

Môn thi: **TIẾNG ANH**

Thời gian thi: **180 phút (không kể thời gian giao đề)**

Ngày thi: **..../..../2025**

Đề thi có 19 trang

I. LISTENING (50 points)

Part 1. You will hear a man named David and a woman named Maria discussing how friendships are formed in children. Listen carefully and answer the questions. Write NO MORE THAN FOUR WORDS for each space.

1. What **TWO** things does David say are necessary for early friendships to form?

2. What do people who easily become friends usually associate with their first meeting?

3. What negative emotion can bring people together?

4. What is the most important factor at stage 3?

5. What does David think people change when they are friends?

6. According to Maria, what do people look for in a friend?

Part 2: You will hear an interview with Norma Powell, who is a financial advisor. Choose the answer (A, B, C or D) which fits best according to what you hear.

7. Young people are tempted to live beyond their means because
 - A. they consider they have a right to use credit cards and store cards.
 - B. they may be unaware of the extent of the debts they incur.
 - C. they may be unable to pay cash for consumer goods.
 - D. they have become more materialistic as a result of using credit cards.
8. Norma believes the main reason young people get into debt is due to
 - A. the large numbers of credit cards available to them.
 - B. the overdrafts they create at university.
 - C. the fact that they can't find a job.
 - D. the lack of financial advice from parents.
9. She thinks that if parents have a responsible attitude to money,
 - A. their children will be more likely to follow their advice.
 - B. they will be able to demonstrate the dangers of getting into debt.
 - C. their children will follow their advice but not their example.
 - D. they will be able to build up some savings for their children.
10. A fixed amount of pocket money
 - A. forces a child to save money.
 - B. teaches a child to budget.

C. makes a child feel independent.

D. gives a child a saving strategy.

11. Teenagers sometimes find it difficult to save because

A. they want to buy clothes all the time.

B. they don't want to listen to their parents.

C. they are influenced by friends and advertising.

D. they have lost sight of what is important in life.

Part 3: Listen to a talk given by Bill Gates entitled "The next outbreak? We're not ready". Fill in the blanks with the words or phrases that you hear. Write NO MORE THAN FOUR WORDS.

12. What was Médecins Sans Frontières good at?

13. What can make the next epidemic more damaging than Ebola?

14. Besides the natural epidemic like Ebola, what could be another source of virus?

15. What historical example does Bill Gates mention to warn people about the severity of worldwide epidemics?

16. What system should we build to take advantage of the tools we have?

17. Who do we need to pair with military in order to deal with epidemics?

18. According to World Bank's estimate, how much global wealth will be lost if there is a worldwide flu epidemic?

19. What positive thing does Ebola serve as at the end of Bill Gates' talk?

Part 4: You will hear two teachers, Tim and Jane, discussing a proposal to introduce computer games into the classroom. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write **T** for **Tim**

J for **Jane**

or **B** for **Both**, where they agree.

20. Games need to serve educational requirements if they are to be useful in schools.

21. The introduction of games into schools would exacerbate an existing problem.

22. Far from isolating children, computer games encourage them to play together.

23. Reading no longer appeals to children.

24. Some existing games can be developed to provide support in certain subjects.

25. A clear strategy of how the games will be used needs to be worked out.

II. LEXICO – GRAMMAR

Part 1: For questions 26-39, choose the correct answer A, B, C, or D to each of the following questions. Write your answers in the corresponding numbered boxes provided.

26. He asked his wife to _____ the situation after she had offended the neighbor.
A. rectify B. exacerbate C. ruminate D. extend
27. We finally managed to _____ our point of view.
A. bring her round to B. fool her into
C. take her up on D. fix her up with
28. Those second-hand Walkmans are selling like _____. If you want one, you'd better buy one now before they're all gone.
A. shooting stars B. fresh bread C. hot cakes D. wild goats
29. Jane looked _____ at the shop assistant who had been rude to her.
A. arrows B. needles C. poison D. daggers
30. Of course you'll pass. You write well and you have an excellent _____ of the subject.
A. grip B. seizure C. grasp D. embrace
31. The misunderstanding is thought to have _____ from an ambiguous article which appeared in yesterday's newspapers.
A. stirred B. steered C. strayed D. stemmed
32. The Red Cross is _____ an international aid organization.
A. intriguingly B. intrusively C. intrinsically D. intrepidly
33. Despite all the evidence, he wouldn't admit that he was in the _____.
A. fault B. error C. slip D. wrong
34. After congratulating his team, the coach left, allowing the players to let their _____ down and enjoy themselves.
A. hearts B. heads C. hair D. souls
35. My father supposes, _____, that he will be retiring at 60.
A. like most people did B. like most people do
C. as do most people D. as most of people
36. I was scared _____ when I looked down from the top of the cliff.
A. tight B. stiff C. death D. my wits
37. The escaped prisoner fought _____ before he was finally overpowered.
A. foot and mouth B. heart and soul
C. head over heels D. tooth and nail
38. _____ to a new office with a salary half as much did he appreciate his former boss's generosity.
A. He had been transferred B. Having been transferred
C. Not until transferred D. Only when he transferred
39. A civil war pits brother against brother and causes _____ harm to a nation's morale.
A. uncompromising B. incalculable C. invariable D. infallible

YOUR ANSWERS

26.	27.	28.	29.	30.	31.	32.
33.	34.	35.	36.	37.	38.	39.

Part 2: For questions 40-45, read the following passage and then fill in each blank with the correct form of ONE of the words in the list below. Two words are extra. Write your answers in the corresponding numbered boxes provided.

AFFECT CURRENT ELIMINATE DANGER LOCATE POSE STRICT TRAP

For decades, habitat loss and hunting (40) _____ a huge threat to the whooping cranes of North America. When the whooping crane was listed as (41) _____ in 1967, there were only 48 birds left in the wild.

In 1978, whooping crane habitat was established in several U.S. states. They now nest in three (42) _____: Wisconsin, Florida, and at Wood Buffalo National Park in Canada. Due to nest protection, (43) _____ breeding and reproduction programs and a ban on hunting that is (44) _____ enforced, the (45) _____ population of North America’s tallest bird is now at about 600 birds. Though the crane’s future remains uncertain, it is one of conservation’s great success stories.

YOUR ANSWERS

40.	41.	42.
43.	44.	45.

III. READING

Part 1: For questions 46-50, read the text below and decide which answer A, B, C, or D best fits each gap. Write your answers in the corresponding numbered boxes provided.

HOW DO YOU CHOOSE THE RIGHT JOB?

A few people decide early in life what they want to do and then follow a prescribed path of training to reach their goal. More often, a young person takes the best job available, and that (46)_____ to a lifetime in a particular field. Of course, both who you know and what you know are important. Frequently an individual finds a job through a friend, relative or other helpful person. However, with a university degree, the minimum requirement for many jobs and with advanced training and qualifications, a (47) _____ in most professional fields, what you know can be the ticket to a good job.

There is probably no single “right” job for anybody. Out of the estimated 20,000 types of occupations available in modern society, there are probably hundreds that you could perform well and find rewarding. Although circumstances narrow one’s choices, there are still more possibilities than most people realize. Chance always plays a part in finding a job you like, but vocational counselors believe that a person can improve the (48) _____ by analyzing his or her ambitions, interests and aptitudes. One person may want to earn a lot of money. Others may give priority to being active, helping people or having a low (49) _____ of becoming unemployed. Personal interests, such as love of the (50) _____ or a fascination with computers, may point the way to a job a person enjoys and respect.

- 46.A. leads

47.A. need

48.A. odds

49.A. risk

50.A. outwards
- B. directs

B. must

B. difference

B. hazard

B. outside
- C. conducts

C. want

C. angles

C. danger

C. outdoors
- D. introduces

D. demand

D. favour

D. uncertainty

D. outback

YOUR ANSWERS

46.	47.	48.	49.	50.
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Part 2: For questions 51-60, fill each of the following numbered blanks with ONE suitable word. Write your answers in the corresponding numbered boxes provided.

One of the problems posed by the debate on global warming is the lack of detailed weather data before the second half of the 19th century. The main argument of the anti-pollution lobby is that the Earth's average temperature (51) _____ risen by about half a degree since 1860 and the changes go arm in arm (52) _____ the rise of greenhouse gases in the atmosphere. The fossil-fuel lobby, on the other hand, say that the importance of greenhouse gases has been overrated and that the (53) _____ was warming up anyway.

The question we have to answer, however, is what the Earth's climate would have been doing without (54) _____ interference, and to answer that we need a better knowledge of what happened in the distant (55) _____. For the last thousand years, we have (56) _____ evidence of recorded history. While we cannot rely on weather observations – there (57) _____ great doubt over whether early thermometers and other (58) _____ were correct - there are plenty of other data that provide a picture of a changing (59) _____. Tree rings, movement of glaciers, accounts of frozen lakes and pollen distribution enable estimates to be made of average temperatures during certain periods. Some of the most reliable evidence comes from the ice-caps of Greenland and Antarctica. These are formed from compacted snow, each year's deposit being squashed by the following one. By drilling deep into the ice and analysing air bubbles trapped inside it, a picture may be obtained of the atmosphere ages ago. One core recently drilled in Antarctica reached a (60) _____ of a mile and a half, to reach snow that had fallen some 200,000 years ago.

YOUR ANSWERS

51.	52.	53.	54.	55.
56.	57.	58.	59.	60.

III. READING:

Part 1. For questions 61-70, read the following passage and do the tasks that follow.

A The eruption in May 1980 of Mount St. Helens, Washington State, astounded the world with its violence. A gigantic explosion tore much of the volcano's summit to fragments; the energy released was equal to that of 500 of the nuclear bombs that destroyed Hiroshima in 1945.

B The event occurred along the boundary of two of the moving plates that make up the Earth's crust. They meet at the junction of the North American continent and the Pacific Ocean. One edge of the continental North American plate over-rides the oceanic Juan de Fuca micro-plate, producing the volcanic Cascade Range that includes Mounts Baker, Rainier and Hood, and Lassen Peak as well as Mount St. Helens.

C Until Mount St. Helens began to stir, only Mount Baker and Lassen Peak had shown signs of life during the 20th century. According to geological evidence found by the United States Geological Survey, there had been two major eruptions of Mount St. Helens in the recent (geologically speaking) past: around 1900 B.C., and about A.D. 1500. Since the arrival of Europeans in the region, it had experienced a single period of spasmodic activity, between 1831 and 1857. Then, for more than a century, Mount St. Helens lay dormant.

D By 1979, the Geological Survey, alerted by signs of renewed activity, had been monitoring the volcano for 18 months. It warned the local population against being deceived by the mountain's outward calm, and forecast that an eruption would take place before the end of the century. The inhabitants of the area did not have to wait that long. On March 27, 1980, a few clouds of smoke formed above the summit, and slight tremors were felt. On the 28th, larger and darker clouds,

consisting of gas and ashes, emerged and climbed as high as 20,000 feet. In April a slight lull ensued, but the volcanologists remained pessimistic. Then, in early May, the northern flank of the mountain bulged, and the summit rose by 500 feet.

E Steps were taken to evacuate the population. Most- campers, hikers, timber-cutters left the slopes of the mountain. Eighty-four-year-old Harry Truman, a holiday lodge owner who had lived there for more than 50 years, refused to be evacuated, in spite of official and public, including an entire class of school children, wrote to him, begging him to leave. He never did.

F On May 18, at 8.32 in the morning, Mount St. Helens blew its top. literally. Suddenly, it was 1300 feet shorter than it had been before its growth had begun. Over half a cubic mile of rock had disintegrated. At the same moment, an earthquake with an intensity of 5 on the Richter scale was recorded. It triggered an avalanche of snow and ice. mixed with hot rock-the entire north face of the mountain had fallen away. A wave of scorching volcanic gas and rock fragments shot horizontally from the volcano's riven flank, at an inescapable 200 miles per hour. As the sliding ice and snow melted, it touched off devastating torrents of mud and debris, which destroyed all life in their path. Pulverised rock climbed as a dust cloud into the atmosphere. Finally, viscous lava, accompanied by burning clouds of ash and gas, welled out of volcano's new crater, and from lesser vents and cracks in its flanks.

G Afterwards, scientists were able to analyse the sequence of events. First, magma molten rock-at temperatures above 2000oF. had surged into the volcano from the Earth's mantle. The build-up was accompanied by an accumulation of gas, which increased as the mass of magma grew. It was the pressure inside the mountain that made it swell. Next, the rise in gas pressure caused a violent decompression. Which ejected the shattered summit like a cork from a shaken soda bottle. With the summit gone, the molten rock within was released in a jet of gas and fragmented magma, and lava welled from the crater.

H The effects of the Mount St. Helens eruption were catastrophic. Almost all the trees of the surrounding forest, mainly Douglas firs. were flattened. and their branches and bark ripped off by the shock wave of the explosion. Ash and mud spread over nearly 200 square miles of country. All the towns and settlements in the area were smothered in an even coating of ash. Volcanic ash silted up the Columbia River 35 miles away, reducing the debris that accumulated at the foot of the volcano reached a depth. in places, of 200 feet.

I The eruption of Mount St. Helens was one of the most closely observed and analysed in history. Because geologists had been expecting the event, they were able to amass vast amounts of technical data when it happened. Study of atmospheric particles formed as a result of the explosion showed that droplets of sulphuric acid, acting as a screen between the Sun and the Earth's surface, caused a distinct drop in temperature. There is no doubt that the activity of Mount St. Helens and other volcanoes since 1980 has influenced our climate. Even so, it has been calculated that the quantity of dust ejected by Mount St. Helens - a quarter of a cubic mile- was negligible in comparison with that thrown out by earlier eruptions, such as that of Mount Katmai in Alaska in 1912 (three cubic miles). The volcano is still active. Lava domes have formed inside the new crater, and have periodically burst. The threat of Mount St Helens lives on.

Questions 61 and 62

Reading Passage has 9 paragraphs labelled **A-I**

Answer questions 61 and 62 by writing the appropriate letter **A-I** in boxes 61 and 62 on your answer sheet.

Example

Answer

Which paragraph compares the eruption to the energy released by nuclear bomb?

A

61. Which paragraph describes the evacuation of the mountain?

62. Which paragraph describes the moment of the explosion of Mount St. Helens?

Questions 63 and 64

63. What are the dates of the **TWO** major eruptions of Mount St. Helens before 1980?

*Write **TWO** dates in box 3 on your answer sheet.*

64 How do scientists know that the volcano exploded around the two dates above?

*Using **NO MORE THAN THREE WORDS** , write your answer in box 4 on your answer sheet*

Questions 65-68

*Complete the summary of events below leading up to the eruption of Mount St. Helens. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

Write your answers in boxes 65-68 on your answer sheet.

In 1979 the Geological Survey warned ... **(65)** ... to expect a violent eruption before the end of the century. The forecast was soon proved accurate. At the end of March there were tremors and clouds formed above the mountain. This was followed by a lull, but in early May the top of the mountain rose by ... **(66)**... . People were ...**(67)** ... from around the mountain. Finally, on May 18th at ...**(68)** ..., Mount St. Helens exploded.

Question 69 and 70

Complete the table below giving evidence for the power of the Mount St. Helens eruption.

*Write your answers in boxes **69** and **70** on your answer sheet.*

Item	Equivalent to
Example The energy released by the explosion of Mount St. Helens	Answer 500 nuclear bombs
The area of land covered in mud or ash	...(69)...
The quantity of dust ejected	...(70)...

Your answers

61.	62.	63.	64.	65.
66.	67.	68.	69.	70.

Part 2: Read the following passage and do the tasks below Write your answer in the numbered box.

Questions 71-75

Reading Passage has seven paragraphs A-G.

Choose the most suitable headings for paragraphs B-E and G from the list of heading below.

Write the appropriate numbers (i-x) in boxes 71-75 on your answer sheet.

NB There are more headings than paragraphs so you will not use all of them.

You may use any of the headings more than once.

	List of Headings
(i)	The effect of changing demographics on organisations
(ii)	Future changes in the European workforce
(iii)	The unstructured interview and its validity
(iv)	The person-skills match approach to selection
(v)	The implications of a poor person-environment fit
(vi)	Some poor selection decisions
(vii)	The validity of selection procedures
(viii)	The person-environment fit
(ix)	Past and future demographic changes in Europe
(x)	Adequate and inadequate explanations of organisational failure

Example	Paragraph A	Answer (x)
71.	Paragraph B	
72.	Paragraph C	
73.	Paragraph D	
74.	Paragraph E	
Example	Paragraph F	Answer (ix)
75.	Paragraph G	

PEOPLE AND ORGANISATIONS: THE SELECTION ISSUE

A In 1991, according to the Department of Trade and Industry, a record 48,000 British companies went out of business. When businesses fail, the post-mortem analysis is traditionally undertaken by accountants and market strategists. Unarguably organisations do fail because of under-capitalisation, poor financial management, adverse market conditions etc. Yet, conversely, organisations with sound financial backing, good product ideas and market acumen often underperform and fail to meet shareholders' expectations. The complexity, degree and sustainment of organisational performance requires an explanation which goes beyond the balance sheet and the "paper conversion" of financial inputs into profit making outputs. A more complete explanation of "what went wrong" necessarily must consider the essence of what an organisation actually is and that one of the financial inputs, the most important and often the most expensive, is people.

B An organisation is only as good as the people it employs. Selecting the right person for the job involves more than identifying the essential or desirable range of skills, educational and professional qualifications necessary to perform the job and then recruiting the candidate who is most likely to possess these skills or at least is perceived to have the ability and predisposition to acquire them. This is a purely person/skills match approach to selection.

C Work invariably takes place in the presence and/or under the direction of others, in a particular organisational setting. The individual has to "fit" in with the work environment, with other employees, with the organisational climate, style or work, organisation and culture of the organisation. Different organisations have different cultures (Cartwright & Cooper, 1991; 1992). Working as an engineer at British Aerospace will not necessarily be a similar experience to working in the same capacity at GEC or Plessey.

D Poor selection decisions are expensive. For example, the costs of training a policeman are about £ 20,000 (approx. US\$ 30,000). The costs of employing an unsuitable technician on an oil rig or in a nuclear plant could, in an emergency, result in millions of pounds of damage or loss of life. The disharmony of a poor person-environment fit (PE-fit) is likely to result in low job satisfaction, lack of organisational commitment and employee stress, which affect organisational outcomes i.e. productivity, high labour turnover and absenteeism, and individual outcomes i.e. physical, psychological and mental well-being.

E However, despite the importance of the recruitment decision and the range of sophisticated and more objective selection techniques available, including the use of psychometric tests, assessment centres etc., many organisations are still prepared to make this decision on the basis of a single 30 to 45 minute unstructured interview. Indeed, research has demonstrated that a selection decision is often made within the first four minutes of the interview. In the remaining time, the interviewer then attends exclusively to information that reinforces the initial "accept" or "reject" decision. Research into the validity of selection methods has consistently demonstrated that the unstructured interview, where the interviewer asks any questions he or she likes, is a poor predictor of future job performance and fares little better than more controversial methods like graphology and astrology. In times of high unemployment, recruitment becomes a "buyer's market" and this was the case in Britain during the 1980s.

F The future, we are told, is likely to be different. Detailed surveys of social and economic trends in the European community show that Europe's population is falling and getting older. The birth rate in the Community is now only three-quarters of the level needed to ensure replacement of the existing population. By the year 2020, it is predicted that more than one in four Europeans will be aged 60 or more and barely one in five will be under 20. In a five-year period between 1983 and 1988 the Community's female workforce grew by almost six million. As a result, 51% of all women aged 14 to 64 are now economically active in the labour market compared with 78% of men.

G The changing demographics will not only affect selection ratios. They will also make it increasingly important for organisations wishing to maintain their competitive edge to be more responsive and accommodating to the changing needs of their workforce if they are to retain and develop their human resources. More flexible working hours, the opportunity of work from home or job share, the provision of childcare facilities etc., will play a major role in attracting and retaining staff in the future.

Questions 76-80

Do the following statements agree with the views of the writer in the Reading Passage?

In boxes 76-80 on your answer sheet write

YES *if the statement agrees with the writer*

NO *if the statement does not agree with the writer*

NOT GIVEN *if there is no information about this in the passage*

- ## ***Your answers***

71.	72.	73.	74.	75.
76.	77.	78.	79.	80.

Part 3. For questions 81-90, read an extract from an article and choose the answer A, B, C or D which you think fits best according to the text. Write your answers in the corresponding numbered boxes provided.

For all their great diversity of shapes and sizes, glaciers can be divided into two essential types: valley glaciers, which flow downhill from mountains and are shaped by the **constraints** of topography, and ice sheets, which flow outward in all directions from domelike centers of accumulated ice to cover vast expanses of terrain. Whatever their type, most glaciers are remnants of great shrouds of ice that covered the earth eons ago. In a few of these glaciers the oldest ice is very ancient indeed, the age of parts of the Antarctic sheet may exceed 500000 years.

Glaciers are born in rocky wombs above the snow line, where there is sufficient winter snowfall and summer cold for snow to survive the annual melting. The long gestation period of a glacier begins with the accumulation and gradual transformation of snowflakes. Soon after they reach the ground, complex snowflakes are reduced to compact, roughly spherical ice crystals, the basic components of a glacier. As new layers of snow and firn, snow that survives the melting of the previous summer, accumulate, they squeeze out most of the air bubbles **trapped** within and between the crystals below. ***This process*** of recrystallization continues throughout the life of the glacier.

The length of time required for the creation of glacier ice depends mainly upon the temperature and the rate of snowfall. In Iceland, where snowfall is heavy and summer temperatures are high enough to produce plenty of meltwater, glacier ice may come into being in a relatively short time-say, ten years. In parts of Antarctica, where snowfall is scant and the ice remains well below its melting temperature year-round, the process may require hundreds of years. The ice does not become a glacier until it moves under its own weight, and it cannot move **significantly** until **it** reaches a critical thickness-the point at which the weight of the pile-up layers overcomes the internal strength of the ice and the friction between the ice and the ground. This critical thickness is about 60 feet. The fastest moving glaciers have been gauged at not much more than two and a half miles per year, and some cover less than 1/100 inch in that same amount of time. But no matter how infinitesimal the flow, movement is what distinguishes a glacier from a mere mass of ice.

81. This passage mainly discusses _____.
- A. the size and shape of glaciers
B. the formation of glaciers
C. why glaciers move
D. two types of glaciers
82. The word “**constraints**” in the first paragraph is closest in meaning to _____.
- A. restrictions
B. height
C. beauty
D. speed
83. Why does the author mention the Antarctic ice sheet in the first paragraph?

- A. It is a slow-moving glacier.
 B. One would expect glaciers in this part of the world.
 C. It contains some of the oldest ice in existence.
 D. It is an example of a well-formed ice sheet.
84. To describe the development of glaciers, the author uses the analogy of _____.
 A. birth B. snowflakes C. crystals D. Iceland
85. The word “**trapped**” in the second paragraph is closest in meaning to _____.
 A. enclosed B. hunted C. formed D. stranded
86. The phrase “**this process**” in the second paragraph refers to _____.
 A. air bubbles being trapped below
 B. snow and firn compressing the ice crystals
 C. formation of firn from snow that is about to melt
 D. melting of summer snow
87. According to the passage, what is one of the differences between valley glaciers and ice sheets?
 A. Ice sheets move faster than valley glaciers in the process.
 B. While valley glaciers flow downhill, ice sheets flow in all directions.
 C. Valley glaciers are thicker than ice sheets because of the land formation.
 D. In the process, valley glaciers are not as old as ice sheets.
88. The word “**significantly**” in the last paragraph is closest in meaning to _____.
 A. quickly B. naturally C. thoroughly D. notably
89. In the last paragraph, what does “**it**” refer to?
 A. glacier B. ice C. thickness D. weight
90. According to the passage, the characteristics that identifies a glacier is _____.
 A. the critical thickness of the ice
 B. the amount of firn accumulated
 C. the movement of the ice
 D. the weight of the ice

Your answers

81.	82.	83.	84.	85.
86.	87.	88.	89.	90.

Part 4. The passage below consists of five paragraphs marked A, B, C, and D. For questions 91-95, read the passage and do the task that follows. Write your answers in the corresponding numbered boxes provided.

DO REVIEWS SELL BOOKS?

We asked five leading British publishers about the effect of the reviews of a book on its commercial success. Here is what they said.

Publisher A

Reviews are absolutely key for publishers - the first part of the newspaper we turn to. The Book Marketing Council found some years ago that when questioned on why they had bought a particular book, more people cited reviews than any other prompting influence (advertisements, word of mouth, bookshop display, etc.).

Authors' responses to reviews are slightly different from publishers. Both are devastated by no reviews, but publishers are usually more equable about the bad reviews, judging that column inches are what matter and that a combination of denunciation and ecstatic praise can actually create sales as readers decide to judge for themselves.

Publishers probably get the most pleasure from a review which precisely echoes their own response to a book - they are often the first 'reader'.

Publisher B

While publishers and the press fairly obviously have a common interest in the nature of book review pages, one also needs to remember that their requirements substantially differ: a newspaper or magazine needs to provide its readers with appropriately entertaining material; a publishing house wants to see books, preferably its own, reviewed, preferably favourably.

Without any question, book reviewing is 'better' - more diverse, less elitist - than 40 years ago, when I began reading review pages. That said, there is still a long-grumbled-about tendency to neglect the book medium read by a majority - namely paperbacks. The weekly roundups aren't really adequate even if conscientiously done. And even original paperbacks only rarely receive serious coverage.

But publishers shouldn't complain too much. Reviews are an economical way of getting a book and an author known. There is no question that a lively account of a new book by a trusted name can generate sales - even more if there are several of them.

Publisher C

Reviews are the oxygen of literary publishing; without them, we would be cut off from an essential life-source. Because the books we publish are generally not by 'brand-name' authors, whose books sell with or without reviews, and because we seldom advertise, we depend on the space given to our books by literary editors.

When the reviews are favourable, of course, they are worth infinitely more than any advertisement. The reader knows that the good review is not influenced by the publisher's marketing budget: it is the voice of reason, and there is no doubt that it helps to sell books. Publishers themselves often claim that they look for size rather than content in reviews.

The actual effect of reviews on sales is the inscrutable heart of the whole business. Good reviews can launch a book and a career and occasionally lift sales into the stratosphere: but never entirely on their own. There has to be some fusion with other elements - a word-of-mouth network of recommendation, a robust response from the book trade, clever marketing.

Publisher D

The relationship in Britain between publishing and reviewing? I wish I knew! In the United States it's simple: the New York Times can make or break a book with a single review. Here, though, the people in the bookshops often don't appear to take much notice of them.

It sometimes takes 20 years of consistently outstanding reviews for people to start reading a good writer's work. Yet some of the most dismally received books, or books not yet reviewed, are the biggest sellers of all. So it's all very unpredictable, though non-fiction is less so.

Mind you, non-fiction does allow reviewers to indulge themselves by telling us what they know about the subject of the book under review rather than about the book itself.

Publisher E

Of course, all publishers and all writers dream of long, uniformly laudatory reviews. But do they sell books? I once published a biography. The reviews were everything I could have craved. The book

was a flop - because everyone thought that, by reading the lengthy reviews, they need not buy the book.

Does the name of the reviewer make a difference? Thirty years ago, if certain reviewers praised a book, the public seemed to take note and obey their recommendations. These days, it is as much the choice of an unexpected reviewer, or the sheer power or wit or originality of the review, which urges the prospective buyer into the bookshop.

Which publisher(s)

- 91. describes how good reviews can contribute to the commercial failure of a book?
- 92. says that writers and publishers do not react to negative reviews in the same way?
- 93. feels that certain books are frequently overlooked by reviewers?
- 94. talks about the sales of some books being stimulated by mixed reviews?
- 95. suggest that the length of a review may be more important to publishers than what it actually says?

Your answers

91.	92.	93.	94.	95.
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IV. WRITING

Part 1: Write a summary of the notion of corporal punishment throughout the time (100 words)

Corporal punishment

Corporal punishment, the infliction of physical pain upon a person's body as punishment for a crime or infraction. Corporal punishments include flogging, beating, branding, mutilation, blinding, and the use of the stock and pillory. In a broad sense, the term also denotes the physical disciplining of children in the schools and at home.

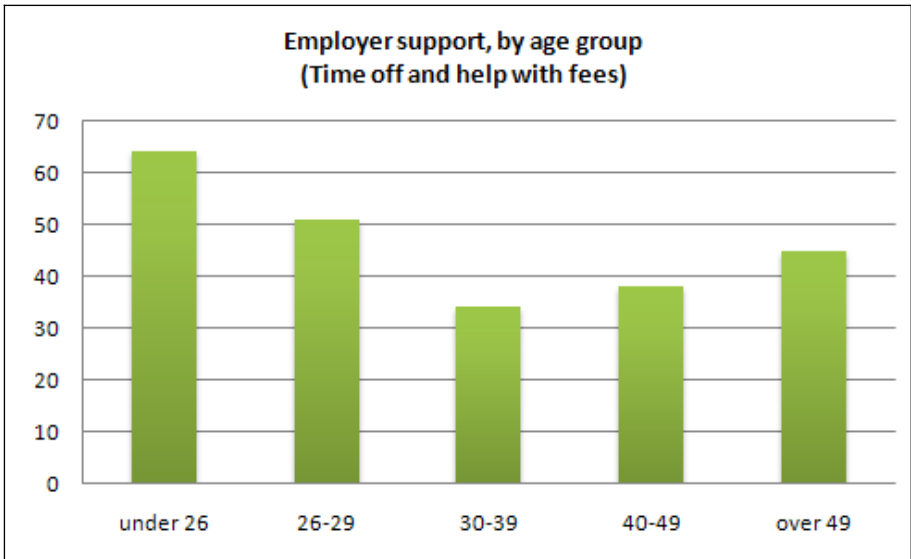
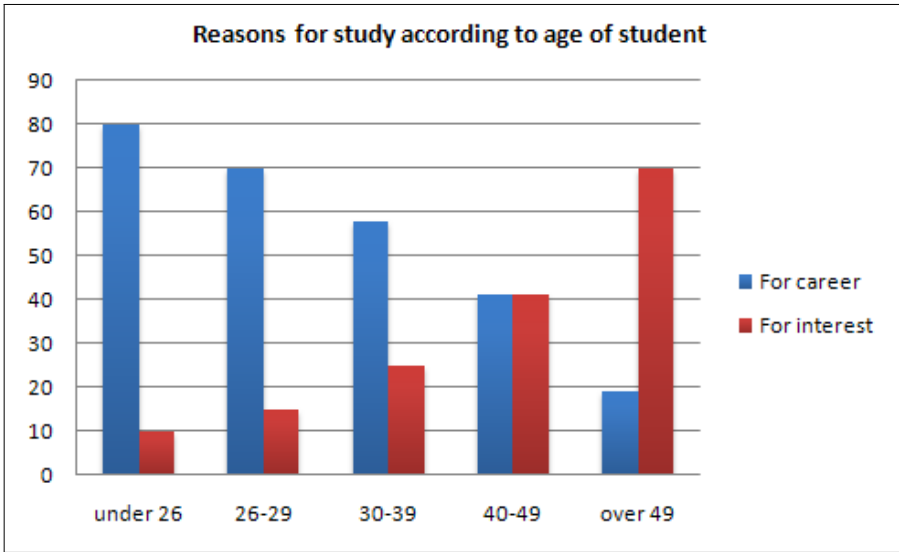
Early Babylonian law developed the principle of *lex talionis*, which asserted that criminals should receive as punishment precisely those injuries they had inflicted upon their victims. Many subsequent societies applied this "eye-for-an-eye and tooth-for-a-tooth" principle quite literally in dealing with offenders. From ancient times through the 18th century, corporal punishments were commonly used in those instances that did not call for the death penalty or for exile or transportation. But the growth of humanitarian ideals during the Enlightenment and afterward led to the gradual abandonment of corporal punishment, and by the later 20th century it had been almost entirely replaced by imprisonment or other nonviolent penalties.

Corporal punishment no longer exists in the legal systems of most developed nations of the world. The last floggings in the United States, for example, were carried out in the state of Delaware in 1952 (the practice was abolished there in 1972). British criminal law stood as a rare exception in its legal prescription of whipping as punishment for some offenses, but the infliction of this penalty was severely limited by the Criminal Justice Act of 1948 and was abolished in 1967. Whipping and even amputation remain prescribed punishments in several Middle Eastern nations that strictly observe Islamic law, however. Beatings and other corporal forms of disciplinary action are still administered, whether legally or covertly, in the prison systems of many countries. Corporal punishment is explicitly prohibited by several international conventions on human rights, including the European Convention on Human Rights and the United Nations' "Standard Minimum Rules for the Treatment of Prisoners."

An important rationale for the use of corporal punishment has historically been that the pain, injury, humiliation, and degradation it inflicted would deter the offender from committing similar offenses in the future. It was also maintained that, for instance, the amputation of a pickpocket's right hand would lessen his physical ability to commit similar crimes in the future or that the branding of a telltale mark upon his forehead would alert his potential victims in a crowd to take special precautions while they were in his vicinity. The claim that corporal punishment is an especially effective deterrent has been refuted by empirical evidence, however, which shows that offenders who are punished by corporal means are actually slightly more likely to commit further crimes than are those punished by imprisonment. Although there have been some calls for the reinstitution of corporal punishment in response to rising crime rates in the United States and other countries in the post-World War II era, corporal punishment continues to be regarded as an inhumane and barbaric relic of the criminal justice systems of bygone eras.

Most European countries have partially or completely banned the corporal punishment of children in schools and at home, in compliance with the European Social Charter—adopted in 1961 and revised in 1996—which protects children from physical abuse. The Council of Europe, an organization of nearly all European countries that promotes human rights and democracy on the continent, has sought to abolish the practice. The corporal punishment of children by parents or caregivers has also been banned in some non-European countries. The Convention on the Rights of the Child, which was adopted by the United Nations in 1989, forbids the physical abuse of children by parents or other caregivers. The convention has been ratified by all UN members except the United States and Somalia. By the early 21st century, more than 100 countries had also banned the corporal punishment of children in schools.

Part 2: The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.



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