should aim to do both and these trials should lead to ways of achieving this. And it is not simply a case of satisfying the wants of the developers as you have suggested – it is more a case of meeting needs. There is a parallel in Brazil, where near the town of Carjass in the middle of Amazon jungle lies a vast iron ore mine. From the profits raised, the quality of life for the residents of Rio's favelas or slum areas has been improved. Twenty years ago, these slums were neglected because they weren't considered important. Now, perhaps because of global attention being drawn to Rio de Janeiro through sporting events, improving the reputation of the city is top of the agenda. It's a case of moving with the times.

Peter: But this comes at a cost. Once a specific environment has been developed, there is no going back. Species disappear. England is losing its wildlife at an alarming rate. Every taxa of birds, butterflies and bees has declined by around 40% and the country has lost 500 species in the last 200 years. With these trials, losses would accelerate substantially. I'm afraid that this system of using 'conservation credits' to destroy invaluable habitats is just a way of turning wildlife into a tradable commodity with complex markets that could be exploited by developers and bankers alike. It would

inevitably lead to a lack of transparency, and implementing the trials would mark the start of a slippery slope into the negotiation of numerous murky deals.

Faye: I can assure you that everything will be above board. Details will be made available to the public as they have been in the recent well-publicised deal, in which developers will provide the £5 million so desperately needed to give fortress used in the Napoleonic Wars a makeover in return for permits to build a five-star hotel and 500 houses. The fortress is part of our national heritage, which we developers will help retain for future generations. We're adopting a long-term view, which environmentalists seem incapable of doing. Take what we did in the 1980s, when we transported the earth dug from the Channel tunnel to an area near the White Cliffs of Dover. Environmentalists criticised the idea at the time in exactly the same way as they are attacking these trials. Now, three decades later, the area known as Sapphire Hoe nature reserve attracts over 100,000 visitors every year.

**Part 2:** <https://www.youtube.com/watch?v=J9eCKf5At-A>

50 years ago, North Vietnamese tanks rolled into Saigon bringing down the US, supported regime in the south and ending more than two decades of war in Saigon, now officially renamed Ho Chi Min City . they've been celebrating Reunification Day with parades and fireworks. our correspondent Ripet Wingfield Hayes is there in Ho Chi Min City report what have the celebrations been like. Well, if you'd uh joined me here two or three hours ago, Karen, I tell you I was surrounded by literally, I am not exaggerating a sea of people hundreds of thousands of people came out this morning to celebrate this day. it was also a sea of red the color of Vietnam's national flag with the yellow, single yellow star u ...people came out to watch the fly past to try and get to see the parade . most got nowhere near it but they were soaking up the atmosphere , asking people here what this day means to them... does it... is it about the victory of the north over the south? is it the victory of communism over capitalism? is it about the defeat of America ? they actually shake their heads they say no what this is about is about ending a 100red years or more than 100 years of foreign domination and division of their country and regaining their independence and national sovereignty. this country once defeated the greatest military power on earth . today they are celebrating that victory, watching over them the father of the revolution Ho Chi Min here, too ,their fraternal allies from China. the first North Vietnamese troops entered the city pack. it was a moment of humiliation for America and its allies as North Vietnamese troops entered the presidential compound when North Vietnamese tanks smashed through those gates behind me here on April the 30<sup>th</sup> 1975. It brought to an end the South Vietnamese regime and the country of South Vietnam. it ended 20 years of incredibly brutal conflict between the North and the South that had taken anywhere between two and three million lives. 75-year-old Lean Guen shows me a picture of his comrades who survived many others did not .he himself was badly injured four times many of our comrades were lost . he tells me there were battles where it seemed like we would all be killed but somehow some of us survived and in the end we achieved victory. they achieved victory but their country lay in ruins in 4 years the US had dropped more bombs on Vietnam than on Japan and Germany in World War II .they're still exploding today in the forests along the old front line the painstaking work of finding unexploded bombs never ends ....oh okay ...so it's that round ball in the .Yeah, it is black this team is from MAG, a Britishbased charity, funded with US money. my uncle lost his legs and an arm from an unexploded bomb. i want to stop this happening to other people.



Back in Ho Chi Min City, they're getting into the festive spirit even those born long after the war ended .this is the day that we reunite together the south and the north we reunite together and become a country. what do you know about the war ?i really basically know nothing about the war but my grandparents they are fighting in the war and now we can like look at the sky and see the plane and not scared at all . vietnam is a young country ,70% of its people were born after 1975 they have no memory of the war, what they do know is their country was once divided and occupied and now is united and independent but that is something to celebrate . now relations between Vietnam and America have improved dramatically in the last decade or so and trade with America is incredibly important for this young country ...uh which has export oriented industries they have been very shocked in the last month when President Trump announced his tariff table at the beginning of April , vietnam was slapped with 46% tariffs on exports to the United States that has been temporarily suspended but there is a fear here. now they are being dragged back into another struggle between China and the United State , this time over trade and who will dominate the world economy in the future robert thank you very much.

Wingfield Hayes in Ho Chi Min City

Vietnam

### **Part 3.**

It's normal to feel a bit of anxiety about performing well on an exam. A bit of anxiety is not bad and can even help to boost your performance. However when anxiety levels interfere with test performance, you'll want to do something about it.

One of the best ways to combat test anxiety is to make sure that you have properly studied. This means in particular that you've done a lot of self-testing to ensure that you have information in your long-term memory stores and that you're able to retrieve that information. We also strongly recommend that when you self-test, that you do so under conditions mimicking an actual exam. For example, you might time yourself test, and maybe even do it in the classroom. In this way, you normalize taking tests.

If proper preparation isn't enough, you might look at each component of anxiety and manage one or more of these components anxiety has four different components: cognitive, emotional, physical and behavioral. And you can reduce anxiety with various techniques to address each component.

Here are a few tips from anxiety expert Ryan Jacoby. To manage the cognitive component of anxiety, consider what you're thinking when you're feeling anxious. The goal here is to identify errors in thinking. For example, if you're having thoughts like "I better do well in this exam or else I'll never become a doctor", this is called catastrophizing and that you're imagining an extreme and negative consequence to taking the exam. Use reason to fight against this. Remind yourself, for example, that one test will not make or break your career.

To manage the emotional component of anxiety you can use various distress tolerance techniques. An example is self-soothing, you can self-soothe by visualizing something that makes you feel good: listening to music or pleasurable sounds, smelling your favorite lotion or scented candle, tasting a delicious meal or beverage or petting an animal or getting a hug.

To manage the physical component of anxiety, you can use deep breathing exercises as well as progressive muscle relaxation where you tense and then relax various muscles one at a time from head to toe. If you google, you'll likely find many videos which can guide you to this procedure.

The behavioral component of anxiety refers to coping behaviors. For example, you could use an active coping mechanism such as spending more time studying as well as making sure that you get enough sleep, exercise, fluid and nutrition. You could also, in limited amounts, use passive coping mechanisms, which focus on managing your emotions. We've already mentioned self-soothing but there are many more techniques such as learning how to do mindful meditation, a method which in part helps you to experience your emotions without being judgmental about them.

A really great resource which can help guide you in managing the different components of anxiety is John Abramowitz's book *The Stress Less Workbook: Simple Strategies To Relieve pressure, Manage Commitments, And Minimize Conflicts*. On the other hand, if you'd like more than a self-help reference, consider seeking a therapist who practices cognitive behavioral therapy, in particular, dialectical behavioral therapy.

**Part 4.** [https://www.youtube.com/watch?v=GQN2cDMo\\_-Q](https://www.youtube.com/watch?v=GQN2cDMo_-Q)

## **Intro**

Why do we like some foods more than others?

What is it about burgers and cakes that we crave?

And what is happening in our brains when we choose what to eat?

## **The brains reward system**

If you hopped into an MRI machine and were offered a delicious chocolate milkshake, you would see your brain's reward system light up like a funfair.

Right above your eyes is your orbital frontal cortex, a part of the brain which is especially developed in humans and primates. Here, bundles of neurons respond to different sensations and nutrients - taste, smell, how smooth and rich the milkshake feels - and the more your neurons light up, the more delicious the food seems.

Two things which particularly delight these reward neurons are fat and sugar. Combinations of fat and sugar can be even more delightful, such as in that delicious milkshake, or cakes, or doughnuts. But your neurons don't just respond to these sensations, they also activate when you're planning what to eat in a contest with each other to get you to choose them.

"Pick me." says silky smooth mouth feel.

"No! Me!" shouts sugary sweetness.

"You never pick me." quietly mumbles the smell of broccoli.

And once you have chosen, the same neurons track your progress, and as you eat, they get less and less active as you approach fullness. But we're not entirely at the mercy of the demands of our orbital frontal cortex.

Having information about the food can make a big difference.

Hop back into that MRI machine and slurp down some soup.

## **Soup**

There are two types - one is labelled 'rich and delicious flavour', and the other is labelled 'boiled vegetable water'. Your neurons light up at the taste of 'rich and delicious', and less for 'boiled vegetable water'. But wait a minute. You've been tricked. Those were both the same soup. The only difference was the name and that was enough to completely change your experience of it.

This experiment was also done with wine - telling people that the wine cost more made their neuron activity increase and the wine tasted better. Another part of the brain involved in choosing food is the amygdala. The amygdala also has a role to play when you choose where to go out with another person.

If you've seen what they prefer in the past, your amygdala will have developed so-called simulation neurons. These predict the choice you think they will make which you can then factor into your own suggestions of what to eat together.

Differences in our genes are also a factor in how susceptible we are to the siren call of our reward neurons, with some people being naturally more responsive to the reward we feel from eating sugar and fat than others.

Scientific experiments give us clues about how our brains compute our choices of what to eat, but the way we experience these choices in our lives and in society is also complex. Dr Emily Contois, Assistant Professor of Media Studies, gives her take.

## **Food**

We choose the food we eat for a lot of different reasons - what's available at the grocery store? What's convenient? What's affordable? What do we have good memories about? What tastes good to us? What do we think is healthy? What is our current health status? What defines our ideas about who we are?

So when we think about food in the digital age, one of the biggest things that has changed the way people eat and the kinds of foods that they are seeking out are social media platforms.

Instagram, and the desire for people to be able to take beautiful food photos, has transformed the idea that you are what you eat into you are what you post. So we seek a lot of different things from the food that we eat.

We can seek comfort, we can seek a connection to history, to our families, to our heritage. But we can also seek in it a sense of control.

When we live in moments that are full of economic, political and social strife, sometimes we seek in food that sense of security and safety. So in those moments, we sometimes see people get really interested in ideas about naturalness, health and purity, as a way to protect ourselves from contexts outside of our control.

So food also tells stories about who we are. The full complexity of our identity. What we eat tells stories about our gender and our sexuality, our race and our ethnicity, our social class, or our aspirations about our social class, the region where we live, even whether we live in an urban or a rural area. What we eat tells these contradictory, complex stories about who we are.

In the future, we can use our knowledge of what is happening in our brains to design foods that are low in calories and are still attractive, but healthy. And we can help ourselves by understanding how our reward neurons plot to get what they want. We can be aware of times that we tend to make poor choices, like when we choose a food because of some label which appeals to us, rather than because of its taste.

So in the end, we are at least not fully at the mercy of our reward neurons. We can use our understanding to help design healthy foods and make healthy choices.