

ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ

ĐỀ THI HẾT HỌC PHẦN TAB2
ĐỊNH HƯỚNG IELTS

NGÀY THÁNG NĂM 202

MÔN THI

❖ ***Nghe hiểu***: 40 phút

❖ ***Đọc hiểu*** : 60 phút

❖ ***Viết*** : 60 phút

Đề thi gồm: ... trang

PAPER 1: LISTENING (40 minutes)

Listening • Section 1

Questions 1-10

Directions: In this part, you will hear a conversation between two speakers in every day conversations. The recording will be played ONCE. There are ten questions following the recording. Listen and answer the questions; then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Listening • Section 2

Question 11-20

Directions: In this part, you will hear a monologue about everyday situations. The recording will be played ONCE. There are ten questions following the recording. Listen and answer the questions; then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Listening • Section 3

Question 21-30

Directions: In this part, you will hear a conversation between up to three people. The recording will be played ONCE. There are ten questions following the recording. Listen and answer the questions; then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Listening • Section 4

Question 31-40

Directions: In this part, you will hear a monologue on an academic subject. The recordings will be played ONCE. There are ten questions following the recording. Listen and answer the questions; then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Lưu ý: Nghe 1 lần, 40 phút bao gồm 10 phút chuyển đáp án sang PTL

PAPER 2– READING (60 minutes)

Reading • Passage 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1.

Questions 1-13

Reading • Passage 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2.

Questions 14-26

Reading • Passage 3

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 4.

Questions 27-40

PAPER 3– WRITING (60 minutes)

Writing • Task 1

You should spend about 20 minutes on this task.

The chart below shows

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Writing • Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

.....

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

Write at least 250 words.

BÀI THI NÓI

Time: 10 minutes

Number of tasks: 3

(Dành cho giám khảo)

Speaking • Part 1 • Interview (2-3 minutes)

Hello. Could you tell me your full name, please?

Let's talk about your hometown.

- Where is your hometown?
- Can you describe the area you come from?
- What facilities are there in your area for children/teenagers?

Now let's talk about how you travel.

- How do you get to college?
- Do you travel alone or with friends?
- What do you do during your journey?

Speaking • Part 2 • Individual long turn (2-3 minutes)

Now we come to the second part of the Speaking test. I'm going to give you a card about a topic and I'd like you to talk about it for 1 or 2 minutes. Before you start, you can have 30 seconds to think about what you are going to say. If you want to, you can make some notes.

Describe a river, lake or beach that you know.

You should say:

- where it is;
- what it looks like;
- what people use it for;

and explain whether you like it or not.

Follow-up questions:

- Do you often go to that place?
- Is it a popular place for leisure activities?

Speaking • Part 3 • Discussion (3-4 minutes)

Now I want to ask you a few more general questions related to the topic you've talked about.

- Are there any rivers or beaches in your country polluted?
- What are some of the causes of water pollution?
- What can governments do to prevent water being polluted?

BÀI THI NÓI - TOPIC CARD

(Dành cho thí sinh)

Speaking • Part 2 • Individual long turn (2-3 minutes)

Now we come to the second part of the Speaking test. I'm going to give you a card about a topic and I'd like you to talk about it for 1 or 2 minutes. Before you start, you can have 30 seconds to think about what you are going to say. If you want to, you can make some notes.

Describe a river, lake or beach that you know.

You should say:

- where it is;
- what it looks like;
- what people use it for;

and explain whether you like it or not.

Speaking Assessment

Throughout the test, candidates are assessed on their language skills, not their personality, intelligence or knowledge of the world. Prepared speeches are not acceptable.

The assessor awards marks according to four analytical criteria: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy and Pronunciation.

(Teacher gives a score of 0 to 9 for each of these four criteria and the overall result is calculated from these four scores)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> •speaks fluently with only rare repetition or self-correction; •any hesitation is content-related rather than to find words or grammar •speaks coherently with fully appropriate cohesive features •develops topics fully and appropriately 	<ul style="list-style-type: none"> •uses vocabulary with full flexibility and precision in all topics •uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> •uses a full range of structures naturally and appropriately •produces consistently accurate structures apart from 'slips' characteristic of native speaker speech 	<ul style="list-style-type: none"> •uses a full range of pronunciation features with precision and subtlety •sustains flexible use of features throughout •is effortless to understand
8	<ul style="list-style-type: none"> •speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language •develops topics coherently and appropriately 	<ul style="list-style-type: none"> •uses a wide vocabulary resource readily and flexibly to convey precise meaning •uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies •uses paraphrase effectively as required 	<ul style="list-style-type: none"> •uses a wide range of structures flexibly •produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors 	<ul style="list-style-type: none"> •uses a wide range of pronunciation features •sustains flexible use of features, with only occasional lapses •is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	<ul style="list-style-type: none"> •speaks at length without noticeable effort or loss of coherence •may demonstrate language-related hesitation at times, or some repetition and/or self-correction •uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> •uses vocabulary resource flexibly to discuss a variety of topics •uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices •uses paraphrase effectively 	<ul style="list-style-type: none"> •uses a range of complex structures with some flexibility •frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> •shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	<ul style="list-style-type: none"> •is willing to speak at length, though may lose coherence at times due to 	<ul style="list-style-type: none"> •has a wide enough vocabulary to discuss topics at length and make 	<ul style="list-style-type: none"> •uses a mix of simple and complex structures, but with limited flexibility 	<ul style="list-style-type: none"> •uses a range of pronunciation features with mixed control

	occasional repetition, self-correction or hesitation •uses a range of connectives and discourse markers but not always appropriately	meaning clear in spite of inappropriacies •generally paraphrases successfully	•may make frequent mistakes with complex structures though these rarely cause comprehension problems	•shows some effective use of features but this is not sustained •can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	•usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going •may over-use certain connectives and discourse markers •produces simple speech fluently, but more complex communication causes fluency problems	•manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility •attempts to use paraphrase but with mixed success	•produces basic sentence forms with reasonable accuracy •uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	•shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	•cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction •links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	•is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice •rarely attempts paraphrase	•produces basic sentence forms and some correct simple sentences but subordinate structures are rare •errors are frequent and may lead to misunderstanding	•uses a limited range of pronunciation features •attempts to control features but lapses are frequent •mispronunciations are frequent and cause some difficulty for the listener
3	•speaks with long pauses •has limited ability to link simple sentences •gives only simple responses and is frequently unable to convey basic message	•uses simple vocabulary to convey personal information •has insufficient vocabulary for less familiar topics	•attempts basic sentence forms but with limited success, or relies on apparently memorised utterances •makes numerous errors except in memorised expressions	•shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	•pauses lengthily before most words •little communication possible	•only produces isolated words or memorised utterances	•cannot produce basic sentence forms	•Speech is often unintelligible
1	•no communication possible •no rateable language			
0	•does not attend			

