



(Đề thi bao gồm 25 trang)

Thời gian làm bài: 180 phút
(không kể thời gian phát đề)

- *Thí sinh không được sử dụng tài liệu, kể cả từ điển.*
- *Giám thị coi thi không giải thích gì thêm.*

I. LISTENING (50 POINTS)

HƯỚNG DẪN PHẦN THI NGHE HIỂU

- *Bài nghe gồm 4 phần; mỗi phần được nghe 2 lần, mỗi lần cách nhau 05 giây; mở đầu và kết thúc mỗi phần nghe có tín hiệu. Thí sinh có 20 giây để đọc mỗi phần câu hỏi.*
- *Mở đầu bài nghe có tín hiệu nhạc.*
- *Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.*

Part 1: You will hear part of a lecture given by an economist about North American women's attitude to money and saving. Listen and complete the notes below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer in the corresponding numbered boxes provided. (20 points)

- According to Bernard Shaw, men are supposed to understand 1. _____ , _____ and _____ .
- However, women are more prepared to 2. _____ about them.
- Women tend to save for a house and 3. _____.
- Men tend to save for a car and 4. _____.
- Women who are left alone may have to pay for 5. _____ when they are old.

Saving for the future

Research indicates that many women only think about their financial future when a 6. _____ occurs. This is the worst time to make decisions. It is best for women to start

thinking about pensions when they are in their 7. _____. A good way for women to develop their 8. _____ in dealing with financial affairs would be to attend classes in 9. _____. When investing in stocks and shares, it is suggested that women should put a high proportion of their savings in 10. _____. In such ways, women can have a comfortable, independent retirement.

(adapted from Cambridge IELTS 5 - test 1 – listening – section 4)

Your answer:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Part 2: Listen to a tour guide talking to a group of visitors outside an historic country house. Write a short answer for each question with NO MORE THAN FOUR WORDS AND/OR A NUMBER in the space provided. (10 points).

1. What does the speaker call the park where Newton House locates?

.....

2. When did the first park appear?

.....

3. What were parks described as because of their social significance?

.....

4. What was on decline in importance due to the fashion for parks?

.....

5. What does the area around a country house primarily consist of?

.....

(adapted from Cambridge CAE 3 2009 - test 3 – listening - part 2)

Part 3: Listen to part of an interview in which a science writer called Andy Hicks and a psychologist called Dr Karen Ferrigan are talking about how technology affects our brains. Decide whether the following statements are True (T), False (F)

or Not Given (NG). Write your answers in the corresponding numbered boxes provided. (10 points)

1. Andy points out that the idea of multitasking itself is a popular misconception.
2. The effect of unread emails on intelligence is said to have been over-simplified by researchers.
3. Workplace studies indicate that self-deception rarely happens.
4. Karen doubts remembering passwords is difficult due to inconsistent rules that users have to follow.
5. The human brains now are capable of keeping pace with technological change.

(adapted from Cambridge CAE 3 2018 - test 4 – listening - part 3)

Your answer:

1.	2.	3.	4.	5.
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Part 4: Listen to part of a radio programme in which two people, Sally White and Martin Jones, are discussing about audio books. 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. (10 points)

1. Sally feels that the main advantage of audio books is that they_____.
A. encourage children to read more
B. make more books accessible to children
C. save parents from having to read to children
D. are read by experienced actors
2. What does Martin say about the woman who came into his shop?
A. She no longer worries about long journeys.
B. Her children used to argue about what to listen to.
C. She no longer takes her children to France.
D. Her children don't like staying in hotels.
3. Martin says that in the USA there is a demand for audio books because people there_____.
A. were the first to obtain audio books
B. have to drive long distances

- C. are used to listening to the spoken word on the radio
D. feel that they do not have time to read books
4. According to Sally, successful abridgements depend on _____.
A. their closeness to the original B. the length of the original
C. the style of the author D. the type of story
5. Martin feels that unabridged versions _____.
A. are better than abridgements B. can be too expensive
C. contain too much detail D. are becoming more popular

(adapted from Cambridge CAE 5 2003 - test 4 – listening - part 3)

Your answer:

1.	2.	3.	4.	5.
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II. LEXICO-GRAMMAR (30 POINTS)

Part 1: Choose the answer A, B, C, or D that best completes each of the following sentences. Write your answers in the corresponding numbered boxes. (15 points)

1. Why did you _____ the police officer's questions? It only makes you look guilty.
A. agree on answering B. accuse of answering
C. refuse to answer D. explain to answer
2. The suspect _____ from the train at Euston and proceeded to Heathrow.
A. hopped B. descended C. left D. alighted
3. Prices at Greek hotels are still affordable, but in Switzerland they are _____.
A. moderate B. inaccessible C. exorbitant D. reasonable
4. It may sometimes be difficult for them to root out the information they want, but journalists get very good at _____ stories _____ people who don't want to talk to them.
A. worming - out of B. pulling – from
C. sticking – into D. staking – up from
5. With all the evidence and witness in the testimony presented to the jury, he was indicted _____ manslaughter instead second-degree murder.
A. for B. in C. to D. of

6. Another of our goals is to win the battle against the _____ economy, which will push up costs and lead to rising unemployment if left unchecked.

- A. black B. dictatorial C. evasive D. undertaking

7. "It was very much in the spirit of how we can continue to _____ of the partnership," Wagoner said of his phone chat with the Fiat chairman.

- A. capture a wider audience B. build on the success
C. come up against fierce competition D. comply with the regulation

8. The shop assistant said he would check to see if he had any more copies of the book in _____.

- A. stock B. surplus C. supply D. store house

9. They don't pay me well for the work I do there at the moment, but at least I've _____.

- A. flew off the handle B. sat on the fence
C. got my foot in the door D. been on the same wavelength

10. Anne misread the map, so we walked quite a long way, then came to a big cliff and had to _____.

- A. draw on B. squash up C. steal away D. double back

11. A: Do you know him? – B: We do know him _____ sight, you might say, but not very well.

- A. by B. on C. off D. over

12. I judge from the state of the sky that a thunder storm was _____.

- A. precarious B. unpredictable C. imminent D. prospering

13. He's an excellent teacher. He puts his subject _____ so well.

- A. under B. across C. upon D. against

14. I'm having difficulty working with Roland at the moment- the venue for the training course has become a real _____ between us.

- A. cat amongst the pigeons B. bone of contention
C. common ground D. olive branch

15. The traffic system would collapse by 2020 _____ more roads.

- A. weren't we to build B. were we not to build

C. were we built

D. were not we build

Your answer:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.

Part 2. There are FIVE mistakes in the passage below. Find the mistakes and correct them. Write your answers in the corresponding numbered boxes provided. (5 points)

Line	The invention of banking
1	The invention of banking preceded this of coinage. Banking originated something like 4,000 years ago in Ancient Mesopotamia, in present-day Iraq, where the royal palaces and temples provided secure places for the safe-keeping of grain and other commodoes. Receipts came to be used for transfers not only to the original depositors but also to third parties. Eventually private houses in Mesopotamia also got involving in these banking operations, and laws regulating them were included in the code of Hammurabi, the legal code developed not long afterwards.
2	
3	
4	
5	
6	
7	
8	
9	In Ancient Egypt too, the centralisation of harvests in state warehouses led to the development of a system of banking. Written orders for the withdrawal of separate lots of grain by owners whose crops had been deposited there for safety and convenience, or what had been compulsorily deposited to the credit of the king, soon became used as a more general method of payment of debts to other people, including tax gatherers, priests and traders. Even after the introduction of coinage, these Egyptian grain banks served to reduce the need for precious metals, which tended to be reserved for foreign purchases, particularly in connection into military activities.
10	
11	
12	
13	
14	
15	
16	
17	

Your answer:

Line	Mistake	Correction

Part 3: Give the correct form of each given word to complete the following sentences. Write your answers in the numbered boxes. (10 points)

1. America is considered one of the biggest _____ in the world. **POWER**
2. Moving _____ is moving in a direction opposite to the direction of **CLOCK** the hands of the clock moves.
3. I was so _____ that even a spider scared me. **KNEE**
4. Adam's gait is a(n) _____ for his strong personality. **WORD**
5. The leader was taken into custody, which brought an end to the **SURGE** _____ .
6. His recent unpredictable mood _____ him from his friends. **STRANGE**
7. Bats use _____ to navigate in the dark when hunting prey. **LOCATION**
8. The little boy left his hand-made boat _____ on the river. **DRIFT**
9. The _____ inside our bodies is a complex system. **MUSCLE**
10. The students are _____ separated into different classes. **QUALIFY**

Your answer:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

III. READING (60 POINTS)

Part 1: Choose the correct answer A, B, C, or D which best fits each gap in the following passage. Write your answers in the numbered boxes. (10 points)

Over the past fifty years or so, the methods used for collecting money from the public to aid the developing world have changed out of all recognition, along with the gravity of the problems (1) _____ , and the increasing awareness among the

population that something must be done. At the beginning of this period, it would have been common to put money in a collecting box, perhaps on the street or at church. The 1960s saw the (2) _____ of shops which sold second-hand goods, donated by the public, and which also began to sell articles manufactured in the developing world in charitable projects set up to guarantee a fair income to local people. The next development was probably the charity 'event', in which participants were (3) _____ to run, cycle, swim or what have you, and collected money from friends and relatives (4) _____ how far or long they managed to keep going. The first hint of what was to become the most successful means of (5) _____ money was the charity record, where the artists donated their time and talent, and the (6) _____ from the sales went to a good cause. This was perhaps a (7) _____ of the fact that young people felt increasingly concerned about the obvious differences between life in Europe and the United States, and that in most of Africa, for example. A feeling of frustration was building up. Why was so little being done? The huge success of Band Aid, and (8) _____ televised concerts, showed the power of the media, and of music in particular, to inspire and shock. It differed significantly in style from other events. People phoned up in their thousands on the day and pledged money by (9) _____ their credit card numbers. (10) _____, if you have enough money to buy an MP3 player, you can afford something for the world's starving children.

- | | | | |
|---------------------|-----------------|----------------------|----------------|
| 1. A. faced | B. covered | C. opposed | D. approached |
| 2. A. occurrence | B. entrance | C. happening | D. advent |
| 3. A. supported | B. funded | C. sponsored | D. promoted |
| 4. A. in as much as | B. according to | C. with reference to | D. as regard |
| 5. A. increasing | B. lifting | C. boosting | D. raising |
| 6. A. produce | B. proceeds | C. receipts | D. returns |
| 7. A. consideration | B. reflection | C. view | D. display |
| 8. A. subsequent | B. consequent | C. attendant | D. relevant |
| 9. A. mentioning | B. quoting | C. affirming | D. recalling |
| 10. A. Anyway | B. After all | C. Although | D. At any rate |

Your answer:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Part 2: Read the text below and think of the word which best fits each space. Use only ONE word in each space. Write your answers in the numbered boxes. (10 points)

FOOD FOR A FUTURE

Jon Wynne-Tyson was an original thinker whose best-known book, *Food for a Future* was published in 1975. In this classic work, a case was (1)_____ forward for (2) _____ can only be described as a more responsible and humane attitude towards the world's food resources. It had gradually become clear to Wynne-Tyson that the economics and ecology of meat production did not make sense. What justification was (3)_____, he argued, for using seven tones of cereal to produce one ton of meat?

Even today, the book's succinct style makes it compulsively readable. (4) _____ his approach is basically an emotional one, Wynne-Tyson goes to great lengths to back (5) _____ every statement with considerable supporting evidence and statistical data. Thus, even those of us who are widely read (6) _____ the subject of vegetarianism will gain fresh insights from this book. It is generally agreed that his most skillful achievement is the slow revelation of his main thesis (7)_____ the arguments unfold. The book concludes that a move away from an animal-based diet to one which is based on plant sources is inevitable in the long-term, in view of the fact that there is no sound nutritional, medical or social justification for meat eating. (8) _____ of whether you agree with (9) _____ a conclusion or not, the book certainly makes (10) _____ fascinating read.

Your answer:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Part 3: Read the passage below and choose the answer (A, B, C or D) which you think fits best according to the text. Write your answers in the numbered boxes. (10 points)

RIGHT-HAND DOMINANCE

Humans are disproportionately right-handed. Scientists have not been able to agree over the exact percentages of right versus left-handers because there is no accepted standard for identifying which hand is dominant. For example, some people who write or throw with their right hands may perform other tasks with their left hands or kick a ball with their left foot. **Absent** an objective measure, therefore, the range of estimates is wide. Right-handers are said to make up 85% to 95% of all people and left-handers 5%-15%, while the remaining tiny percentage are ambidextrous, so they can use both hands with equal ability.

Perhaps the most unusual fact about right-hand dominance is how little we know about its causes. Several theories have been proposed. Some evidence exists that the phenomenon is genetic, but genetics cannot agree on the process by which handedness may be passed on by inheritance. Social and cultural forces can also cause a preference for one hand, as when teachers or parents force a naturally left-handed child to use their right hand. And it has been observed by anthropologists that left-handedness tends to be less common in restrictive societies and more common in permissive ones. But no consensus has been reached on how that could occur.

The most credible explanations center on functions inside the brain. It has been shown that the brain's two hemispheres control the opposite side of the body. It has been suggested that the nerves in the brain cross over at neck level to the other side of the body so that the right half of the brain governs the left side of the body while the left half governs the right side. Scientists believe that the left half of the brain evolved in such a way as to predominate over the right half. As a result, the right side of the body is controlled by the more influential left hemisphere, causing the right side to be more **adept** at physical tasks. But when a person is born with a dominant right hemisphere, that person will be left-handed. Some researchers have argued that some left-handedness may have a pathological origin, having been caused by brain trauma during birth.

A theory grounded in evolution is the "warrior and his shield theory". This theory explains that right-handedness evolved over time to be dominant because a right-handed warrior would hold his shield in his left hand to protect his heart and to

leave his right hand free to hold a weapon. A left-handed warrior, in contrast, would hold his weapon in his left hand and his shield in his right, leaving his heart exposed. Thus a right-handed warrior, with his heart protected against enemy attacks, was more likely to survive. By the process of natural selection, the trait for right-handedness became favored over **that** for left-handedness.

Another theory focuses on the naturally **asymmetrical** arrangement of the human body. Such asymmetry is evidenced by the observable facts that the right side of the face is slightly different from the left that one leg is stronger or longer than the other, and that one foot is larger than the other one. Right-handedness, the theory proposes, is just another example of this natural asymmetry.

(A) A consequence of right-hand dominance is that most common consumer products are geared to right-handers only, leaving left-handers to struggle to adapt to designs not made with them in mind. (B) Some of these include scissors, doorknobs, locks, screwdrivers, automobile fixtures, refrigerators, can openers, clothes buttons, and fasteners, and musical instruments. (C) The result of this design bias can be more than mere inconvenience. (D) Some left-handed soldiers shooting rifles designed for right-handers have sustained **eye hand head injuries** from ejected shell casings.

Hand dominance does not seem to occur in non-human animal species. While some individual animals can be seen developing a preference for one hand or the other, there is no evidence that this preference is common to the species as a whole, as it is in humans. Some scientists claim to have observed such dominance in animals but only in controlled settings, such as a zoo or laboratory, and only when the animals are performing manual tasks that do not mirror how they use their hands in the wild.

1. The word “**absent**” in the passage is closest in meaning to _____.
A. using B. resisting C. lacking D. substituting
2. According to paragraph 3, which of the following is a possible cause of left-hand dominance?
A. The dominance of the brain’s left hemisphere
B. The natural weakness of a human’s right side

- C. A child's choice upon reaching school age
D. Brain trauma in birth
3. The word “**adept**” in the passage is closest in meaning to _____.
A. speedy B. skilled C. careful D. accustomed
4. According to paragraph 4, which of the following are true about the “warrior and his shield theory”?
A. A left-handed warrior is favored by natural selection.
B. A right-handed warrior holds his weapon in his left hand.
C. A left-handed warrior holds his weapon in his right hand.
D. A left-handed warrior leaves his heart unprotected.
5. The word “**that**” in the passage refers to _____.
A. warrior B. heart
C. process of natural selection D. trait
6. According to paragraph 6, left-handers would have trouble handling all of the following EXCEPT _____.
A. refrigerators B. violins C. pencils D. shirt buttons
7. The word “**asymmetrical**” in the passage is closest in meaning to _____.
A. deformed B. imbalanced C. geometrical D. variable
8. Look at the four letters (A) (B) (C) (D) that indicate where the following sentence could be added to the passage.

Left-handers often search for custom-made versions of these products.

Where would the sentence best fit?

- A. (A) B. (B) C. (C) D. (D)
9. Why does the author mention “**eye and head injuries**” suffered by some left-handed soldiers shooting their rifles?
A. to illustrate the “warrior and his shield theory”
B. to give an example of the problems faced by left-handers
C. to argue that soldiers should wear head protection
D. to contrast rifle design with the design of common consumer products

10. According to the last paragraph, which of the following is true about hand dominance in animals?
- A. It is the same as in humans.
 - B. It is observed only in the wild.
 - C. Animals in controlled settings adopt the hand dominance of their handlers.
 - D. It has been observed only with manual tasks.

Your answer:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Part 4: Read the passage and do the tasks that follow. (20 points)

Mutual harm

A In forests and fields all over the world, plants are engaged in a deadly chemical war to suppress other plants and create conditions for their own success. But what if we could learn the secrets of these plants and use them for our own purposes? Would it be possible to use their strategies and weapons to help us improve agriculture by preventing weeds from germinating and encouraging growth in crops? This possibility is leading agricultural researchers to explore the effects plants have on other plants with the aim of applying their findings to farming.

B The phenomenon by which an organism produces one or more chemicals that influence the growth, survival and reproduction of other organisms is called allelopathy. These chemicals are a subset of chemicals produced by organisms called secondary metabolites. A plant's primary metabolites are associated with growth and development. Allelochemicals, however, are part of a plant's defence system and have a secondary function in the life of the organism. The term *allelopathy* comes from the Greek: *allelo* and *pathy* meaning 'mutual harm'. The term was first used by the Austrian scientist Hans Molisch in 1937, but people have been noting the negative effects that one plant can have on another for a long time. In 300 BC, the Greek philosopher Theophrastus noticed that pigweed had a negative effect on alfalfa plants. In China,

around the first century AD, the author of *Shennong Ben Cao Jing* described 267 plants that have the ability to kill pests.

C Allelopathy can be observed in many aspects of plant ecology. It can affect where certain species of plants grow, the fertility of competitor plants, the natural change of plant communities over time, which plant species are able to dominate a particular area, and the diversity of plants in an area. Plants can release allelopathic chemicals in several ways: their roots can release chemicals directly into the soil, and their bark and leaves can release chemicals into the soil as they rot. Initially, scientists were interested in the negative effects of allelopathic chemicals. Observations of the phenomenon included poor growth of some forest trees, damage to crops, changes in vegetation patterns and, interestingly, the occurrence of weed-free areas. It was also realised that some species could have beneficial effects on agricultural crop plants and the possible application of allelopathy became the subject of research.

D Today research is focused on the effects of weeds on crops, the effects of crops on weeds, and how certain crops affect other crops. Agricultural scientists are exploring the use of allelochemicals to regulate growth and to act as natural herbicides, thereby promoting sustainable agriculture by using these natural chemicals as an alternative to man-made chemicals. For example, a small fast-growing tree found in Central America, sometimes called the 'miracle tree', contains a poison that slows the growth of other trees but does not affect its own seeds. Chemicals produced by this tree have been shown to improve the production of rice. Similarly, box elder - another tree - stimulates the growth of bluestem grass, which is a tall prairie grass found in the mid-western United States. Many weeds may use allelopathy to become ecologically successful; a study in China found that 25 out of 33 highly poisonous weeds had significant allelopathic properties.

E There may be at least three applications of allelopathy to agriculture. Firstly, the allelopathic properties of wild or cultivated plants may be bred into crop plants through genetic modification or traditional breeding methods to improve the release of desired allelochemicals and thus improve crop yield. Secondly, a plant with strong allelopathic properties could be used to control weeds by planting it in rotation with an agricultural

crop and then leaving it to rot and become part of the soil in order to inhibit the growth of weeds. Finally, naturally occurring allelopathic chemicals could be used in combination with man-made chemicals. Boosting the efficiency of man-made herbicides could lead to a reduction in the amount of herbicides used in agriculture, which is better for the environment.

F Despite the promising uses of allelopathic chemicals, agricultural scientists are still cautious. Firstly, allelopathic chemicals may break down and disappear in the soil more easily than artificial chemicals. Secondly, allelopathic chemicals may be harmful to plants other than weeds. Thirdly, allelopathic chemicals could persist in the soil for a long time and may affect crops grown in the same field as the allelopathic plants at a later date. Because the effects of allelopathic chemicals are not yet fully known, agricultural scientists will need to continue to study the biological war between plants.

Choose the correct heading for paragraphs B-F from the list of headings below. Write the correct number, i-ix in the numbered boxes provided. One of the items has been done correctly as an example.

List of Headings	
i	What are metabolites?
ii	The negative effects of allelopathy
iii	Biological warfare in the plant world
iv	Why we cannot use allelopathic chemicals at present
v	What is allelopathy?
vi	The reasons why plants compete with other plants
vii	The effects of allelopathy and realisation of its possible uses
viii	How could we use allelopathic chemicals in farming?
ix	Specific examples of allelopathic plants

Example	Answer
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Paragraph A	<i>iii</i>
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1. Paragraph B

2. Paragraph C

3. Paragraph D

4. Paragraph E

5. Paragraph F

Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answer in the numbered boxes provided.

Scientists can see three potential uses of allelopathic chemicals in farming. Firstly, the ability to produce allelopathic chemicals could be (6) _____ into agricultural crops; secondly, allelopathic plants could be planted in rotation with the (7) _____; finally, naturally produced chemicals could be combined with (8) _____ herbicides. However, agriculturalists are still (9) _____ as allelopathic plants may have negative effects on plants which are not the intended target and the chemicals could remain in the ground for a(n) (10) _____, even after the plants themselves have died.

Your answer:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Part 5: You are going to read the transcript of a series of interviews with ordinary people conducted for the *Have your say* feature of a daily newspaper. Choose from the people (A-D). The people may be chosen more than once. Write your answer in the space provided. (10 points)

<i>Which person gives each of these opinions about the economic crisis?</i>	Your answer
1. A culture of trying to look for people to blame for our problems is what caused the crisis in the first place.	1. _____
2. People feel helpless to change the situation and this is reflected in their lack of interest in the political system.	2. _____
3. It was glaringly obvious that the bottom would fall out of the	3. _____

housing market, not just to experts but to everyone.	
4. Some form of civil disturbance or protest by ordinary members of the public is likely if the economic crisis continues.	4. _____
5. It is very unfair that the people in finance who caused our economic problems continue to be well-rewarded for their work while ordinary hard-working people suffer.	5. _____
6. Political parties should not receive funds from private sources but should instead be entirely state-funded.	6. _____
7. The highest earners should be required to pay more tax in order to generate more revenue for the government.	7. _____
8. The fact that some politicians tried to defraud the state by claiming more expenses than they were due is evidence that corruption is widespread in our society.	8. _____
9. There is very little difference in terms of policies between all of the main political parties today.	9. _____
10. We should stop trying to vilify bankers and take a more positive and proactive approach to speed up the economic recovery.	10. _____

Have your say ... on the Economic Crisis

A. Robert

I find it infuriating to reflect on the fact that bankers, at least the ones at the top, continue to be paid huge sums of money every year and receive massive bonuses despite the fact that they are largely responsible for the poor state of health of the economy, and let's not forget, the toughest and longest recession since the 1930s. I mean, where is the justice in that? While ordinary decent folk are losing their jobs and struggling to put food on the table as a result of problems that are no fault of their own, the very problem-makers themselves continue to earn big bucks. I wouldn't be surprised if there was an increase in civil unrest in the coming months and years, especially if the economic crisis continues to hit ordinary people hard. After all, if no one is going to look after their interests, they will have to start looking after their own - don't be surprised to see protest marches in the near future, and where there are large

groups of unhappy people gathered together, there's always a danger that the situation will descend into chaos. I would never condone violence, but I think that the more desperate people get, the more I can empathise with why they might resort to it. If you are a man who has been unemployed for over a year, and who has to look on helplessly as his family disintegrates right before his very eyes, it must be awful - these people need help.

B. Barbara

The solution to our problems is very simple and I blame the political system for it not having happened already. Politicians, you see, are totally reliant on rich business people to bankroll their efforts to get elected. Now, ask yourself this, why on earth would a businessperson donate money to a politician out of the goodness of their heart? I mean, are we really so naive as to believe that that can actually happen. Well, just in case, let me put you straight - it can't and it doesn't. The only reason businesspeople give money to politicians is in return for favours when they get into power. And that's the problem. We have a situation where the government doesn't have enough money to cover spending. The logical thing to do then would be to increase taxes to generate more, and obviously this obligation to pay extra tax should fall on those who earn the most - ah, but this is where we get into problem territory. You can't really expect politicians to vote to increase the tax rate of those who support them financially. To do so would risk angering their backers and losing their support, putting the very careers of the politicians themselves in jeopardy. Politicians clearly have a vested interest in maintaining low tax rates for the wealthy. The only way we are ever going to create a situation where this is not so is if we ban all private donations to political parties and fund them instead with money from the state's coffers. In the long run, it will work out less expensive - just think of all the money that would be saved as a result of there being less corruption - we might finally have politicians who focused on doing what's best for country rather than on trying to prolong their political careers by doing favours for their 'buddies'.

C. Ned

It is not just the economy that is in crisis; it is the whole of society. The extent to which we have lost hope is, I think, reflected in voter apathy. Every time there is an election now, the number of people who turn out to vote is less and less. Surely this is a sign that people feel totally disenfranchised - powerless to make a difference. But, more importantly, it is an indictment of our politicians and the extent to which they have failed us. The people no longer see a point in voting as it won't make any real difference either way. Besides, nowadays, all the main parties have centrist policies; the whole political system might just as well join together into one big party and then we wouldn't even have to hold elections anymore. People often complain about the bankers and how they acted corruptly, and that this was the main cause of the economic crisis we are in today. Okay, fine; the bankers were definitely at fault, but they hardly have a monopoly on corruption. I mean, think about the expenses scandal from a couple of years ago - politicians were trying to claim huge sums of money they weren't entitled to; let's not kid ourselves; the whole system from the top down is corrupt, not just the bankers. They are just being made a scapegoat.

D. Mary

I think, today, that we live in a very cynical world. Everyone is very quick to point the finger of blame for our economic woes on anyone but themselves - the easy targets usually: the politicians, the bankers and so on. It is so easy to criticise other people and wash your hands of responsibility for what is happening. But that is what got us into this mess in the first place - people not taking responsibility for their actions. The way I see it, it is about time that we all started to take a little bit of responsibility and instead of blaming the rest of the world for our problems, perhaps we should start by looking at ourselves. Okay, so the bankers did wrong; they were careless with money, but so were we. Who put a gun to your head and made you buy a house that was so overpriced it was obvious there was going to be a dramatic downward correction? Is it the bank's fault or your own that you are in negative equity now? Now, just because you've made a mistake with your money doesn't mean you are some kind of monster - and the same goes for the bankers... Let's stop trying to find scapegoats and instead try to work together to pull ourselves out of this crisis. We do not need the cynicism of

naysayers, we need people to think positively and try to make good things happen to get this recovery underway. I for one am done with the blame game.

IV. WRITING (60 pts)

Part 1: Read the following extract and use your own words to summarize it. Your summary should be about 150 words long. You MUST NOT copy the original. (15 points)

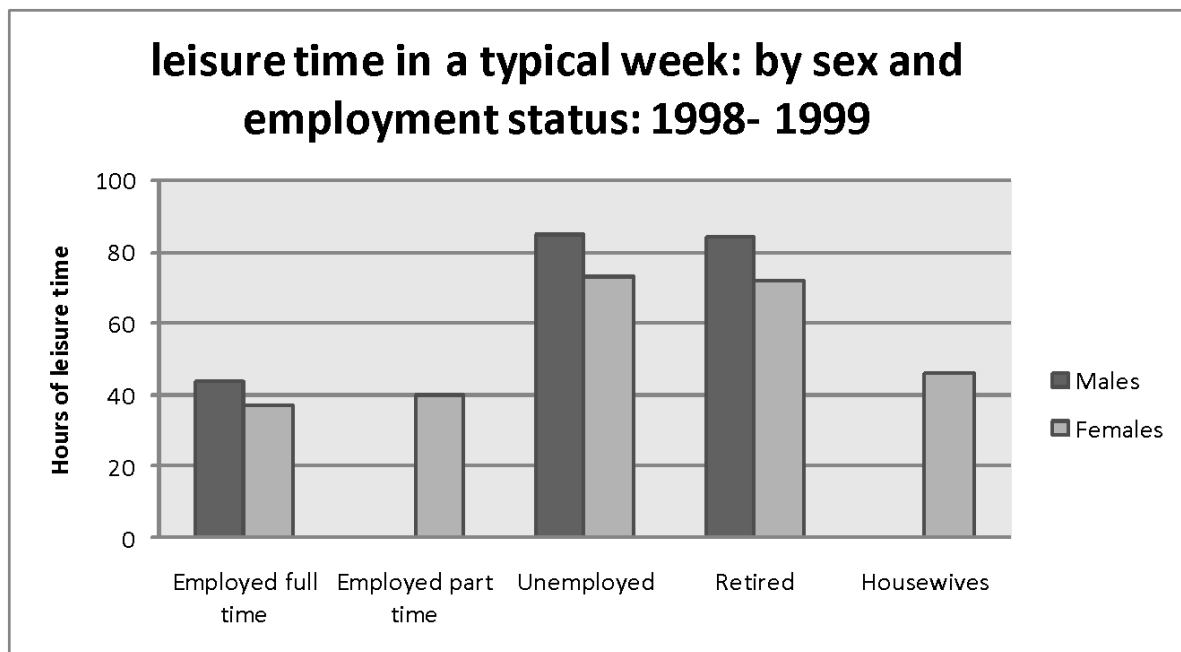
What do we mean by being “talented” or “gifted”? The most obvious way is to look at the work someone does and if they are capable of significant success, label them as talented. The purely quantitative route – “percentage definition” – looks not at individuals, but at simple percentages, such as the top five percent of the population, and labels them – by definition – as gifted. This definition has fallen from favor, eclipsed by the advent of IQ tests, favored by luminaries such as Professor Hans Eysenck, where a series of written or verbal tests or general intelligence leads to a score of intelligence.

The IQ test has been eclipsed in turn. Most people studying intelligence and creativity in the new millennium now prefer a broader definition, using a multifaceted approach where talents in many areas are recognized rather than purely concentrating on academic achievement. If we are therefore assuming that talented creative or gifted individuals may need to be assessed across a range of abilities, does this mean intelligence can run in families as a genetic or inherited tendency? Mental dysfunction – such as schizophrenia – can, so is an efficient mental capacity passed on from parent to child?

Animal experiments throw some light on this question, and on the whole area of whether it is genetics, the environment or a combination of the two that allows for intelligence and creative ability. Different strains of rats show great differences in intelligence or “rat reasoning”. If these are brought up in normal conditions and then run through a maze to reach a food goal, the “bright” strains make far fewer wrong turns than the “dull” ones. But if the environment is made dull and boring the number of errors becomes equal. Return the rats to an exciting maze and the discrepancy returns as before – but is much smaller. In other words, an adult rat in a stimulating environment

[illegible]

You should write at least 150 words.

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Part 3: Writing an essay (30 points)

Write an essay to answer the following questions. Give reasons and include any relevant examples to support your answer.

Young people should be proficient in digital literacy skills to be able to orient themselves in the current digital landscape. Discuss the statement and give your opinion.

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NGƯỜI RA ĐỀ

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