

## **YÊU CẦU KIỂM TRA ĐẦU VÀO MDE: MÔN TIẾNG ANH**

Do chương trình đào tạo thạc sĩ kinh tế phát triển cao học Việt Nam – Hà Lan là một chương trình giảng dạy quốc tế, vì vậy tiếng Anh là một trong những điều kiện rất quan trọng để theo học chương trình này một cách hiệu quả. Học viên sẽ phải có một trình độ tiếng Anh nhất định với các kỹ năng nghe, nói, đọc và viết. Chương trình đào tạo tuy không yêu cầu các ứng viên có trình độ tiếng Anh với bằng cấp quốc tế nhưng yêu cầu các ứng viên phải đạt yêu cầu tối thiểu thông qua một bài kiểm tra tiếng Anh cơ bản.

**Lưu ý:** các ứng viên có các bằng tiếng Anh quốc tế sẽ được miễn thi nếu đạt chuẩn tùy theo từng trường hợp cụ thể khi xuất trình bằng cấp đã đạt cho chương trình trong quá trình nộp hồ sơ.

## **MỤC TIÊU ÔN TẬP**

Ứng viên sẽ có ít nhất 3 buổi để ôn tập môn tiếng Anh. Mục tiêu ôn tập là làm quen với các kỹ năng làm bài kiểm tra tiếng Anh theo quy định của chương trình, và từ đó giúp các ứng viên tự tin làm bài kiểm tra cùng với hai môn Toán và Kinh tế học. Các nội dung liên quan đến quá trình ôn tập môn tiếng Anh sẽ bao gồm các cấu trúc câu văn phạm thông thường, khả năng từ ngữ và kỹ năng đọc, khả năng viết tự luận với tối thiểu 300 từ. Hầu hết các nội dung kiểm tra môn tiếng Anh chủ yếu trình bày dưới dạng trắc nghiệm sau khi ứng viên đã đọc những đoạn văn được cung cấp, những đoạn văn này sẽ diễn đạt các nội dung kinh tế xã hội hiện đang diễn ra trong và ngoài nước, trừ phần viết tự luận.

# ĐỀ KIỂM TRA MẪU MÔN TIẾNG ANH 2010

(120 minutes)

## SECTION 1: READING

Questions 1-16 are based on the reading passage below.

### Questions 1-6

*The reading passage NVQs in retailing – the BHS experience has six sections. Choose the most suitable heading for each section from the list below (A-L) and write the corresponding letter in the spaces provided. Note there are more headings than sections, so you will not need to use all of them. You may use the same heading for more than one answer if you wish.*

List of headings

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| A. The Storehouse Group         | G. The BHS response                 |
| B. Putting theory into practice | H. Track record                     |
| C. Cause for initiative         | I. Pay incentives and bonus schemes |
| D. Increased dividends          | J. Benefits for BHS and staff       |
| E. Retailing NVQs               | K. Trail-blazers and market leaders |
| F. Staff incompetence           | L. New decade – new approach        |

Section I: \_\_\_\_\_

Section IV: \_\_\_\_\_

Section II: \_\_\_\_\_

Section V: \_\_\_\_\_

Section III: \_\_\_\_\_

Section VI: \_\_\_\_\_

### Reading passage

#### NVQs in retailing - the BHS experience

##### *Section I*

In 1990, BHS, one of the UK's leading clothing retailers, made the radical decision to restructure the company and introduce new training and personnel policies which were linked to National Vocational Qualifications (NVQs) in retailing. The retailing NVQs have now become a central part of BHS's long-term commercial strategy for recovery and success. This initiative was launched under its 'First Choice' programme, which was designed to achieve a dramatic improvement in the performance of front-line staff. The strategy was to focus on and be driven by the customer, and to provide exceptional service. NVQs were to be the means by which BHS was to achieve this objective. BHS was breaking new ground not only within the company itself but also in the retail sector at large. BHS alongside Boots and W H Smith, have now become trail-blazers and market leaders in the implementation of NVQs.

## *Section II*

In 1986 BHS became part of the Storehouse Group alongside Habitat and Mothercare. However, commercial success proved elusive. Whilst the retailing sector generally prospered, BHS did not. Staff performance was poor. Staff morale was low and attitudes towards management were negative. Staff turnover was far too high. Shop-floor staff were poorly rewarded and career prospects were very limited. Training was ineffective, focusing on knowledge and procedures, but not competence. It was divorced from line management. Shop-floor staff were trained independently from managers and there was little input by store managers into training policy. There were too many layers of management, making communication difficult. Shop-floor staff felt remote from management and were not involved in decision-making.

## *Section III*

In 1989 a new management team was appointed with the brief to transform the company and put it on the road to success. New strategies were required for organisational change, customer service, and staff development and training. Layers of line management were stripped out of the organisation. Store managers became fully responsible for recruitment and training. Shop assistants were to be called 'associates' to emphasize team work and partnership. Training was to become management driven within an integrated process of continuous staff development. The decision to introduce the retailing NVQs was taken from the top and was seen as being central to the company's wider human resource and organisational strategy. Furthermore, NVQs were to be the vehicle for the introduction of a performance - linked pay scheme, whilst providing a reliable measure of competence based on national standards.

## *Section IV*

NVQs fitted in with BHS's philosophy of improving the performance, motivation and effectiveness of front-line staff. Pay incentives were offered on successful completion of the NVQs. This meant that BHS could now create a proper career structure to enable staff to progress within the organisation, using the NVQ levels as staging posts. Staff would be trained and assessed on the job by in-store line managers and store managers would act as internal verifiers and countersigning officers.

Bonuses were offered to the stores in each region which achieved the best overall monthly figures. This system soon caught on, as the most successful stores tended to be those most effectively implementing the retailing NVQs.

City and Guilds was the chosen awarding body, supported by the National Retail Training Council (NRTC), which has been involved from the start in developing the standards underpinning the NVQs, in training assessors and verifiers, and in supporting promotional activities.

## *Section V*

The scheme now feeds on its own success. Out of a workforce of 15,000, over 8,000 have been registered for NVQs since 1990. At present some 5,000 staff are registered for levels 1 and 2. Approximately 2,000 are qualified to level 1, and 500 to level 2. Many

more will qualify soon, and level 3 is now on offer. Although BHS has recently moved towards a more flexible part-time system of working, replacing over 800 full-time jobs, staff who work more than 12 hours per week are automatically entered for the NVQ scheme. In fact, all new staff are required to work towards the NVQs, and eventually it is expected that all line and store managers will achieve NVQs at levels 3 and 4.

*Section VI*

Staff retention has increased dramatically. Staff morale, staff competence and commercial performance have improved significantly. BHS has bucked the trend in this recession and increased its sales in 1992/3. The new career structure, underpinned by the retailing NVQs has enabled more women to become store managers, reversing the pattern before 1990. BHS's huge investment in NVQs, staff development and customer service has paid substantial dividends for the company. However, Kevin Heald, BHS Human Resource Director, says that 'the most significant and important factor for BHS staff is not just the additional remuneration they gain through NVQs, but the recognition they gain as individuals in achieving a qualification which is based on nationally recognised and approved standards. There is a sense of pride in this achievement which is reflected in the high levels of staff morale and motivation now present in the company. There is a pay-off for both company and staff'. Commitment from the top to NVQs is total, making BHS the biggest single participant in the NVQ system in the retail industry. It is not only a market leader in retailing – is also leads the way in showing how NVQs should be implemented and can work to the benefit of both organisations and individuals alike.

**Question 7**

7. According to the information in the text, how would you describe the decision to restructure BHS? Circle your choice.

- |                |               |
|----------------|---------------|
| A. fundamental | B. peripheral |
| C. superficial | D. vocational |

**Questions 8-14**

For each of the phrases in questions 7-12 decide how they reflect the information in the reading passage, by writing

- |     |                                   |   |                                       |
|-----|-----------------------------------|---|---------------------------------------|
| S   | if it applies to shop-floor staff | T | if it applies to trainers             |
| SFS | if it applies to shop-floor staff | N | if it is not clear to whom it applies |

Write your answers in the spaces provided

- |                                  |                              |
|----------------------------------|------------------------------|
| 8. poor performance _____        | 12. no consultation _____    |
| 9. limited prospects _____       | 13. negative attitudes _____ |
| 10. high turnover _____          | 14. not competent _____      |
| 11. ineffective procedures _____ |                              |

**Questions 15-18**

Read the following statements and say how they reflect the information in the reading passage by writing T (true) if it is true according to the passage; F (false) if it is false according to the passage; and NCG if the information is not clearly given in the passage.

Write your answers in the spaces provided.

- 15. Countersigning officers are trained at City and Guilds. \_\_\_\_\_
- 16. New staff must register for NVQs. \_\_\_\_\_
- 17. More women were store managers before the restructuring. \_\_\_\_\_
- 18. Both the company and staff are paid for implementing NVQs. \_\_\_\_\_

**Questions 19-21 are based on the reading passage below**

**Satisfiers and motivators**

It is logical to suppose that things like good labour relations, good working conditions, good wages and benefits, and job security motivate workers. But in *Work and the Nature of Man*, Frederick Herzberg argued that such conditions do not motivate workers. They are merely ‘satisfiers’ or, more importantly, ‘dissatisfiers’ where they do not exist. ‘Motivators’, on the contrary, include things such as having a challenging and interesting job, recognition and responsibility, promotion, and so on.

However, even with the development of computers and robotics, there are and always will be plenty of boring, mindless, repetitive and mechanical jobs in all three sectors of the economy, and lots of unskilled people who have to do them.

So how do managers motivate people in such jobs? One solution is to give them some responsibilities, not as individuals but as part of a team. For example, some supermarkets combine office staff, the people who fill the shelves, and the people who work on the checkout tills into a team and let them decide what product lines to stock, how to display them, and so on. Other employers ensure that people in repetitive jobs change them every couple of hours, as doing four different repetitive jobs a day is better than doing only one. Many people now talk about the importance of a company’s shared values or corporate culture, with which all the staff can identify: for example, being the best hotel chain, or hamburger restaurant chain, or airline, or making the best, the safest, the most user-friendly, the most ecological or the most reliable products in a particular field. Such values are more likely to motivate workers than financial targets, which ultimately only concern a few people. Unfortunately, there is only a limited number of such goals to go round, and by definition, not all the competing companies in an industry can seriously claim to be the best.

*Complete the following sentences, using your own words as much as possible.*

- 19. Herzberg suggested that good labour relations and working conditions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. According to Herzberg, the kind of things that motivate \_\_\_\_\_

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21. The problem with saying that only challenging, interesting and responsible jobs are motivating is that \_\_\_\_\_

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22. Ways of motivating people in unskilled jobs include \_\_\_\_\_

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23. The problem with trying to motivate workers by the belief that their company is the best is that \_\_\_\_\_

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**SECTION 2: WRITING**

**Choose ONE of the following questions and write an essay about 250-300 words.**

**Circle the question you have chosen.**

1. It is commonly believed that high tax rates reduce the incentive to work. Do you agree or disagree? Use specific reasons and examples to support your answers.

2. A Master's degree is the key to a successful career. What is your opinion? Use specific reasons and details to explain your position

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