

## ĐỀ ĐỀ NGHỊ ÔN TẬP HSG QG

NĂM HỌC: 2024-2025

### I. LISTENING

*Part 1: For questions 1-5, listen to the conversation between two students discussing a research article about gender differences in physics performance. Decide whether each of the following ideas is mentioned by only the male speaker, only the female speaker, or by both of them. Write:*

- **M** for the male speaker
- **F** for the female speaker
- **B** for both speakers

**Write your answers in the corresponding numbered boxes provided.**

1. The students in the study were majoring in STEM fields but not necessarily physics.
2. The female students believed male students expected them to do poorly.
3. The writing task helped students relax and improved their test results.
4. In a study, the result showed that both men and women achieved similar outcomes, regardless of whether they worked in groups or individually.
5. It is important to have the right size sample for the experiment.

*(Adapted from Engexam IELTS Listening Practice Test 31 – Section 3)*

1.	2.	3.	4.	5.
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**Part 2: For questions 6-10, you will hear a lecturer talking about the solar eclipse in history. Match each of the five correct statements (from A–I) with the appropriate categories (6-10).**

*There are extra statements that do not match any project. Write your answers in the corresponding numbered boxes provided.*

**Categories**

- 6. Previous perception of eclipse
- 7. Why eclipses are scientifically important
- 8. The uniqueness of eclipses
- 9. The discovery during an eclipse
- 10. Einstein's contribution related to eclipses

**Statements:**

- A. Helium, an element named after the sun god, was found, using an eclipse.
- B. Eclipses were warnings of disaster and even had gods to prevent them.
- C. One theory was confirmed during an eclipse in the early 20th century, changing how we understand gravity.
- D. Eclipses happen somewhere on Earth every one or two years.
- E. An astronomer once thought he found a new planet during an eclipse.
- F. Eclipses are now popular tourist events attracting people from far away.
- G. The corona of the sun can only be studied during an eclipse due to the sun's brightness.
- H. Mercury's orbit puzzled scientists, leading to false theories about another planet.

*(Source: Adapted from Engexam IELTS Practice Test 9 – Section 4)*

6.	7.	8.	9.	10.
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*Part 3: For questions 11-15, listen to a an interview in which two professional set designers share their experience of working in the theatre. Choose the answer (A, B, C or D) which fits best according to what you hear.*

**11.** Neil first decided to become a set designer when

- A.** the first time he went to the theater with his parents.
- B.** at his drama course at university.
- C.** he was asked to help out on a student production.
- D.** he gave up on his childhood dream of becoming an actor.

**12.** What does Neil say about working as an assistant set designer?

- A.** He did it because he was in need on money.
- B.** He believed it would help him find new professional connections.
- C.** He was too young to take full advantage of it at first.
- D.** He appreciated the opportunity to get some practical experience.

**13.** Vivienne believes that when you start working on a new production, the most important aspect is

- A.** establishing a working relationship with the director.
- B.** agreeing on how much you want to change the scenery.
- C.** having genuine interest in the play.
- D.** trying some sketches beforehand.

**14.** Why does Vivienne prefer simultaneous work on several productions?

- A.** She finds that it stimulates her creativity.
- B.** She believes that it makes more sense financially.

- C. It means she doesn't have to be on all opening nights.
- D. It helps her get her mind off problems in other productions.
15. Vivienne doesn't share Neil's opinion that reviews are
- A. something set designers shouldn't be too worried about.
- B. can be unreasonably critical or biased towards a designer's set.
- C. annoying whenever the set isn't mentioned in it.
- D. flattering when the set is specifically mentioned

*(Source: Adapted from CAE Listening Practice Test 18 – Part 3)*

11.	12.	13.	14.	15.
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**Part 4:** *For questions 16-25, listen to a report about an innovative business started by two university graduates in San Francisco and complete the sentences summarizing the main ideas of the recording. Write no more than three words taken from the recording for each space.*

This business is (16) \_\_\_\_\_ of the Californian economy.

The graduates collect waste (17) \_\_\_\_\_ early in the morning.

The waste product is used to cultivate (18) \_\_\_\_\_ mushrooms.

The objective of the enterprise is to grow valuable (19) \_\_\_\_\_.

The presence of caffeine in the grounds makes it impossible for plants to (20) \_\_\_\_\_ in coffee alone.

The mushroom farm is located in a(n) (21) \_\_\_\_\_ in San Francisco.

The second stage of the process requires the graduates to (22) \_\_\_\_\_ the mushrooms into believing they are about to die.

In the final stage, before they start fruiting, the bags become fully (23) \_\_\_\_\_ by the mycelium.

The objective of the exercise is to see all their hard work start (24) \_\_\_\_\_.

But the question about whether the business model is (25) \_\_\_\_\_ or not needs to be asked.

*(Source: Adapted from Engexam CPE practice test – part 2)*

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

## II. READING

### II.1. LANGUAGE IN USE

**Part 1. For question 1-10 read the passage below and decide which answer (A, B, C, D) best fits each space. Write the letter A, B, C, D in the numbered boxes provided.**

In this age of (1).....telephone networks and electronic mail, it seems that fewer and even fewer people are taking time to sit down and write letters (2).....friends and relatives. For hundreds of years, letters were the only way to keep (3).....people who were any distance away and letter-writing was seen as an important skill for all learned people (4) ..... Gradually, (5)....., the importance of writing letters is decreasing to a point that majority of us have to (6).....a special effort to turn out something worthwhile when we apply for a job or make a complaint. In business circles the tendency is for routine communications to become shorter. (7).....clients may appreciate a detailed letter, an employee who sends out long letters is often regarded as (8) ..... Many people prefer the telephone in all circumstances and its speed is essential in many situations but how often have you put the telephone down, (9).....you have managed to say? I don't think I'll throw my (10).....away yet.

- |                           |                        |                           |                      |
|---------------------------|------------------------|---------------------------|----------------------|
| 1. A. progression         | B. advancing           | C. highly-developed       | D. high-developed    |
| 2. A. to                  | B. from                | C. for                    | D. with              |
| 3. A. in step with        | B. in contact with     | C. in good terms with     | D. in favour of      |
| 4. A. to be mastered      | B. mastering           | C. to master              | D. mastered          |
| 5. A. therefore           | B. however             | C. in short               | D. for example       |
| 6. A. make                | B. do                  | C. cause                  | D. create            |
| 7. A. even though         | B. as though           | C. despite                | D. however           |
| 8. A. unimportant         | B. inefficient         | C. unusual                | D. impossible        |
| 9. A. satisfied with when | B. satisfied with that | C. dissatisfied with what | D. dissatisfied into |
| 10. A. letter             | B. telephone           | C. pen                    | D. effort            |

***Your answers:***

1	2.	3.	4.	5.	6.	7.	8.	9.	10.
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**Part 2. For questions 1-5, read the passage, then fill in each of each of the numbered spaces with the correct form of the words given in the box. Write your answers in the numbered boxes provided. There are FOUR words that you do not need to use. The first one, (0), has been done as an example.**

ability	know	create	persist	benefit
mature	vary	industry	commercial	compete

### **The Rise of Innovative Startups**

In the modern world, entrepreneurship has become one of the most exciting and rapidly developing sectors. What makes a startup successful often lies in its ability to be (0) \_\_\_\_\_ and to respond quickly to changing market demands. Unlike traditional businesses, startups tend to thrive in environments that demand constant innovation and (1) \_\_\_\_\_.

One key trait shared by many successful entrepreneurs is their (2) \_\_\_\_\_ in pursuing their vision, even in the face of failure. This mindset distinguishes them from others who might abandon their ideas too quickly.

Technological advancement also plays a crucial role. With the explosion of digital tools, founders are now more (3) \_\_\_\_\_ than ever to turn bold ideas into practical solutions. These tools provide access to global markets and reduce the barriers that once limited economic (4) \_\_\_\_\_.

However, not all startups survive. Without proper planning and execution, even the most promising ideas may fail to reach (5) \_\_\_\_\_. It is, therefore, vital to understand both the opportunities and the challenges of this dynamic ecosystem.

**Cambridge C1 Advanced (CAE)**

<b>0. creative</b>	1.	2.
3.	4.	5.

**Part 3. The passage below contains FIVE grammatical mistakes. 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.**

Discussions of energy use lead naturally to the question of how it may be affecting the earth's climate. In the United States, the energy sector accounting for more than 85 percent of total greenhouse gas emissions, with energy-related carbon dioxide alone responsible for about 80 percent. Most U.S. greenhouse gas emissions result from the use of coal and petroleum in electric generation and transportation, respective. But two newer technologies, fuel cells and small, single-cycle gas turbines-induced by economic and environmental considerations as well

as by innovation policy-offer substantial environmental advantages over traditional, large, centralizing power plants. Local generation by smaller plants can not only reduce transmission losses, but also improve air quality since they can be fuelling by hydrogen and natural gas-much cleaner than coal on a per kilowatt hour basis. If fuel cells become widely adopted in transportation, emissions will plunge there too.

<b>Eg. affecting</b>	1.	2.
3.	4.	5.

## II. 2. READING COMPREHENSION

**Part 1.** *For questions 1-10, read the passage and fill each of the following numbered blanks with ONE suitable word. Write your answers in the boxes provided.*

Globalization is not a wholly new phenomenon. Empires throughout history have sought to extend their dominion and influence (1) \_\_\_\_\_ their immediate horizons. European colonialism reflected a similar imperialist impulse, inaugurating political, social, economic and cultural imbalances that have persisted into the new millennium. Yet contemporary globalization is (2) \_\_\_\_\_ a different order to such historical anticipations. Recent decades have witnessed an (3) \_\_\_\_\_ enmeshment of national economies and cultural expressions, (4) \_\_\_\_\_ rise to new challenges and opportunities. Communication networks have shrunk or abolished distance, to the (5) \_\_\_\_\_ of some and the exclusion of others. Travel has never been so rapid and convenient, while remaining beyond the (6) \_\_\_\_\_ of many. In a world in which the possibilities of intercultural contact have multiplied, linguistic diversity and many other forms of cultural expression are in decline. How then is globalization to be viewed in (7) \_\_\_\_\_ of its impacts on cultural diversity?

Globalization is often conceived as potentially antithetical to cultural diversity, in the (8) \_\_\_\_\_ of leading to the homogenization of cultural models, values, aspirations and lifestyles, to the standardization of tastes, the impoverishment of creativity, uniformity of cultural expressions and so (9) \_\_\_\_\_. The reality, however, is more complex. While it is true that globalization induces forms of homogenization, it cannot be regarded as inimical to human creativity, which continues to engender new forms of diversity, constituting a perennial challenge to featureless (10) \_\_\_\_\_.

*<https://mindlab2015.weebly.com/cultural-diversity/category/all>*

**Your answers:**

1	2	3	4	5
6	7	8	9	10

***Part 2. For the following questions, read the following passage and circle the best answer to each of the following questions. Write your answers in corresponding numbered boxes provided on the answer sheet.***

Science plays a crucial role in identifying problems related to how natural systems function and deteriorate, particularly when they are affected by an external factor. In turn, scientific findings shape the policies introduced to protect such systems where necessary. Experts are frequently called upon by politicians to provide evidence which can be used to make scientifically sound, or at least scientifically justifiable policy decisions.

Issues arise as there are frequent disagreements between experts over the way data is gathered and interpreted. An example of the former is the first scientific evidence of a hole in the ozone layer by the British Antarctic Survey. (1) The findings were at first greeted by the scientific community with scepticism, as the British Antarctic Survey was not yet an established scientific community. (2) Moreover, it was generally believed that satellites would have picked up such ozone losses if they were indeed occurring. (3) It was not until the methodology of NASA's Goddard Space Flight Center was reviewed that it became apparent that data had been overlooked. (4)

With regards to the latter, controversy between scientists may arise where data analysis appears to support one policy over another. In 1991, the World Resource Institute (WRI) published estimates of net emissions and sinks of greenhouse gases for a number of countries, including India. The report provoked criticisms among Indian scientists who argued that the figures had failed to take some significant factors into account, leading to overestimated emission values. The WRI was accused of blaming less economically developed countries for global warming; a stance which, if accepted, could impede industrialisation and sustain, even widen, the wealth gap.

Problems regarding the scientific method are well documented and it is widely accepted by the scientific community that, however consistent scientists are in their procedures, the results born under different circumstances can vary markedly. A number of factors influence research, among them the organisation of a laboratory, the influence of prevailing theories, financial constraints and the peer review process. Consequently, scientists tend to believe they are not in a position to bear universal truths but to reveal tendencies.



However, this is countered by two factors. Firstly, certain scientific institutions wish to maintain a degree of status as ‘bearers of truth’. Further, policy makers uphold this understanding by requesting scientific certainties in order to legitimise their policy decisions. According to a number of authors who have documented this process, decision makers do not necessarily try to obtain all the information which is or could be made available regarding an issue. Rather, they select that information which is necessary to fulfil their goals, information termed as ‘half-knowledge’. Attempts to underplay transboundary issues such as water provision and pollution are cases in point. Politicians clearly cannot pretend that certain data do not exist if they are well-known in scientific communities or national borders, but some discretion is evident, especially where there is controversy and uncertainty.

It is important to note that policies regarding scientific issues are influenced in no small part by societal factors. These include the relative importance of certain environmental issues, the degree of trust in the institutions conducting the research, and not least the social standing of those affected by the issue. In other words, environmental problems are in many ways socially constructed according to the prevailing cultural, economic and political conditions within a society. It has been suggested, for example, that contemporary 'post-materialist' Western societies pay greater attention to 'quality' - including environmental quality – than 'quantity'. This theory does not necessarily assume that people of low-income countries have no interest in environmental protection, as the example of the Chipko movement in India clearly demonstrates, but demonstrates that the way a resource is valued varies widely among different communities.

Finally, it cannot be denied that the ‘issue of the day’ changes constantly. One issue becomes more or less urgent than another, based on current events. Concurrently, new issues enter the political agenda. It has been noted that it often takes a 'policy entrepreneur', someone who dedicates time, energy and financial resources to a certain issue, to raise its profile. Furthermore, whether an issue is taken up by political, environmental or media groups, depends very much on the degree to which it suits their particular agenda, not to mention budget.

*([https://www.examenglish.com/TOEFL/TOEFL\\_reading8.htm](https://www.examenglish.com/TOEFL/TOEFL_reading8.htm))*

1. With reference to paragraph 1, which of the following pieces of research would be NOT be relevant to this article?

- A. the effect of climate change on weather patterns in Africa
- B. whether or not low level radiation increases the risk of cancer
- C. how acid rain impacts species within a lake ecosystem
- D. a comparison of the species present in two areas of woodland

2. What is the purpose of the example of ozone data given in paragraph 2?

- A. to show that NASA's Goddard Space Flight Center used unreliable methods of gathering scientific data
- B. to show how data gathering methods and the status of scientists may affect the way data is regarded
- C. to prove that it is wrong to dismiss evidence which comes from a non-established source
- D. to show how NASA and the British Antarctic Survey disagreed over the correct way to gather ozone data.

3. Where in paragraph 2 does this sentence best fit?

*This was because of the way their computers had been programmed to discard any readings which appeared anomalous.*

- A.1                      B.2                      C.3                      D.4

4. Paragraph 3 gives an example of a dispute over...

- A. which country was most responsible for producing greenhouse gases
- B. the pollution caused by multinational companies in India.
- C. how statistics were interpreted and presented.
- D. erroneous data which resulted from a poorly-funded experiment.

5. In paragraph 5, '**this**' refers to...

- A. the scientific method and its inherent problems.
- B. the belief that scientists cannot reveal universal truths.
- C. the variation in scientific results under different circumstances.
- D. the list of factors which influence scientific research.

6. What is meant by this sentence?

*'Further, policy makers uphold this understanding by requesting scientific certainties in order to legitimise their policy decisions.'*

- A. Politicians, when seeking evidence for policy-making, encourage the belief that scientists can produce incontestable facts.
- B. Politicians when seeking evidence for policy-making, do not understand the fact that scientists are unable to act as 'bearers of truth'.

- C. Politicians consider the scientific research that supports their policies as more legitimate than other research.
- D. Scientific institutions encourage politicians to use them for policy-making in order to improve their status
7. Which sentence best sums up the ideas in paragraph 4?
- A. Scientists are aware that their work cannot present incontrovertible facts.
- B. If scientists were more consistent, they could create more reliable evidence.
- C. Variations in how research is conducted often affect its validity.
- D. Scientists spend more time documenting problems than conducting research.
8. Why are 'transboundary issues such as water provision and pollution' referred to in paragraph 5?
- A. to illustrate situations in which politicians pretend that certain data does not exist
- B. to illustrate situations in which incorrect information is given by scientific institutions keen to maintain their status.
- C. to illustrate situations in which politicians are selective with regards to what data they gather
- D. to illustrate situations in which policy makers request scientists to present them with scientific certainties, even though none exist.
9. What can be inferred about the Chipko movement?
- A. It was an example of how people in low-income countries have little interest in environmental protection.
- B. It was an example of how different people within a community valued a resource differently.
- C. It was an example of how people in a low-income community showed interest in protecting the environment.
- D. It was an example of how people in a low-income community valued quantity over quality.
10. Which of the following arguments is NOT presented in paragraph 7?
- A. Politicians are only interested in environmental issues if it benefits them.
- B. Issues don't get public attention unless a particular person advocates it strongly.
- C. Issues may be overlooked if there are other significant events happening at the time.
- D. An issue only get political or media attention if someone with a high profile is supporting it.

## Your answers

1	2	3	4	5	6	7	8	9	10
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**Part 3. For questions 1-13, read the following passage and do the tasks that follow.**

### **The accidental rainforest**

*According to ecological theory, rainforests are supposed to develop slowly over millions of years. But now ecologists are being forced to reconsider their ideas.*

When Peter Osbeck, a Swedish priest, stopped off at the mid-Atlantic island of Ascension in 1752 on his way home from China, he wrote of ‘a heap of ruinous rocks’ with a bare, white mountain in the middle. All it boasted was a couple of dozen species of plant, most of them ferns and some of them unique to the island.

And so it might have remained. But in 1843 British plant collector Joseph Hooker made a brief call on his return from Antarctica. Surveying the bare earth, he concluded that the island had suffered some natural calamity that had denuded it of vegetation and triggered a decline in rainfall that was turning the place into a desert. The British Navy, which by then maintained a garrison on the island, was keen to improve the place and asked Hooker’s advice. He suggested an ambitious scheme for planting trees and shrubs that would revive rainfall and stimulate a wider ecological recovery. And, perhaps lacking anything else to do, the sailors set to with a will.

In 1845, a naval transport ship from Argentina delivered a batch of seedlings. In the following years, more than 200 species of plant arrived from South Africa. From England came 700 packets of seeds, including those of two species that especially liked the place: bamboo and prickly pear. With sailors planting several thousands trees a year, the bare white mountain was soon cloaked in green and renamed Green Mountain, and by the early twentieth century the mountain’s slopes were covered with a variety of trees and shrubs from all over the world.

Modern ecologists throw up their hands in horror at what they see as Hooker’s environmental anarchy. The exotic species wrecked the indigenous ecosystem, squeezing out the island’s endemic plants. In fact, Hooker knew well enough what might happen. However, he saw greater benefit in improving rainfall and encouraging more prolific vegetation on the island.

But there is a much deeper issue here than the relative benefits of sparse endemic species versus luxuriant imported ones. And as botanist David Wilkinson of Liverpool John Moores University in the UK pointed out after a recent visit to the island, it goes to the heart of some of the most dearly held tenets of ecology. Conservationists' understandable concern for the fate of Ascension's handful of unique species has, he says, blinded them to something quite astonishing – the fact that the introduced species have been a roaring success.

Today's Green Mountain, says Wilkinson, is 'a fully functioning man-made tropical cloud forest' that has grown from scratch from a ragbag of species collected more or less at random from all over the planet. But how could it have happened? Conventional ecological theory says that complex ecosystems such as cloud forests can emerge only through evolutionary processes in which each organism develops in concert with others to fill particular niches. Plants co-evolve with their pollinators and seed dispersers, while microbes in the soil evolve to deal with the leaf litter.

But that's not what happened on Green Mountain. And the experience suggests that perhaps natural rainforests are constructed far more by chance than by evolution. Species, say some ecologists, don't so much evolve to create ecosystems as make the best of what they have. 'The Green Mountain system is a man-made system that has produced a tropical rainforest without any co-evaluation between its constituent species,' says Wilkinson.

Not everyone agrees. Alan Gray, an ecologist at the University of Edinburgh in the UK, argues that the surviving endemic species on Green Mountain, though small in number, may still form the framework of the new ecosystem. The new arrivals may just be an adornment with little structural importance for the system.

But to Wilkinson this sounds like clutching at straws. And the idea of the instant formation of rainforests sounds increasingly plausible as research reveals that supposedly pristine tropical rainforests from the Amazon to south-east Asia may in places be little more than the overgrown gardens of past rainforest civilisations.

The most surprising thing of all is that no ecologists have thought to conduct proper research into this man-made rainforest ecosystem. A survey of the island's flora conducted six years ago by the University of Edinburgh was concerned only with endemic species. They characterised everything else as a threat. And the Ascension authorities are currently turning Green Mountain

into a national park where introduced species, at least the invasive ones, are earmarked for culling rather than conservation.

Conservationists have understandable concerns, Wilkinson says. At least four endemic species have gone extinct on Ascension since the exotics started arriving. But in their urgency to protect endemics, ecologists are missing out on the study of a great enigma.

‘As you walk through the forest, you see lots of leaves that have had chunks taken out of them by various insects. There are caterpillars and beetles around,’ says Wilkinson. ‘But where did they come from? Are they endemic or alien? If alien, did they come with the plant on which they feed or discover it on arrival?’ Such questions go to the heart of how rainforests happen.

The Green Mountain forest holds many secrets. And the irony is that the most artificial rainforest in the world could tell us more about rainforest ecology than any number of natural forests.

*(<https://ieltsmaterial.com/the-accidental-rainforest-reading>)*

### ***Questions 1-7***

***Do the following statements agree with the information given in Reading Passage?***

***Choose***

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

***Write your answers in the corresponding numbered boxes provided.***

1. When Peter Osbeck visited Ascension, he found no inhabitants on the island.
2. The natural vegetation on the island contained some species which were found nowhere else.
3. Joseph Hooker assumed that human activity had caused the decline in the island's plant life.
4. British sailors on the island took part in a major tree planting project.
5. Hooker sent details of his planting scheme to a number of different countries.
6. The bamboo and prickly pear seeds sent from England were unsuitable for Ascension.
7. It is stated that the protection of species peculiar to Ascension has subdued ecologists' ability to explore the mystery.

**Your answers**

1	2	3	4	5	6	7
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*For questions 8 and 9, answer the following questions using **NO MORE THAN THREE WORDS** taken from the passage. Write your answers in the corresponding numbered boxes provided.*

8. According to the passage, what may have been the factor behind the state of Ascension's vegetation before the planting and afforestation program took place?

9. In the reading passage, what phrase best describes the exotic species introduced into the island when seen from the viewpoint of Wilkinson?

**Your answers**

8	9
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*For questions 10-13, complete the following paragraph by filling each blank with **NO MORE THAN THREE WORDS** taken from the passage.*

As a result of the scheme proposed by Hooker, an artificial forest appeared on the island of Ascension, with exotic species introduced. This outcome has provoked mixed feelings and opposing views. Ecologists dread to think about what they consider (10) \_\_\_\_\_, while the brain behind has thought highly of the forested island. The matter has also blazed the trails for a different concept which stems from the fact that the Green Mountain prospers with no (11) \_\_\_\_\_ between the species inside the system. While this theory has been furthered by the finding which suggests the origin of unspoiled forests may well have been (12) \_\_\_\_\_, it is challenged by the idea of the (13) \_\_\_\_\_ of exotic plants to the formation and reinforcement of the system.

**Your answers**

10	11	12	13
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*Part 4. You are going to read a newspaper article about the fashion industry. Seven paragraphs have been removed from the extract. Choose from the paragraphs A-H the one which fits each gap (1-7). There is one extra paragraph which you do not need to use.*

**The Online Tastemakers**

## *How bloggers changed the face of fashion marketing*

How you qualify real online influence remains a subject of much debate in the fashion industry. For many, however, the defining moment came back in 2011. The story began when a major US fashion chain store, known for colourful, funky pieces, sent a dress with navy and red stripes to a few celebrity friend. Coincidentally, and in the space of four weeks, all wore the dress in public. Before you could say, 'What a cute outfit', various blog sites had written about this sartorial mind meld. Within a week, the store had nearly sold out of the \$49.90 item, which means that, according to the estimates of one industry expert, they had moved in excess of ten thousand dresses.

1. \_\_\_\_\_

In the past, the correct interpretation would probably have been the former, it is received wisdom in the fashion industry that celebrities sell clothes. Yet some people are in no doubt that this was the moment when things changed. For these commentators, it was the bloggers who were behind that striped dress becoming so covetable.

2. \_\_\_\_\_

These were not, however, necessarily the same bloggers who had first gained the fashion industry's attention a few years previously. Those were primarily fashion fans with laptops, embraced for their idiosyncratic take on fashion and invited to sit in the front row at catwalk events, the seats traditionally reserved for the powerful editors of glossy magazines.

3. \_\_\_\_\_

The newer breed of bloggers was different. Focusing on red-carpet events and celebrities, they played into several contemporary trends: a fascination with famous people, especially reality TV stars, our desire to cut through large amounts of information quickly; and the ability of online sites to drive sales. For the most part, these blogs are distinguishable from the earlier wave because they've been conceived from the outset as commercial enterprises, albeit presented in the format of a blog.

4. \_\_\_\_\_

The kind of business such referrals started to generate caused a shift in thinking at some fashion brands about the best way to reach consumers. When they blogged about people wearing things, they were adding another level of endorsement. Brands soon realised that rather than spend a huge amount on advertising and marketing, they'd better off targeting the bloggers.

5. \_\_\_\_\_

But with all this going on, how was an independent blogger to work more closely with a brand whilst simultaneously retaining what, for many, made them worth reading in the first place? That



sense that bloggers are just like me, only more obsessive; that we respond to them as readers because we assume a purity in their approach; they are, we imagine, doing it for fun, not leveraging for profit?

6. \_\_\_\_\_

Looking back, it is possible to see a familiar pattern emerging. It had happened with those who rejected fashion's rules (hippies, punks), just as it happened with those who wanted to be ironing and distant from fashion (Tom Ford's early Gucci) and it had already happened with the first wave of bloggers. At the end of the day, the fashion industry absorbed the trends and made them mainstream. For independent bloggers, the process started with that striped dress.

7. \_\_\_\_\_

And this makes sense and it is something that blog followers, who are not so easily manipulated as might be supposed, can appreciate – in the same way that they can see when something is branded. At the end of the day, they could ask themselves the questions, 'Do you really want that dress because a particular blogger showed it to you and you liked the blog?' and 'Did the blogger show you that dress because the brand asked them to?'

*(Expert Student Book)*

### ***Missing paragraphs***

A. And it didn't stop at incentives either. One high-end retailer reportedly even started holding workshops to give its key bloggers tips on how to make their blogs more shoppable, thereby ensuring that potential clients need look no further.

B. Celebrity weeklies were increasingly taking their cues from hot blogger stories and this one was picked up everywhere. What's more, it was not only blogs about celebrities that were having impact. People writing about everything from watches to their own lives were becoming more influential.

C. In other words, the garment had gone viral. But the question remained: Did this occur because A-listers were shown wearing the item and consumers wanted to be just like them, or was it because key fashion bloggers picked, from the thousands of images they sift through each day, those particular pictures to feature?

D. Paradoxically, therefore, it became quite possible that their very success could ultimately be their undoing. In this, they were simply the latest iteration of a recurring theme: fashion's ability to identify, and co-opt, an influential minority.

E. Some from this earlier generation subsequently parlayed their fame into paid consultancies or jobs with brands. Unsurprisingly, given their many thousand followers, the brands loved them, and were keen to bring them into the fold.

F. Some retailers, many of them alsoetailers, started doing exactly that, zooming in on blogs in an attempt to facilitate sales at the point of inspiration. Potential customers were online every single day moment of the day, and wherever they were, they were also shopping. Brands were trying to close the gap between seeing an item and buying it.

G. The emergence of such pseudo-blogs underlines a shift that was happening across the blogosphere at that time. There were still people doing it solo, but there were now many other blogs, owned by media companies and set up as digital platforms. In the world of celebrity fashion blogs, these included collective blogs reviewing celebrity style and directing viewers to retailer sites.

H. What's more, one prominent blogger believes commercial tie-ups are an inevitable results of blogging becoming, for some, a business. She says, 'As more and more of the most influential bloggers moved from blogging part-time to making it the main focus of their professional activity, they are necessarily looking for ways to monetise their influence in order to make a living'.

**Your answers**

1	2	3	4	5	6	7
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***Part 5. The passage below consists of four sections marked A, B, C and D. For questions 1-10, read the passage and do the task that follows. Write your answers (A, B, C or D) in the corresponding numbered boxes provided.***

**A NIGHT TO REMEMBER**

*Our reporter spent a night camping out inside a zoo in Australia*

A. Scanning the breakfast menu, I found myself swiftly losing my appetite: on offer were beetle larvae, maggots and frozen mice. Fortunately, spending the night at Sydney's Taronga Zoo needn't involve sampling the animals' meals, though it does entail getting extremely close to all manner of creatures. The Roar and Snore programme, curiously little known in Australia let alone overseas, allows you to spend a night camping in the heart of the zoo, long after the crowds of day trippers have dispersed. And if your experience of zoos is creatures slumped motionless in their enclosures, or skulking in their dens, then let me assure you that at dusk, the place comes alive and echoes with the din of hundreds of creatures making their presence known. A ferryboat dropped me off at the foot of the zoo, which sprawls across a steeply sloping swathe of bushland across the bay from the city. Guides, Steve and Nikki, awaited with bright, enthusiastic smiles. Ten of us had signed up and, in no time at all, we were busily erecting tents on a rectangle of grass outside the zoo's education centre. An adjacent area of gum trees was inhabited by kangaroos, wallabies and an alarmingly inquisitive emu – our first animal encounter.

B. After a quick briefing, we set off into the gathering gloom. Steve unlocked a huge metal gate that then clanged ominously behind us. We were in, though not without some trepidation – what had we let ourselves in for? It was just us, a handful of security staff and 2,000 furred and feathered inmates. A gibbon let out a haunting, liquid whoop and wild possums frolicked noisily through the eucalyptus trees above us, their dark silhouettes framed against a full moon. The skyscrapers of the city centre twinkled in the distance as a pair of zebras scuffled in a cloud of dust; farther along, a giant Kodiak bear lumbered menacingly around a large, rock-strewn enclosure. An awesome spectacle in the gloom, but the buzz that evoked was soon surpassed when a pair of snow leopards came within a few feet of us as they paced around the rocky ledges of their cage.

C. Not all the animals at Taronga are behind bars. Semi-tame African guinea fowl nest in the gum trees and a water buffalo let out a surprisingly cow-like moo, whilst a group of macaws screeched as we climbed back up to the education centre. It gets chilly after dusk, but Steve had left nothing to chance and a warming barbecue was already sizzling with sausages and chicken kebabs. Meanwhile, Nikki brought out some animals that are used to being handled: first a diamond python called Little Spots and then a koala. Even the Australians in the group were enthralled as Nikki showed us the pad of hardened skin that enables the species to sit for hours at a time in the crook of a tree. As she explained, the gum trees they eat contain only four percent protein, so they have little energy to do much else.

D. After a bitterly cold night under canvas, it was a relief to be woken at dawn for breakfast. As the sun rose and bathed the zoo in a soft, orange light, we fed carrots to the zoo's small herd of giraffes. One of them, Hope, is blind, and sought out the carrots, with her long, slobbering blue tongue. 'If you touch it, you'll notice it feels rough, like a cat's,' said her keeper. As Hope wrapped hers around my outstretched finger, it felt more like sandpaper. As the sun's rays warmed our chilled bodies, we were taken on a behind-the-scenes tour, down a corridor with doors leading to each enclosure, and notices reminding keepers of the animals' diet and welfare requirements. In a scrubbed kitchen, the inmates' food is prepared. Here another cheery keeper, Kristy, showed me the grey coloured gloop that is fed to small marsupials. 'Have a taste,' she said. I hesitated, then dipped in my finger. It was delicious, like honey yoghurt. We were at the end of our visit and the zoo was again admitting the public. Within an hour it seemed as though every four-year-old in Sydney was careering around the place, letting out squeals of excitement – a sharp contrast to the peaceful, privileged glimpse we'd been given.

*(Expert-Proficiency-Exam-Practice)*

**In which section does the writer**

- 1..... mention a noise that made him feel slightly uneasy?
- 2..... acknowledge the forethought of one of his hosts?

- 3..... allude to the cleanliness of a section of the zoo?
- 4..... suggest that most visitors don't see the animals at their best?
- 5..... imply that the activity he attended would benefit from wider publicity?
- 6..... admit to an initial reluctance to take up a suggestion?
- 7..... give us an impression of the scale and extent of the whole site?
- 8..... describe a physical sensation that more than lived up to expectations?
- 9..... report on one way in which the well-being of the animals is ensured?
- 10..... mention a thrilling encounter with one particular species?

**Your answers:**

1	2	3	4	5	6	7	8	9	10
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### III. WRITING

**Part 1. Write a paragraph of not more than 100 words summing up the problems which, according to the author, faced working-class children when they went to grammar school.**

#### Grammar school

The first weeks at grammar school were strange. For the children who already had contacts, they were exhilarating, the exciting prelude to promised satisfactions. Whole new areas of inviting study presented themselves - algebra, physics, Latin, French. 'I took to Marburton College like a duck to water,' said Ronald Turnbull. For children who had broken most friendships and connections with the old neighbourhood, here were fresh children, fresh clubs and societies, the school scouts and the school corps to join. The invitation was irresistible, and many were glad to accept it in full and become from the earliest days loyal and eager members of the school. Their whole-heartedness was naturally reflected in their first pieces of work, and finding themselves soon well placed in class, they were conscious of latent power thrusting through, of their ability to command new and more testing situations. We have shown that most of the parents came from the very upper reaches of the working-class, and once their child reached grammar school, these parents were whole-heartedly behind the enterprise. In very many small ways they influenced their children to accept, to belong. Both grammar school and home supported the child in orthodox and receptive attitudes. But under particular strains and pressures, this home support could, and did, break down; and this happens more and more of ten as either the school disturbs the parents (directly in an interview, indirectly through weight of homework and so on), or the parents find no way of obtaining vital knowledge, or coming to terms with the middle-class ethos of the grammar school. The parents may have been 'sunken middle-class', but many of these discover how different this can be in knowledge and evaluation from that range of middle-class life endorsed by the grammar school. For the majority of the children, unlike Ronald Turnbull, the entry to grammar school was uncertain and confused. They had suddenly lost in some measure that mesh of securities, expectations, recognitions, that we have called 'neighbourhood'. 'I had this feeling of not *belonging* anywhere,' said Patricia Joy. They found themselves surrounded by more middle-class children than they had ever met before. These children spoke better, seemed more confident, some already knew bits of French and Latin, their fathers had told them what 'Physics

' was about, a few even knew the teachers. *They*, evidently, seemed to belong. This insecurity was heightened by confusions over getting the right books, the right sports equipment, the right uniform. 'I didn't like it,' said Rita Watson, 'my uniform seemed too big all round - long sleeves - I suppose my mother had to do it like that so it would last longer, but I felt awful. All the other girls' uniforms seemed all right. *I was wrong.*' On top of this came the new subjects, the new vocabulary (not 'kept in' but 'detention', not 'playtime' but 'break' - and was it 'yard' or 'playground' or 'cloisters'?), the masters' gowns, the prefects, the whole body of customs, small rights and wrongs, that any well-developed grammar school holds. Some of the schools made a practice of teaching the new children aggressively for the first weeks, to 'break them in', and, presumably, to nip behaviour problems in the bud. The effect on children already bewildered was to knock them off balance rather than 'break them in' and to create, rather than cure, behaviour problems. This was obvious in our study of the middle-class child where a highly gifted boy could be so robbed of confidence in the first term, as to *seem* dull for several years afterwards. For some of the working-class children, confused by a genuine loss of part of their social life ('Neighbourhood'), perplexed by the strangeness and sheer difference of grammar school, conscious of new *social* barriers thickening the normal barriers between pupil and teacher, and unable to turn to parents for explanation and understanding - for these children the beginnings could seem almost hallucinatory. 'I had that feeling like when you were in the forces,' said one boy, 'after you got your jabs and you got inoculation fever, you felt away from it all. You felt in a bit of a haze, everything was a bit bleared. Well, that's how school felt at first. I felt just as I did later when I'd got inoculation fever.'

(From *Education and the Working Class* by Brian Jackson and Dennis Marsden)

## **Part 2. Essay.**

*Some people say that to prevent illness and disease, governments should focus more on reducing environmental pollution and housing problems.*

To what extent do you agree or disagree? Provide specific reasons and examples to support your answer.

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