

MOCK TEST 01

I. LISTENING (5.0 points)

- The listening section is in FOUR parts. You will hear each part TWICE. At the beginning of each part, you will hear a sound.
- There will be a piece of music at the beginning and at the end of the listening section. You will have TWO minutes to check your answers at the end of the listening section.
- All the other instructions are included in the recording.

Part 1. For questions 1–5, listen to a conversation about career flexibility and changes in the modern job market. Decide whether the following ideas are expressed by only one of the speakers or by both.

Write:

M = Male interviewer

F = Female speaker (Diane Webber)

B = Both speakers

1. A slogan is used to illustrate a speaker's career philosophy.
2. Changing jobs multiple times can bring benefits to both employees and employers.
3. There are risks in a workforce where employees frequently leave projects before completion.
4. People who avoid challenges are more likely to underperform than risk-takers.
5. Keeping an open mind is a key message both speakers agree on.

Your answers

1.	2.	3.	4.	5.
----	----	----	----	----

Part 2. For questions 6–10, listen to a short talk about blockchain technology. Match each item (6–10) in Column I with a suitable phrase (A–J) in Column II. Write your answers in the numbered boxes provided.

Column I	Column II
6. Blockchain technology 7. Financial fraud 8. Traditional trust-based systems 9. Public authorities 10. The global economy	A. may be challenged to survive due to pricing and volume pressures. B. will move toward decentralized and shared ownership of trust. C. can be bypassed by new forms of anonymous digital transactions. D. is predicted to become obsolete within the next decade. E. will be minimized through open access to transaction history. F. provides a public, verifiable record without central oversight. G. must be legally registered to remain functional in the blockchain era. H. is unable to replace traditional financial regulation structures. I. helps to establish centralized control over virtual currencies. J. may struggle to regulate innovations enabled by blockchain.

Your answers

6.	7.	8.	9.	10.
----	----	----	----	-----

Part 3. For questions 11–15, listen to a discussion on the subject of identity and the labels that identify groups of people in society and choose the correct answer A, B, C, or D which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.

11. What does Marc suggest about being labelled as 'a philosopher'?

- A. It's the label he uses most often.
- B. It's not a label he could use in other contexts.

- C. It's the label that best describes what he does.
 D. It's only one of various labels he sometimes uses.
12. Elena suggests that the term 'pigeonholed' is used by people who
 A. prefer not to use labels.
 B. dislike the labels they have chosen.
 C. resent having labels applied to them.
 D. feel that they don't fit under any labels.
13. Marc and Elena agree that a very strong sense of identity can
 A. leave people unprepared for changing circumstances.
 B. have adverse effects on relationships at work.
 C. make people too quick to categorise others.
 D. lead to tensions in aspects of family life.
14. When asked about labelling by the media, Elena reveals
 A. a determination to make it more sensitive.
 B. a concern about the social consequences.
 C. a feeling that it isn't greatly significant.
 D. an acceptance that it has a part to play.
15. In his concluding comments, Marc suggests that labels of identity
 A. allow the individual to fit into society.
 B. help the individual to prioritise things in life.
 C. prevent the individual from being truly unique.
 D. stop the individual from becoming too self-obsessed

Your answers:

13.	14.	15.	16.	17.
------------	------------	------------	------------	------------

Part 4. For questions 18-25, listen to a report on Finland, the global education leader and supply the blanks with the missing information. Write NO MORE THAN FOUR WORDS taken from the recording for each answer in the space provided.

Finland, the small Nordic country best known for Nokia phones, (16) _____ and heavy metal music is actually a leader in world education.

The Finns become the global education leader without turning school into (17) _____.

There are several reasons that set Finland apart:

- No child gets left behind — literally. Finland provides all families, particularly low-income families, with a(n) (18) _____.
- Finnish families even receive a (19) _____ from the government when a baby is born.
- They are just like more chill, man. Finnish children start school late, get a large amount of (20) _____, rarely do assignments and almost never take standardized tests.
- Teachers are respected. It is not easy to become a teacher in this country because there are only 8 universities offering the programmes required to earn a(n) (21) _____.
- Teachers spend only four hours a day in class and use two hours a week for (22) _____.
- They believe that less is more. They give priority to patience, (23) _____ and problem-solving skills instead of cramming knowledge.
- They have fewer (24) _____ like income inequality or crime.

To sum up, Finland does things differently but has a(n) (25) _____ of achieving better results.

Your answers:

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

II. READING (8.0 points)

II.1. LANGUAGE IN USE (3.0 points)

Part 1. 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.

For decades, scientists have been debating the concept of "planetary boundaries"—thresholds that, if crossed, could lead to (26)_____ and potentially irreversible environmental change. Among these boundaries, climate change has received the lion's share of attention, but the integrity of (27)_____ systems is now emerging as equally critical.

Biodiversity loss, for instance, is accelerating at an (28)_____ rate. Estimates suggest that species are vanishing at up to 1,000 times the natural background rate, largely due to human activity. Deforestation, pollution, and overexploitation of resources have all taken their toll, pushing many ecosystems to the (29)_____ of collapse.

Scientists warn that if these boundaries continue to be violated, we may face a global tipping point. At such a moment, ecological systems could suddenly shift to a (30)_____ state from which recovery may no longer be possible. The Amazon rainforest, for example, risks transforming into a savannah if current deforestation trends (31)_____.

Despite mounting evidence, global action has been sluggish. International agreements often suffer from weak enforcement mechanisms and a lack of accountability, making it difficult to (32)_____ meaningful change. Some researchers have called for an overhaul of global governance structures to (33)_____ planetary protection.

On the brighter side, local communities and indigenous groups have shown remarkable (34)_____ in managing natural resources sustainably. Their knowledge systems and cultural practices often embody principles of balance and restraint — values that modern economic systems tend to (35)_____ in pursuit of short-term growth.

- | | | | |
|---------------------------|---------------------|-----------------------|----------------------|
| 26. A. manageable | B. abrupt | C. negligible | D. hypothetical |
| 27. A. atmospheric | B. biological | C. astronomical | D. structural |
| 28. A. alarming | B. ambient | C. assumable | D. obsolete |
| 29. A. height | B. verge | C. breach | D. edge |
| 30. A. reversible | B. stable | C. degraded | D. profound |
| 31. A. continue unchecked | B. are substituted | C. gradually dissolve | D. reverse naturally |
| 32. A. preserve | B. hamper | C. trigger | D. implement |
| 33. A. entitle | B. institutionalize | C. regulate | D. prioritize |
| 34. A. negligence | B. defiance | C. resilience | D. volatility |
| 35. A. glorify | B. replicate | C. ignore | D. calculate |

Your answers

26.	27.	28.	29.	30.	31.	32.
33.	34.	35.				

Part 2. For questions 36–40, read the passage and fill in each of the numbered spaces with the correct form of the words given in the box.

Write your answers in the corresponding numbered boxes provided. There are FOUR extra words that you do not need to use. The first one, (0), has been done as an example.

ABSORB	CENSOR	DECLINE	EXPLORE	INTENSE
OBSESS	PERSIST	VARY	WIDE	PERSIST

In recent years, the number of young people seeking psychological support has increased significantly, with many mental health professionals pointing to a (0) **persistent** exposure to online content as a major contributing factor. One of the most alarming trends is the rise in appearance-related anxiety, often fuelled by the (36) _____ promotion of unrealistic beauty standards on social media. While not all content is harmful, the sheer (37) _____ of images and messages targeting vulnerable users leaves little room for authentic self-perception to develop. Attempts to (38) _____ such content have proven controversial, with critics arguing that it amounts to undermining freedom of expression. What complicates matters further is the (39) _____ with which some individuals internalize what they consume online — sometimes losing touch with real-world values. Mental health campaigns now aim to equip youth with the tools they need to critically (40) _____ the digital landscape, fostering a more mindful and resilient generation.

Your answers

0. <i>persistent</i>	36.	37.
38.	39.	40.

Part 3. 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.

As environmental concerns continue to rise globally, governments are seeking more **effect** measures to reduce their carbon footprints. One promising solution lies in the transition to renewable energy source, such as wind and solar.

However, the success of such efforts depend not only on infrastructure, but also on public support and behavioral change. Educating communities about sustainability and encouraging them to adopting eco-friendly habits have proven essential.

The most effective programs are those where citizens feel directly involved in shaping greener futures. In recent years, much countries have revised their immigration laws to adapt to global changes in labor markets and political pressures.

E.g. <i>effective</i>	41.	42.
43.	44.	45.

II.2 READING COMPREHENSION (50 points)

Part 1. For questions 46-55, fill each of the following numbered blanks with ONE suitable word and write your answers in the corresponding numbered boxes provided.

One of the strongest influences on teenagers today is that of their peers. What their friends think, how they dress and how they act in class and out of it (46) _____ the behaviour of nearly every teenager. In their (47) _____ not to be different, some children go so (48) _____ as to hide their intelligence and ability in case they are made fun of. Generally, teenagers do not want to stand out from the (49) _____. They want to fit in, to be accepted. In psychological terms the importance of peer pressure can not be overemphasized. There is a lot of evidence that it has great (50) _____ on all aspects of their lives, from the clothes they wear, the music they listen to and their (51) _____ to studies, to their ambitions in life, their relationships and their (52) _____ of self-worth. However, as adolescents grow up into young adults, individuality becomes more acceptable and in their (53) _____ for their personal style, the teenager and young adult will begin to experiment and be more willing to (54) _____ the risk of rejection by the group. Concern about intellectual ability and achieving good exam results can dominate as the atmosphere of competition develops and worries about the future (55) _____ any fears of appearing too brainy.

Your answers

46.	47.	48.	49.	50.
51.	52.	53.	54.	55.

Part 2. For questions 56-68, read the following passage and do the tasks that follow.

THINK HAPPY

It's no joke: even scientists at the Royal Society are now taking the search for the source of happiness very seriously.

What would Sir Isaac Newton have made of it? There he was, painted in oils, gazing down at one of the strangest meetings that the Royal Society, Britain's most august scientific body, has ever held. If Newton had flashed a huge grin, it would have been completely appropriate, for beneath him last week a two-day conference was unfolding on a booming new field of science: investigating what makes people happy. Distinguished professors strode up to the podium, including one eminent neurologist armed with videos of women giggling at comedy films; another was a social scientist brandishing statistics on national cheerfulness. Hundreds of other researchers sat scribbling notes on how to produce more smiles.

The decision by the Royal Society to pick 'the science of wellbeing' from hundreds of applications for conferences on other topics is no laughing matter. It means that the investigation of what makes people happy is being taken very seriously indeed. 'Many philosophies and religions have studied this subject, but scientifically it has been ignored,' said Dr Nick Baylis, a Cambridge University psychologist and one of the conference organisers. 'For the Royal Society to give us its countenance is vital, because that states that what we are doing deserves to be acknowledged and Investigated by the best scientific minds.'

At first sight, the mission of Baylis – and the growing number of other scientists working on happiness research – appears fanciful. They want to deploy scientifically rigorous methods to determine why some people are lastingly happy while others tend to misery. Then they envisage spreading the secret of happiness across the globe and, in short, increasing the sum of human happiness. 'If someone is happy, they are more popular and also healthier, they live longer and are more productive at work. So it is very much worth having' he says.

Baylis, the only 'positive psychology' lecturer in Britain, knows that the aims of happiness research might sound woolly, so he is at pains to distance himself from the brigades of non-academic self-help gurus. He refers to 'life satisfaction' and 'wellbeing' and emphasises that his work, and that of others at the conference, is grounded in solid research. So what have the scientists discovered – has a theory of happiness been defined yet?

According to Professor Martin Seligman, probably the world's leading figure in this field, happiness could be but a train ride – and a couple of questionnaires – away. It was Seligman, a psychologist from Pennsylvania University, who kick-started the happiness science movement with a speech he made as President of the American Psychological Association (APA). Why, asked Seligman, shocking delegates at an APA conference, does science only investigate suffering? Why not look into what steps increase happiness, even for those who are not depressed, rather than simply seek to assuage pain? For a less well-known scientist, the speech could have spelt the end of a career, but instead Seligman landed funding of almost £18m to follow his hunch. He has been in regular contact with hundreds of other researchers and practising psychologists around the world, all the while conducting polls and devising strategies for increasing happiness.

His findings have led him to believe that there are three main types of happiness. First, there is 'the pleasant life' – the kind of happiness we usually gain from sensual pleasures such as eating and drinking or watching a good film. Seligman blames Hollywood and the advertising industry for encouraging the rest of us, wrongly as he sees it, to believe that lasting happiness is to be found that way. Second, there is 'the good life', which comes from enjoying something we are good or talented at. The key to this, Seligman believes, lies in identifying our strengths and then taking part in an activity that uses them. Third, there is 'the meaningful life'. The most lasting happiness, Seligman says, comes from finding something you believe in and then putting your strengths at its service. People who are good at communicating with others might thus find long-lasting happiness through becoming involved in politics or voluntary work, while a rock star wanting to save the world might find it in organising a charity concert.

Achieving 'the good life' and 'the meaningful life' is the secret of lasting happiness, Seligman says. For anybody unsure of how to proceed, he has an intriguing idea. To embark on the road to happiness, he suggests that you need a pen, some paper and, depending on your location, a railway ticket. First, identify a person to whom you feel a deep debt of gratitude but have never thanked properly. Next, write a 300-word essay outlining how important the help was and how much you appreciate it. Then tell them you need to visit, without saying what for, turn up at their house and read them the essay. The result:

tears, hugs and deeper, longer-lasting happiness, apparently, than would come from any amount of champagne.

Sceptics may insist that science will always remain a clumsy way of investigating and propagating happiness and say that such things are better handled by artists, writers and musicians – if they can be handled at all. And not everybody at the conference was positive about the emerging science. Lewis Wolpert, professor of biology as applied to medicine at University College London, who has written a bestseller about his battle with depression, said: ‘If you were really totally happy, I’d be very suspicious. I think you wouldn’t do anything, you’d just sort of sit there in a treacle of happiness. There’s a whole world out there, and unless you have a bit of discomfort, you’ll never actually do anything.’

Questions 56–61: Do the following statements agree with the information given in the reading passage? Write TRUE if the statement agrees with the information, FALSE if it contradicts the information or NOT GIVEN if there is no information on this.

56. Happiness research is now officially supported by one of the most respected scientific institutions in Britain.

57. The Royal Society has previously organised similar conferences on psychology and wellbeing.

58. According to Seligman, pleasure from entertainment is the most sustainable form of happiness.

59. Seligman received a large research grant despite initial doubts about his proposal.

61. Baylis supports the idea of popular motivational speakers using scientific evidence.

Your answers

56.	57.	58.	59.
60.	61.		

Questions 62–69: Read the summary and fill in each space with NO MORE THAN THREE WORDS taken from the passage. Write your answers in the corresponding numbered boxes provided.

According to researchers such as Seligman and Baylis, the concept of happiness can be explored with the help of (62) _____. One key benefit of happiness is that it can make people more (63) _____ in the workplace. The theory suggests that (64) _____ like watching a film bring short-term joy, while the greatest happiness results from (65) _____ that use our personal talents and beliefs. For those who are unsure about finding meaning, a good way to start might be to write an (66) _____ to someone they feel grateful to. Although the approach has been supported by many, some scientists still argue that happiness is better addressed by (67) _____ or that being too happy may reduce a person’s (68) _____. Baylis insists his work is supported by science and not connected to (69) _____.

Your answers

62.	63.	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–H 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.

STEP THIS WAY FOR AN ALTERNATIVE ECONOMY

I remember the day I met an idealistic pilgrim

Mark Boyle, or Saoirse as he preferred to be called, had set out to walk 12,000 kilometres from his home in the UK to Gandhi’s birthplace in India. His mission was to prove that his dream of living in a money-free

community really did have legs. I met him in Brighton soon after the start of his epic journey. Obviously, I'd no sooner caught sight of him approaching than I'd started peering downwards, because he's obligingly stuck out a sandal-clad foot to give me a closer look. The "boys", as he called them on his blog, had become famous in their own right.

After two weeks of solid walking from his starting point in Bristol at a rate of around 25 miles a day, his discomfort was readily apparent, despite the sensible footwear. "It's all right," he said. "I've got blisters, but bombs are falling in some places."

There was indeed plenty more in the world to worry about yet something about this man – his gentleness, his over-active conscience, his poor feet – brought out all my maternal instincts. Saoirse, then twenty-eight, still had another two and a half years of walking ahead of him, carrying no money and very few possessions along a hair-raising route through Europe and central Asia, to his ultimate destination in India.

71.	
-----	--

It had all begun, it transpired, when Saoirse (Gaelic for "freedom" and pronounced "sear-shuh") was studying business and economics at Galway University. "One day I watched the film Gandhi, and it just changed the whole course of my life. I took the next day off lectures to start reading about him, and after that I just couldn't read enough, it made me see the whole world in a different way."

71.	
-----	--

The idea behind the website grew out of that seemingly simple proposition. You signed up and listed all the available skills and abilities and tools you had, and donated them to others. In return you might make use of other people's skills. For example, people borrow power tools, have haircuts or get help with their vegetable plots.

72.	
-----	--

I asked anxiously about his planning for the journey, and he said that he was leaving it all in the hands of fate. So far, he had been in places where his friends and fellow Freeeconomists could help him, so mainly he had had arrangements for places to sleep and eat. Otherwise, he had tried to talk to people, to explain what he was doing and hope that they would give him a hand. His T-shirt said, in big letters, "Community Pilgrim".

73.	
-----	--

His itinerary was certainly challenging - and he did not even have a single visa lined up. "They don't give visas more than about three months in advance in a lot of countries," he said, "so I thought I would just go for it." But I had my doubts whether some of the countries involved would let a westerner - even a gentle hippy such as Saoirse – just stroll in.

74.	
-----	--

Once I had suppressed my concerns for his welfare, I found myself thinking that, actually, it is only our cynical, secular age that finds the notion of a pilgrimage odd. The idea of spiritual voyages seems to be built into every religion and, for most believers, Saoirse's faith - that he would be looked after, that everything would turn out OK, that what he was doing was a good thing to do for humanity – would not be odd at all. Most cultures accept the idea of a good person, a saint or a prophet.

75.	
-----	--

After nearly an hour's talking, Saoirse was starting to look tired: but made one final attempt to explain. "Look, if I've got £100 in the bank and somebody in India dies because they needed some money, then, in a way, the responsibility of that person's death is on me. That's very extreme, I know, but I've got more than I need and that person needed it. And if you know that, then you've either got to do something about it, or you have to wake up every morning and look at yourself in the mirror." His eyes were now red-rimmed, I think with emotion and exhaustion. We said our goodbyes. And I could not help noticing that he was limping. Those poor, poor feet.

The missing paragraphs:

A. For Saoirse, both pilgrimage and this enterprise were only the first steps. His long-term vision was to nurture a money-free community where people would live and work and care for each other. Perhaps that was why when I met him that day, he struck me as an idealist who was going to come unstuck somewhere along the way.

B. Was there a back-up plan if any failed to materialise ? He said he didn't really have one because that would be "contrary to the spirit of the thing". Was he prepared to be lonely, scared, threatened? He said he had spent the previous few months trying to work through the fear, but that he "just had to do it".

C. His mentor's exhortation to "be the change you want to see in the world" had particular meaning for him. Then, a few years later, he was sitting with a couple of friends talking about world problems - sweatshops, war and famine etc – when it struck him that the root of those things was the fear and insecurity and greed that manifests itself in our quest for money. He wondered what would happen if you just got rid of it?"

D. Indeed, his faith in human kindness, rather worryingly, seemed to know no bounds. I convinced myself, however, that ordinary folk he'd meet along the way would mostly see that he was sincere, if a little eccentric, and would respond to that.

E. I wondered if his mother at least shared some of these anxieties. All I learnt though was that she was, like his father, thoroughly supportive and was following his progress keenly through the website.

F. Perhaps it is, in fact, only in the contemporary western world, the world of the selfish gene, that extreme altruism is, according to Richard Dawkins at least, "a misfiring". Because from all I 'd heard, there it was before me on a pavement in Brighton. I felt I still hadn't got to the bottom of what drove Saoirse on, however.

G. He was undertaking that extraordinary pilgrimage to promote the idea of "freeconomy", a web-based money-free community. What's more, he'd be relying just on the kindness and generosity of strangers and contacts that he'd made through the site. I pressed him for deeper reasons.

Your answers

70.	71.	72.	73.	74.	75.
-----	-----	-----	-----	-----	-----

Part 4. For questions 76-85, read an extract from an article on anthropology 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) Anthropology distinguishes itself from the other social sciences by its greater emphasis on fieldwork as the source of new knowledge. The aim of such studies is to develop as intimate an understanding as

possible of the phenomena investigated. Although the length of field studies varies from a few weeks to years, it is generally agreed that anthropologists should stay in the field long enough for their presence to be considered 'natural' by the permanent residents.

2) Realistically, however, anthropologists may never reach this status. Their foreign mannerisms make them appear clownish, and so they are treated with curiosity and amusement. If they speak the local language at all, they do so with a strange accent and flawed grammar. They ask tactless questions and inadvertently break rules regarding how things are usually done. Arguably this could be an interesting starting point for research, though it is rarely exploited. Otherwise, anthropologists take on the role of the 'superior expert', in which case they are treated with deference and respect, only coming into contact with the most high-ranking members of the society. Anthropologists with this role may never witness the **gamut** of practices which take place in all levels of the society.

3) No matter which role one takes on, anthropologists generally find fieldwork extremely demanding. Anthropological texts may read like an exciting journey of exploration, but rarely is this so. Long periods of time spent in the field are generally characterised by boredom, illness and frustration. Anthropologists in the field encounter unfamiliar climates, strange food and low standards of hygiene. It is often particularly trying for researchers with middle-class, European backgrounds to adapt to societies where being alone is considered pitiful. It takes a dedicated individual to conduct research which is not in some way influenced by these personal discomforts.

4) Nonetheless, fieldwork requires the researcher to spend as much time as possible in local life. A range of research methodologies can be utilised to extract information. (1) These can be classified as emic or etic. (2) While emic descriptions are considered more desirable nowadays, they are difficult to attain, even if the researcher does his utmost to reproduce the facts from the natives' point of view. (3) More often than not, aspects of the researcher's own culture, perspective and literary style seep into the narrative. Moreover, research generally involves translations from one language to another and from speech into writing. In doing this, the meaning of utterances is changed. (4) The only truly emic descriptions can be those given by the natives themselves in their own vernacular.

5) The least invasive type of research methodology is observation. Here, the researcher studies the group and records findings without intruding too much on their privacy. This is not to say, however, that the presence of the researcher will have minimal impact on the findings. An example was Richard Borshay Lee, who, in studying local groups in the Kalahari refused to provide the people with food so as not to taint his research, leading to an inevitable hostility towards the researcher which would not otherwise have been present.

6) A variant on the observation technique, participant observation requires that the anthropologist not only observes the culture, but participates in it too. It allows for deeper immersion into the culture studied, hence a deeper understanding of it. By developing a deeper rapport with the people of the culture, it is hoped they will open up and divulge more about their culture and way of life than can simply be observed. Participant observation is still an imperfect methodology, however, since populations may adjust their behavior around the researcher, knowing that they are the subject of research.

7) The participatory approach was conceived in an attempt to produce as emic a perspective as possible. The process involves not just the gathering of information from local people, but involves them in the interpretation of the findings. That is, rather than the researcher getting actively involved in the processes within the local community, the process is turned on its head. The local community is actively involved in the research process.

76. The main premise of the text is :

- A. the steps to be followed when undertaking anthropological fieldwork.
- B. a history of anthropological fieldwork methodology.
- C. the effects that an anthropological fieldwork has on local communities.
- D. the problems with conducting anthropological fieldwork.

77. The main reason for anthropological researchers remaining in a community for an extended period of time is that:
- A. they can gather as much information as possible.
 - B. they can try out a range of different research methodologies.
 - C. they want local people to behave naturally around them.
 - D. they need time to become accustomed to the conditions.
78. What does the passage say about researchers who are considered a 'clown' by locals?
- A. They do culturally unacceptable things without realising it.
 - B. They do not gain respect among high-ranking members of the community.
 - C. They cannot conduct any research of value.
 - D. They do not study the language and culture of the region before their arrival.
79. What does 'gamut' mean?
- A. idea or impression
 - B. prohibition or taboo
 - C. range or extent
 - D. secret or mystery
80. The writer believes that the most difficult aspect of fieldwork for educated westerners is
- A. the lack of companionship.
 - B. poor sanitary conditions.
 - C. failure to meet expectations.
 - D. never being left alone.
81. In paragraph 3, it is implied that:
- A. the fieldworker's emotions and mood prejudice the research.
 - B. the longer a researcher spends in the field, the more depressed he gets.
 - C. middle-class Europeans find field research more difficult than researchers from other backgrounds.
 - D. anthropological texts tend to exaggerate the difficult conditions that researchers experience.
82. Where in paragraph 4 does this sentence belong?
A native's point of view of his own lifestyle is emic, while the analytical perspective of the outsider is etic.
- A. (1)
 - B. (2)
 - C. (3)
 - D. (4)
83. Why is the example of Richard Borshay Lee given in paragraph 5?
- A. to demonstrate that observation is an ineffective method of gathering data.
 - B. to highlight why it is important that researchers minimize their impact on a community.
 - C. to show the dangers of researchers trying to lessen their impact on a community
 - D. to show how a researcher's choice of methodology can influence the validity of his findings.
84. How does participant observation differ vary from straightforward observation?
- A. It requires the researcher to become actively involved in the daily lives of those being studied.
 - B. It allows the subjects of the research a greater degree of privacy.
 - C. It eradicates the problem of research subjects altering their behaviour towards researchers.
 - D. It takes longer to perform this type of research effectively.
85. Which of the following is **NOT** true of the participatory approach?
- A. It attempts to reduce etic accounts of a culture to a minimum.
 - B. It does not require a researcher to be present.
 - C. It aims to involve the subjects in both information gathering and analysis.

D. It is the reverse of the participant observation technique.

Your answers

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

Part 5. *The passage below consists of four paragraphs marked A, B, C and D. For questions 86-95, read the passage and do the task that follows. Write your answers in the corresponding numbered boxes provided.*

CHEER UP: LIFE ONLY GETS BETTER

Human's capacity for solving problems has been improving out lot for 10,000 years, says Matt Ridley

A The human race has expanded in 10,000 years from less than 10 million people to around 7 billion. Some live in even worse conditions than those in the Stone Age. But the vast majority are much better fed and sheltered, and much more likely to live to old age than their ancestors have ever been. It is likely that by 2110 humanity will be much better off than it is today and so will the ecology of our planet. This view, which I shall call rational optimism, may not be fashionable but it is compelling. This belief holds that the world will pull out of its economic and ecological crises because of the way that markets i goods, services and ideas allow human beings to exchange and specialise for the betterment of all. But a constant drumbeat of pessimism usually drowns out this sort of talk. Indeed, if you dare to say the world is going to go on being better, you are considered embarassingly mad.

B Let me make a square concession at the start: the pessimists are right when they say that if the world continues as it is, it will end in disaster. If agriculture continues to depend on irrigation and water stocks are depleted, then starvation will ensue. Notice the word "if". The world will not continue as it is. It is my proposition that the human race has become a collective problem – solving machine which solves problems by changing its ways. It does so through invention driven often by the marker: scarcity drives up price and that in turn encourages the development of alternatives and efficiencies. History confirms this. When whales grew scarce, for example, petroleum was used instead as a source of oil. The pessimists' mistake is extrapolating: in other words, assuming that the future is just a bigger version of the past. In 1943 IBM's founder Thomas Watson said there was a world market for just five computers – his remarks were true enough at the time, when computers weighed a ton and cost a fortune.

C Many of today's extreme environmentalists insist that the world has reached a 'turning point' – quite unaware that their predecessors have been making the same claim for 200 years. They also maintain the only sustainable solution is to retreat – to halt economic growth and enter progressive economic recession. This means not just that increasing your company's sales would be a crime, but that the failure to shrink them would be too. But all this takes no account of the magical thing called the collective human brain. There was a time in human history when big-brained people began to exchange things with each other, to become better off as a resut. Making and using tools saved time – and the state of being 'better off' is, at the end of the day, simply time saved. Forget dollars of gold. The true measure of something's worth is indeed the hours it takes to acquire it. The more humans diversified as consumers and specified as producers, and the more they exchanged goods and services, the better off they became. And the good news is there is no inevitable end to this process.

D I am aware that an enormous bubble of debt has burst around the world, with all that entails. But is this the end of growth? Hardly. So long as somebody allocates sufficient capital to innovation, then the credit crunch will not prevent the relentless upward march of human living standards. Even the Great Depression of the 1930s, although an appalling hardship for many, was just a dip in the slope of economic progress. All sorts of new products and industries were born during the depression: by 1937, 40% of Dupont's sales came from products that had barely existed before 1929, such as enamels and cellulose film. Growth will resume – unless it is stifled by the wrong policies. Somebody, somewhere, is still tweaking a piece of

software, testing a new material, of transferring a gene that will enable new varieties of rice to be grown in African soils. The latter means some Africans will soon be growing and selling more food, so they will have more money to spend. Some of them may then buy mobile phones from a western company. As a consequence of higher sales, an employee of that western company may get a pay rise, which she may spend on a pair of jeans made from cotton woven in an African factory. And so on. Forget wars, famines and poems, This is history's greatest theme: the metastasis of exchange and specialisation.

In which section does the writer	Your answers:	
exemplify how short-term gloom tends to lift?	86.	
mention a doom-laden prophecy that is obvious?	87.	
express his hope that progress is not hindered by abominable decisions?	88.	
acknowledge trying to find common ground with his potential adversaries?	89.	
identify unequivocally how money needs to be invested?	90.	
suggest that his views are considered controversial?	91.	
indicate an absurd scenario resulting from an opposing view to his own?	92.	
mention the deplorable consequences of taking a positive stance?	93.	
define prosperity in life in an original approach?	94.	
give an example of well-intentioned ongoing research?	95.	

IV. WRITING (60 points)

Part 1. Read the following extract and use your own words to summarise it. Your summary should be between 100 and 120 words long.

Buying things today is so simple. Just enter a shop, say a book store, choose the desired book and pay for it. Long ago, before the invention of money, how did people trade?

The most primitive way of exchange should be the barter trade. In this form of transaction, people used goods to exchange for the things that they had in mind. For instance, if person A wanted a book and he had a spare goat, he must look for someone who had the exact opposite, that is, that someone, say person B, must have a spare book of person A's choice and is also in need of a goat. Having found such a person, the problem does not end here. A big goat may worth not only one book, hence person B may have to offer person A something else, say five chickens. However, he runs the risk of person A rejecting the offer as he may not need the chickens. The above example clearly illustrates the inefficiency of barter trading.

Many years later, the cumbersome barter trade finally gave way to the monetary form of exchange when the idea of money was invented. In the early days, almost anything could qualify as money: beads, shells and even fishing hooks. Then in a region near Turkey, gold coins were used as money. In the beginning, each coin had a different denomination. It was only later, in about 700 BC, that Gyges, the king of Lydia, standardized the value of each coin and even printed his name on the coins.

Monetary means of transaction at first beat the traditional barter trade. However, as time went by, the thought of carrying a ponderous pouch of coins for shopping appeared not only troublesome but thieves attracting. Hence, the Greek and Roman traders who bought goods from people faraway cities, invented checks to solve the problem. Not only are paper checks easy to carry around, they discouraged robbery as these checks can only be used by the person whose name is printed on the notes. Following this idea, banks later issued notes in exchange for gold deposited with them. These bank notes can then be used as cash. Finally, governments of today adopted the idea and began to print paper money, backed by gold for the country's use.

[illegible]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

V. SPEAKING (20 POINTS)

Tradition and modernization are incompatible, so one must choose between them. Do you agree with this idea?
You have 5 minutes to sketch out what you are going to say. Your talking time should not exceed 5 minutes.

I. LISTENING (50 POINTS)

Part 1.

1. M
2. F
3. B
4. F
5. B

Source: **Source: Page 126 – Unit 15 – Listening 2 – Objective Proficiency Student's Book page 251 transcript**

Interviewer: Diane Webber, you've switched careers more than once during your own working life, and you now run a highly regarded employment agency for media high-fliers, where, above all, you advise your clients, both companies and applicants, to be fully flexible. You seem to see this as a fundamental principle, if your agency slogan – 'Keeping your options open' – is anything to go by. Is that a fair assessment of how you operate?

Diane Webber: Absolutely. I know that not so very long ago we used to see jobs for life as the norm, with unquestioning company loyalty, and a golden handshake at the end of it all – which, nine times out of ten, probably wasn't in actual fact deserved – but things are very different now. And yes, there does seem to be something positive in all this, despite the obvious question mark over security. Successful players in the current job market cut their teeth in one firm, and are willing to step sideways more than once to gain fresh experience. Unlike their predecessors, they may only progress up the rungs when they land their third or fourth job, or even later in their career. This increased movement brings benefits, not just for them, but for the companies they work for, too.

Interviewer: In spite of the instability? Surely it's important to have some continuity?

Diane Webber: Well actually, it's a mixed blessing. Individuals can get terribly stale if they stick in one place for too long, especially if they report to managers who fail to challenge them. That implies a hierarchy riddled with complacency and under-achievement, which can no longer be tolerated in today's fast-moving, dog-eat dog world. Also, much of today's work consists of fixed term projects, done in teams, and if one or two members drop out along the way, it really doesn't matter, provided that the team remains an entity. The one exception to this is the team leaders themselves, who are not only the driving force, but the guardians of the project, who hold important historical detail in their heads, so yes, continuity is important there. But even then it's a clearly defined cycle. We're frequently approached by highly experienced team leaders who, having completed one project, decide they can't face even the slightest whiff of repetition and so come to us seeking fresh challenges.

Interviewer: And they manage to find work?

Diane Webber: Oh, they're snapped up! Because generally speaking, a project-based job can easily demonstrate a track record, it's there in the successful completion of the project.

Interviewer: And these people would have no problem getting references from the employers they're essentially walking out on? I would have thought that that could be an issue ...

Diane Webber: Employers don't view it like that at all. Their mindset is different now, as I said earlier, and companies actually take steps to foster a more dynamic environment, as they feel this yields better productivity, though the jury's still out on this, in my view. Nevertheless, with a flow of people, there's a quantum leap in terms of the ideas generated, not to mention the chance of new ways of problem-solving imported from elsewhere. These effects are tangible and they're often very attractive because they're

perceived as lean and efficient, instant solutions, even if they generally turn out to be only quick fixes which later have to be reversed.

Interviewer: Ah, but isn't that the nub of it all, that this shifting and fragmented approach leads to poor decisions? Of course, the perpetrators are never taken to task, as they've already made a quick exit and are knocking on your door for another job!

Diane Webber: That's a bit unfair! For one thing, there've always been bad decisions. No company can rely on its personnel to make the right choices one hundred per cent of the time – even with the help of highly-paid outside consultants, staff will continue to get it wrong from time to time. However, I'd argue that it's the mediocre employees, who just want to keep their heads down, who are far more likely to cause problems than the risk-takers, who, don't forget, are only as employable as their last success.

Interviewer: Ruthless ...

Diane Webber: Pragmatic!

Interviewer: Which brings us neatly back to your slogan, doesn't it? Keeping your options open. How far do you encourage people to go in this?

Diane Webber: With new opportunities opening up all the time, the sky's the limit really. It's certainly never too late to contemplate a move, and so the maxim has to be, don't rule anything in or out.

Interviewer: We'll end on that positive note. Diane Webber, thank you.

Diane Webber: It's been a pleasure.

Part 2.

6. F

7. E

8. A

9. J

10. B

Source: <https://www.youtube.com/watch?v=6WG7D47tGb0>

Modern technology allows people to communicate directly. Voice and video calls, emails, pictures, and instant messages travel directly from A to B, maintaining trust between individuals no matter how far apart they are.

When it comes to money, people have to trust a third party to be able to complete a transaction. Blockchain technology is challenging the status quo in a radical way. By using math and cryptography, blockchain provides an open, decentralized database of any transaction involving value: money, goods, property, work, or even votes — creating a record whose authenticity can be verified by the entire community.

The future global economy will move towards one of distributed property and trust, where anyone with access to the Internet can get involved in blockchain-based transactions, and third-party trust organizations may no longer be necessary.

The uses of blockchain technology are endless. Some expect that, in less than 10 years, it will be used to collect taxes. It will make it easier for immigrants to send money back to countries where access to financial institutions is limited. Financial fraud will be significantly reduced, as every transaction will be recorded on a public and distributed ledger, which will be accessible by anyone who has an Internet connection.

Think of it as wills and contracts that execute themselves, or data-proof of existence for ideas — much like a patent. Blockchain will become a global, decentralized source of trust.

But not everyone is ready to embrace it. A huge proportion of trust services — from banking to notaries — will face challenges on price, volume, and, in some cases, their very survival. Public authorities could find it more and more difficult to enforce traditional financial regulations due to the new possibilities offered by the Bitcoin network to bypass traditional financial intermediaries.

Unimagined new networks will evolve to meet society's needs more cheaply and, potentially, more securely. Will governments, financial, and legal institutions embrace blockchain? What will happen to the ones who don't?

Part 3.

- 11. D
- 12. C
- 13. A
- 14. B
- 15. A

Source: Page 130 – Practice Exam - listening part 3 – Expert pack – SRB Audio - Exam Practice Part 3

Part 4.

- 16. angry birds
- 17. mindless drudgery
- 18. vast social safety net
- 19. baby box of supplies
- 20. recess time
- 21. teaching credential
- 22. professional development
- 23. hands-on learning
- 24. social ills
- 25. proven track record

Source: <https://www.youtube.com/watch?v=UfmFIEh2QjU>

Here in the United States, we love to brag about being number one — except when it comes to education. That is where we regularly rank around 37th in the world. Frankly, many of us are lucky we can spell "USA" well enough to chant it at sporting events.

But you know what country does consistently rate among the best in the world in education? Finland, apparently. That's right — the small Nordic country best known for giving the world Nokia phones, Angry Birds, and awful heavy metal music is actually a leader in world education.

Not only does Finland have the highest high school graduation rate in Europe, but on international tests, Finnish students regularly rank near the top in reading, math, and science. And the Finns do this without overloading kids with endless hours of homework or turning school into a mindless drudgery.

So why does Finland have the most ass-kicking educational system on Earth? Here are the five reasons that set Finland apart:

Reason number one: No child gets left behind — literally. Finland provides all families, particularly low-income families, with a vast social safety net. The Finnish government sends a baby box of supplies to every family with a newborn child. And from there on, child care is heavily subsidized, allowing most families to send their children to some form of early childhood education.

Finland's public schools also concentrate on making sure that every student achieves basic proficiency in the subjects they study. Whereas here in the U.S., students and school districts are expected to compete against one another for limited resources — inevitably creating a system of winners and losers. This difference in approach is one of the reasons why the achievement gap that exists between the rich and poor in American schools is smaller in Finland than anywhere else in the world.

Reason number two: They're just, like, more chill, man. Finnish children don't even start school until they turn seven. And once they're in school, they get almost triple the amount of recess time American students do. They're rarely assigned homework until high school, and they almost never take standardized tests. In fact, Finnish students are only required to take one standardized test, and that's not until the end of high school.

Reason number three: Teachers are — get this — respected. Becoming a teacher isn't easy in Finland. There are only eight universities that offer the master's programs required to earn a teaching credential,

and only one in ten applicants get accepted. So it's no surprise that teachers in Finland receive roughly the same level of respect as doctors and lawyers.

Plus, thanks to powerful unions, Finnish teachers only spend four hours a day in the classroom and take two hours a week for professional development. They also don't have to deal with merit pay, which has been the cause behind many high-profile cases here in the U.S. of teachers and administrators cheating on standardized tests.

Reason number four: They believe that less is more — and I'm rhyming now. Finns believe that when it comes to education, patience, hands-on learning, and focusing on problem-solving are more important than listening to lectures, mindless test preparation, and memorization of information that students will promptly forget as soon as they leave the exam room.

Finnish teachers don't race through lessons to cram as much information as possible into students' heads so that the students can then spit that information back out on a standardized test. Instead, they give priority to moving slowly and taking as much time as necessary to thoroughly investigate fewer topics — but in much greater depth.

Reason number five: They have fewer social ills. Finland may not be the socialist paradise every Bernie Sanders voter dreams about, but it's pretty close. Almost everyone in Finland is middle class, so income inequality is not nearly the problem there that it is in the U.S.

Almost all Finnish kids come to school well-fed, rested, and ready to learn. There are no metal detectors, no cops patrolling the school hallways, and certainly none of this. Finland also has far fewer immigrant students — which is kind of like Donald Trump's dream, I guess. Only one in forty students in Finnish schools has immigrant parents, compared to one in five in U.S. public schools. That means there are not nearly as many kids in Finland's schools who are trying to learn math, science, and history in a completely new language — all while also trying to learn that new language itself.

So, should we in the U.S. just admit that the Finns know education better than we do and go ahead and abandon our system and adopt theirs?

Of course not. That's ridiculous. For one thing, where would we find enough teachers who speak Finnish? Zing.

But what we should admit is that when it comes to education, we just don't have all the answers. And if we do, we probably cheated to get them. There's plenty we can learn from countries like Finland that do things very differently — but have a proven track record of achieving better results. We just have to be more open to what educational innovators are doing around the globe, if we could only stop shouting "We're number one!" long enough to listen for a change.

II. READING (8.0 points)

II.1. LANGUAGE IN USE (3.0 points)

Part 1.

26.B	27.B	28.A	29.D	30.C	31.A	32.D
33.D	34.C	35.C				

Part 2.

36. obsessive	37. wideness	38. censor
39. intensity	40. explore	

Part 3.

41. source → sources	42. depend → depends	43. to adopting → to adopt	44. where → in which	45. much → many
----------------------	----------------------	----------------------------	----------------------	-----------------

II.2. READING COMPREHENSION (5.0 points)

Part 1.

46. affect	47. efforts	48. far	49. crowd	50. bearing
51. attitude	52. sense	53. search	54. run	55. override

Source: Đề nguồn chuyên hải 2018

Part 2.

56. T	57. NG	58. F	59. T
60. F	61. T		

62. scientific methods	63. productive	64. sensual pleasures
65. activities	66. essay	67. essay
68. motivation	69. self-help gurus	

Part 3.

- 70. G
- 71. C
- 72. A
- 73. D
- 74. E
- 75. F

Source: Page 67 – Module 6 - Step this way for an alternative economy – Expert Student's Book

Part 4.

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

Part 5.

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

Source: Page 68 – Unit 17 – Objective Proficiency Workbook

IV. WRITING (5.0 points)

Part 1. (2.0 points)

Contents (1.5 points):

- The summary **MUST** cover the following points:

+ The topic sentence must cover: the development of methods of payment

- + The earliest type: goods exchanging>> its weakness lies in the inequality of the exchanged things and the users' demand>>proved to be ineffective way of trading
- + The following form: the use of coins>> at first were more convenient than rational exchanging>> later became a burden for shopper and appeal thieves
- + Checks and notes used as cash were invented among the country

- The summary MUST NOT contain personal opinions.

Language use (0.5 points)

The summary:

- should show attempts to convey the main ideas of the original text by means of paraphrasing (structural and lexical use),
- should demonstrate correct use of grammatical structures, vocabulary, and mechanics (spelling, punctuations,...),
- should maintain coherence, cohesion, and unity throughout (by means of linkers and transitional devices).

Penalties:

- A penalty of 1 point to 2 points will be given to personal opinions found in the summary.
- A penalty of 1 point to 2 points will be given to any summary with more than 20% of words copied from the original.
- A penalty of 1 point to 2 points will be given to any summary longer than 130 words or shorter than 90 words.

Sample:

The extract discusses the development of forms of payment throughout history. Long ago, people bought things through barter trade. However, the difficulty of having to look for the right partner and dividing the goods led people to switch over to monetary transaction. At first, beads, shells and fishing hooks were used as money. Near Turkey, gold coins with irregular denominations were used for trade. Later, King Gyges standardized the individual coin value. People soon found carrying coins around for shopping troublesome and thieves courting. Hence, merchants started to issue checks with names of the users on them to discourage robbery. Following that, banks started to issue cash notes in return for gold deposited with them. Finally, adopting the idea, today, governments printed paper money backed by gold for the country's usage.

Part 3. (3.0 points)

The mark given to part 3 is based on the following criteria:

1. Task achievement: (1.0 points)

- a. ALL requirements of the task are sufficiently addressed.
- b. Ideas are adequately supported and elaborated with relevant and reliable explanations, examples, evidence, personal experience, etc.

2. Organization: (1.0 points)

- a. Ideas are well organized and presented with coherence, cohesion, and unity.
- b. The essay is well-structured:
 - *Introduction* is presented with clear thesis statement.
 - *Body paragraphs* are written with unity, coherence, and cohesion. Each body paragraph must have a topic sentence and supporting details and examples when necessary.
 - *Conclusion* summarises the main points and offers personal opinions (prediction, recommendation, consideration,...) on the issue.

3. Language use: (1.0 points)

- a. Demonstration of a variety of topic-related vocabulary
- b. Excellent use and control of grammatical structures
- c. Correct punctuation and no spelling mistakes

Giáo viên ra đề: **TRẦN CHÂU THÀNH**

Trường THPT Đầm Dơi – Cà Mau

Tcthanh.c3damdoi@camau.edu.vn

0943925754