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NĂM 2025

I. LISTENING (5.0 points)

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

Part 1. *For questions 1 - 5, listen to two students talking about books, and decide whether the following statements are mentioned by only one of the speakers, or by both of them. In the corresponding numbered boxes provided,*

write **M** for the **Male** speaker;
 F for the **Female** speaker;
 B for **Both** of the speakers.

1. The packing advice given by the grandfather is common sense.
2. The books the grandfather has given have sentimental value.
3. Hardback books should be put out on display.
4. There is a reflection on a significant childhood experience while talking about taking a book from a shelf.
5. Not everyone can afford new books.

1	2	3	4	5
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Part 2: *For questions 6 - 10, you will hear a news report discussing how different countries and regions are progressing in the transition to renewable energy. Listen carefully to the recording and match each location or organization with the correct description. Write your answers in the corresponding numbered boxes provided.*

Column I	Column II
6. Germany 7. China 8. Sub-Saharan Africa 9. International Energy Agency (IEA) 10. The World	A. is experiencing setbacks in phasing out coal due to energy shortages. B. is pioneering large-scale offshore wind energy development. C. faces critical infrastructure gaps despite having high solar potential. D. warns that the current pace of transition is insufficient to meet climate goals. E. is shifting its economic strategy to focus more on electric vehicle production. F. has committed to becoming carbon-neutral by 2045. G. has surpassed all other countries in solar panel manufacturing. H. is facing delays in its nuclear energy expansion projects. I. is heavily investing in energy storage technologies for grid stability. J. sees increasing energy demand outpacing the growth of renewables.

1	2	3	4	5
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Part 3. For questions 11 - 15, you will hear an interview with a young artist called Lynda Buckland, who is talking about her life and work. Write the letter A, B, C or D in the numbered boxes provided to indicate the correct answer to each of the following questions according to what you hear.

11. Lynda says that she chooses to draw river scenes because
 - A. you find interesting characters there.
 - B. the surrounding landscape inspires her.
 - C. it's a theme that's instantly recognisable.
 - D. she likes their feeling of dynamic activity.
12. What is Lynda's attitude towards abstract art?
 - A. She doesn't want her work to go in that direction.
 - B. She regrets not having moved into it earlier.
 - C. She wishes she'd had more training in it.
 - D. She's looking forward to trying it out.
13. Lynda says that she produces her final drawings
 - A. whilst she's sitting on the waterfront itself.
 - B. immediately after seeing the scenes which inspire her.
 - C. after combining ideas from different sketches she's done.
 - D. on days when she's able to rent space in a studio near the river.
14. How did Lynda find her new workspace?
 - A. She met somebody by chance who had a studio to let.
 - B. She saw evidence of artistic activity in a nearby building.
 - C. She went to see it on the recommendation of a neighbour.
 - D. She was invited to join a group of artists working in her area.
15. Lynda says that the drawings on show in her forthcoming exhibition
 - A. takes longer to produce than some of her earlier work.
 - B. represents a mix of her latest work and older material.
 - C. includes features that reflect recent changes in her life.
 - D. contains signs of how her work will change in the future.

11	12	13	14	15
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Part 4. For questions 16 - 25, listen to a recording about the evolution of the book and complete the following summary. Write NO MORE THAN THREE WORDS taken from the recording for each space. Write your answers in the corresponding numbered boxes provided.

The quintessence of a book transcends mere information storage, encompassing tactile and olfactory elements. (16) _____, a bound stack of pages, marks the genesis of the modern book. However, Gutenberg's (17) _____ in the 15th century catalyzed a (18) _____, democratizing knowledge dissemination and revolutionizing text production. This innovation yielded tomes both familiar and (19) _____ from their predecessors. The book's evolution encompassed myriad elements: from Chinese paper to Egyptian papyrus, from (20) _____ to mass-produced pulp. Ink formulations transitioned from water-based dyes to oil-based concoctions of (21) _____, and walnut oil. Typography progressed from bespoke, hand-carved movable type to (22) _____, enabled by mass manufacturing and accessible word processing systems. Covers evolved from wood to (23) _____, while spines, once deemed not (24) _____, transformed to accommodate the (25) _____. As we transition to digital formats, we must ponder: Do e-books capture the essence of

traditional books, or does the physical form contribute an irreplaceable dimension to the reading experience?

16	17	18	19	20
21	22	23	24	25

II. READING (8.0 points)

II.1. LANGUAGE IN USE (3.0 points)

Part 1. For questions 26 - 35, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D In the numbered boxes provided.

After five hours, we realised that we had reached (26) _____ in the meeting. Everyone was (27) _____, indicating that they were bored and restless. Would we never come to a solution? We had been (28) _____ moved by the statement from the Chairman of the charity, who had to resign, but none of us could agree who should take over his job. I was (29) _____ aware that the job was not an easy one and I certainly didn't want to undertake the role. Although I was (30) _____ capable of doing the job, I didn't think I could have the same commitment that he had had. He had been an (31) _____ appointment at the beginning with his unlikely background and experience in banking. At first we had walked on (32) _____ for fear of upsetting him and triggering off his legendary temper, but he had proved to be an excellent leader as well as a sensitive human being. And, with remarkable (33) _____, he managed to encourage a lot of large companies to support the charity. In fact we were (34) _____ by their generosity – but now that he was stepping down there was no one to fill his shoes. None of us has his (35) _____ or determination and drive and he would be a hard act to follow.

- | | | | |
|--------------------|-----------------|----------------|-----------------|
| 26. A. standstill | B. gridlock | C. standoff | D. stalemate |
| 27. A. fidgeting | B. jostling | C. staggering | D. negotiating |
| 28. A. perfectly | B. highly | C. entirely | D. deeply |
| 29. A. widely | B. painfully | C. deeply | D. heavily |
| 30. A. perfectly | B. bitterly | C. widely | D. highly |
| 31. A. unbearable | B. unremarkable | C. incongruous | D. inconsolable |
| 32. A. seashells | B. nutshells | C. bombshells | D. eggshells |
| 33. A. endurance | B. persistence | C. hardship | D. ordeal |
| 34. A. overwhelmed | B. immersed | C. petrified | D. overwrought |
| 35. A. purpose | B. challenge | C. stamina | D. estimation |

26.	27.	28.	29.	30.	31.	32.	33.	34.	35.
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Part 2. For questions 36 - 40, read the passage, then fill in 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.

sensual	honest	poetry	know	suspect
face	loate	voluntary	character	sly

THE FACE

Most snap judgements about people are formed on the basis of their (0.) _____ features. The eyes, regarded as clues to one's true character, are said (36) _____ to be the windows of the soul: closely positioned, they imply (37) _____; set wide apart they suggest honesty and directness. Thin mouths are equated with meanness and full mouths with (38) _____. Unconsciously, we make such instant judgements and they are made about us.

There is no hiding place for the face. Always exposed and vulnerable, it (39) _____ expresses happiness, desire and joy, anger, fear, shame and loathing. Precisely for that reason, a masked face evokes fear and horror: once someone's distinguishing (40) _____ are hidden, we cannot read or recognise the person and fear of the unknown immediately arouses suspicions.

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

Part 3. *The passage below contains FIVE grammatical mistakes. For question 41 - 45, UNDERLINE the mistakes and WRITE THEIR CORRECT FORMS in the numbered boxes. The first one has been done as an example.*

The shop was small, but so was the house. It was one of those grimy brick houses existed in large quantities before the era of reconstruction dawned upon London. The shop was a square box of a place, with the front glazed in small panes. In the daytime the door remained closed; in the evening it stood discreetly but suspicious ajar.

The window contained photographs of more or less undressed dancing girls; nondescript packages in wrappers such as patent medicines; closed yellow paper envelopes, very flimsy, and marked two-and-six in heavy black figures; a few numbers of ancient French comic publications hung across a string as to dry; a dingy blue china bowl, a casket of black wood, bottles of marking ink and rubber stamps; a few books, with titles hinting at impropriety; a few apparently old copies of obscure newspapers, badly printed. And the two gas jets inside the panes had always turned low, either for economy's sake or for the sake of the customers.

E.g. and	41.	42.	43.	44.	45.
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II.2. READING COMPREHENSION (5.0 points)

Part 1. *For questions 46 - 55, read the following passage and fill in each of the numbered spaces with ONE suitable word. Write your answers in the corresponding numbered boxes provided.*

Being yourself in the workplace does not mean blatant spontaneity. Most important is the sense of appropriateness that makes (46) _____ openness acceptable. First and (47) _____, it involves keeping track of how you're feeling from moment to moment, and only (48) _____ sharing your feelings in a way that can benefit from such sharing. There is indeed a fine (49) _____ between dissembling your emotions to fit into the context, on the one hand, and on the other (50) _____ up the courage to share what you truly feel. If your intention is to be of service to others, then the intimate sharing of may not immediately find acceptance will, in the long run, stand you in good (51) _____. The art of gaining over total emotional spontaneity grows over the span of the elementary school years. By adolescence, this skill is finely tuned. Social acceptance is so critical at this stage (52) _____ emotional dissembling becomes the modus operandi of social success. Children who fail at this social

skill may end (53) _____ marginalised. If someone fails to curb their short temper, they may be ostracised by their peers.

In the realm of adults, dissembling still plays a pivotal role. More specifically, in the workplace, dissembling such emotions (54) _____ anger and anxiety is essential. But, when more moderate emotions are also hidden, the question of degree comes into (55) _____: how much dissembling and how much authentic emotion is required to build a strong connection?

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

Part 2. Read the following passage and do the tasks that follow.

VALIUM

In the 1960s, Valium was launched around the world as the new miracle pill. It was prescribed for dozens of ailments, including stress, panic attacks, back pain, insomnia and calming patients before and after surgery. Four decades later, many are questioning why the drug is still so popular, given that doctors and drug addiction workers believe Valium, and drugs like it, create more health problems than they solve.

Valium - a Latin word meaning "strong and well" - was developed in the early 1960s in the United States (US) by Dr. Leo Sternbach, a Polish chemist working for pharmaceutical giant Hoffman - LaRoche. Approved for use in 1963, Valium quickly became a favourite among mental health professionals and general practitioners. Valium was the most prescribed drug in the US between 1969 and 1982. At the peak of Valium use in the 1970s, Hoffman LaRoche's parent company, the Roche Group, was selling about two billion Valium pills a year, earning the company \$US 600 million a year. Valium quickly became a household name, the drug of choice for millions of people, from the rich and famous to the stressed executive and the frustrated housewife.

These days Valium is still a popular choice. From 2002 -2003, 50% of prescriptions for diazepam (the generic name for Valium) in Australia were for Valium. Almost two million scripts were issued for diazepam in 2002, costing consumers and governments more than \$13 million.

Diazepam belongs to a class of drugs known as benzodiazepines, which include tranquilisers to ease anxiety and hypnotics to treat insomnia. Valium and other benzodiazepines were marketed as fast acting, non-addictive and as having no side effects. Initially benzodiazepines were considered to be quite safe, especially compared to other drugs on the market. For example, barbiturates were also very toxic and a small overdose would be fatal.

One of the great advantages of benzodiazepines over their predecessors was that even if the patient took many tablets, they would get very sick and go off to sleep, but they wouldn't die. It seemed too good to be true. And of course it was.

Some doctors began to observe alarming facts about benzodiazepines which weren't well known during the 1960s and the 1970s, and which are still true today. They were addictive, even in small doses; they could be safely prescribed for only a very short period; and the body adapted to the drug within a week, which usually led the user to take higher dosages or an increased number of tablets.

In addition to this, what wasn't well known until the early 1980s is that a much larger group of people had become dependent on these benzodiazepines, including Valium, by taking the normal dose. Although they were only taking 2 mg three times a day, doctors observed that within a week they were becoming dependent. Moreover, they were becoming very ill if that dose was reduced or withdrawn.

Because the withdrawal from benzodiazepines is brutal, doctors continue to prescribe the medication for fear of the patient's health during withdrawal. Doctors believe that there is no point in refusing to prescribe the drug until the patient is prepared to stop. Valium has a long half - life, which means that it takes 30-plus hours for the body to get rid of half of the daily dose. As a result, withdrawals from Valium are just as difficult as withdrawals from other drugs, including alcohol. Patients who are withdrawing can have fits for five or six days after they have stopped taking Valium, which is one of the big Asks. It usually takes the body five to seven days to detoxify from alcohol and less than a month for heroin compared to withdrawal from Valium which can take up to six months.

Many doctors believe that Valium gives people false hope and argue that while many patients feel better when they initially begin taking the drug, the feelings are short-lived. In the case of

benzodiazepines, they should only be taken as part of an overall examination of the patient's lifestyle. Guidelines have been developed to support the appropriate use by doctors and patients of Valium and other benzodiazepines. Doctors need to talk about what is causing the stress and suggest possible alternative treatment options. The flip side of the coin is that consumers need to take ownership of the medicines that they are taking. They should talk to their doctor about the impact the medication has on their health. This also helps doctors to help manage their patient's health. The emergence of concerns over the use of Valium, originally hailed as the wonder drug of its day, is a warning for us all to be cautious about the newer drugs. What it all boils down to is that doctors and patients need to monitor the use of all medicines - this includes prescription medicine as well as over-the-counter medications.

For questions 56 - 60 decide whether each of the following statements is YES (Y), No (N) or NOT GIVEN (NG). Write Y, N, NG in the corresponding numbered boxes provided.

56. Valium is of greater risk to users than their original illness.

57. Valium sales caused business in the Roche Group to peak in the 1970s.

58. Valium became popular because it seemed to suit a wide range of people.

59. Valium is part of the group of drugs called diazepam.

60. A Valium overdose is not fatal.

56.	57.	58.	59.	60.
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For questions 61 - 69, read the summary and fill in each space with NO MORE THAN THREE WORDS OR A NUMBER taken from the passage. Write your answers in corresponding numbered boxes provided.

Initially, doctors believed that Valium was a comparatively (61) _____ drug for a number of reasons: it worked quickly, patients could take it but give it up easily and it didn't create any unpleasant (62) _____.

However, about thirty years ago some disturbing facts became apparent. Doctors found that Valium was (63) _____ in the short term and users needed to (64) _____ the dosage in order to get the same effect. They also found that even users who took a (65) _____ dose became addicted very quickly. In addition to this, one of the most worrying concerns about Valium use was that it was extremely (66) _____ for users to give up the drug because it had a long half -life. Doctors are now aware that patients who take Valium merely receive a short-lived feeling of (67) _____.

Therefore, guidelines have been developed to make sure that it is used only when it is (68) _____. More caution needs to be exercised. Doctors need to talk about patients' stress levels and advise them of (69) _____. Finally, patients need to be more aware of the medications they take.

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

Part 3. In the passage below, 6 paragraphs have been removed. For questions 70-75, read the passage and choose from paragraphs A-H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write a letter A-H in the corresponding numbered boxes provided.

Methods of teaching culture

70. _____

There are another two interesting methods: culture assimilators and cultootons. Cultural assimilators comprise short descriptions of various situations where one person from the target culture interacts with persons from the home culture. Then follow for possible interpretations of the meaning of the behavior and speech of the interactants, especially those from the target culture. Once the students have read the description, they choose one of the four options they think it's the correct interpretation of the situation. When every single student has made his choice, they discuss why some options are correct or incorrect. The main thrust of culture assimilators is that they are good methods of giving students understanding about cultural information and may even promote emotional empathy or affect if students have strong feelings about one or more of the options.

71. _____

Apart from the two aforementioned methods, cultural problem solving is yet another way to provide cultural information. In this case learners are presented with some information, but they are on the horns of a dilemma, so to speak. For example, in analyzing, say, a TV conversation or reading a narrative on marriage ceremonies, they are expected to assess manners and customs, or appropriate or inappropriate behavior, and to employ various problem-solving techniques - in short, to develop a kind of cultural strategic competence. For instance, students are in a restaurant and are expected to order a meal. In this way, learners are given the opportunity to step into the shoes of a member of the target culture.

72. _____

Besides, there are significant differences across cultures regarding the ways in which the teacher is addressed; when a student is supposed to raise her hand; what topics are considered taboo or "off the mark"; how much leeway students are left with in achieving learners' autonomy and so forth.

73. _____

Another activity would be to invite learners to role-play emotions: the teacher writes a list of several words indicating emotions (happiness, fear, anger, joy, pain, guilt, sadness) and then asks the students to use facial expressions and gestures to express these emotions. Then follows a discussion on the different ways in which people from different cultures express emotions as well as interpret gestures as "indices" to emotions. By understanding how cultures and subcultures or co-cultures use these signs to communicate, we can discover a person's social status, group membership, and approachability.

74. _____

First of all, literary texts are an untapped resource of authentic language that learners can avail themselves of. Exposure to literary works can help them to expand their language awareness and develop their language competence. Moreover, trying to interpret and account for the values, assumptions, and beliefs infusing the literary texts of the target culture is instrumental in defining and redefining those

obtaining in the home culture. Of course, literature can extend to cover the use of film and television in the FL classroom, for they have the capacity to present language and situation simultaneously, that is, language in fully contextualised form.

75. _____

The literature on culture teaching methodology is vast and a great many techniques have been employed, in an attempt to strip away the layers of obfuscation the term culture has been cloaked in, and show that a basic competence in the English language proper, with a minimum of cultural references not only is of little value, but can also lead to misunderstanding, culture shock, even animosity among nations. What should be made explicit is that cultural references can only act as facilitating devices, so to speak, in the process of socialisation into the target community. Knowing a second or foreign language should open windows on the target culture as well as on the world at large...

A. A major shortcoming, though, is that the viewer can only be an observer, not a participant. There is only reaction but no interaction on her part. What is more, there are some difficulties regarding the methodology of teaching literature. A limited knowledge of linguistics could blindfold teachers and students to the fact that literary texts are holistic artefacts which are situated within cultural traditions, are historically shaped, and grow out of the lived experiences of the writer.

B. Indisputably, conventional behaviour in common situations is a subject with which students should acquaint themselves. For instance, in the USA or the United Kingdom, it is uncommon for a student who is late for class to knock on the door and apologise to the teacher. Rather, this behaviour is most likely to be frowned upon and have the opposite effect, even though it is common behaviour in the culture many students come from.

C. It is important to encourage learners to speculate on the significance of various styles of clothing, the symbolic meanings of colours, gestures, facial expressions, and the physical distance people unconsciously put between each other, and to show in what ways these nonverbal cues are similar to, or at variance with, those of their culture. Herein lies the role of literature in the foreign language classroom. Rather than being a fifth adjunct to the four skills (reading, writing, speaking, and listening), culture can best find its expression through the medium of literature.

D. On the other hand, cultoons are visual culture assimilators. Students are provided with a series of four pictures highlighting points of misunderstanding or culture shock experienced by persons in contact with the target culture. Here, students are asked to evaluate the characters' reactions in terms of appropriateness (within the target culture). Once misunderstandings are dissipated, learners read short texts explaining what was happening in the cultoons and why there was misunderstanding. Nevertheless, much as cultoons generally promote understanding of cultural facts, they do not usually give real understanding of emotions involved in cultural misunderstandings.

E. Through exposure to the foreign civilisation, students inescapably draw some comparisons between the home and target culture. Cultural capsules, also known as culturegrams, attempt to help in this respect, presenting learners with isolated items about the target culture, while using books and other visual aids. Yet, a more useful way to provide cultural information is by dint of cultural clusters, which are a series of culture capsules. For example, this could be a narrative on etiquette during a family meal. With this narrative as a springboard for discussion and experimentation, students can practice how to eat, learn how, and to what extent, the members of the target culture appreciate a meal with friends, and so forth. A word of caveat is called for, though. Students must not lose sight of the fact that not all members of the target community think and behave in the same way.

F. On a more technical note, pertaining to the rhyme scheme, it is obvious that the poem is written in open form or in free verse (from the French *vers libre*), as indicated by the lack of a regular rhyme pattern, by

analogy with "prancing poetry" or the power of a book to carry you to foreign "lands" where no man has ever trod before. Liberated from the confines and shackles of rhyme, Emily Dickinson's "There is no frigate like a book" contrives to make an indelible impression on the reader as it "entangles...a part of the Divine essence," to quote W. B. Yeats.

G. Alongside linguistic knowledge, students should also familiarise themselves with various forms of non-verbal communication, such as gesture and facial expressions, typical in the target culture. More specifically, learners should be cognisant of the fact that such seemingly universal signals as gestures and facial expressions-as well as emotions-are actually cultural phenomena, and may as often as not lead to miscommunication and erroneous assumptions. An interesting activity focusing on non-verbal communication is as follows: The teacher hands out twelve pictures showing gestures and then invites the students to discuss and answer some questions. Which gestures are different from those in the home culture? Which of the gestures shown would be used in different situations or even avoided in the home culture?

70.	71.	72.	73.	74.	75.
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Part 4. For questions 76 - 85, read the following passage and write A, B, C or D in the corresponding numbered boxes provided to indicate the correct answer which fits best according to what is stated or implied in the text.

The History of Coca-Cola: A Journey of Taste and Success

The Coca-Cola Company, a global soft drink giant, has a rich and fascinating history spanning more than a century. From its humble beginnings as a medicinal drink to its position as one of the most recognisable brands worldwide, Coca-Cola has become an integral part of popular culture.

The origins of Coca-Cola can be traced back to the year 1886 and Atlanta, Georgia, where pharmacist John S. Pemberton created a unique beverage. Pemberton's mixture was initially intended as a medicinal tonic. The drink was then known as 'Pemberton's French Wine Coca' and marketed as a remedy for health issues like headache and fatigue. However, with the introduction of prohibition laws in the USA, Pemberton had to modify his formula to remove the alcohol. This led to the birth of the iconic Coca-Cola, a carbonated soft drink that captured the imagination of the public. The turning point for Coca-Cola came in 1894 when Asa Griggs Candler acquired the rights to the company. Under Candler's leadership, Coca-Cola experienced rapid growth and expansion. To boost sales, Candler introduced innovative marketing strategies, such as offering vouchers for free Coke samples and distributing branded merchandise. These strategies not only increased consumer interest, they also established the Coca-Cola brand as a symbol of the American lifestyle.

The introduction of the curved glass bottle in 1915 marked another milestone in the company's history. Designed to make Coke bottles distinguishable even in the dark, this new bottle became an iconic symbol, helping to solidify its brand identity and prevent imitation by competitors.

[I] The Coca-Cola Company's global expansion began in the early 20th century when the company began selling licenses to bottle its drinks to other companies. [II] This new franchise system led to bottling franchises being established outside the United States. [III] In 1906, Cuba became the first country to hold a Coca-Cola franchise, followed by Canada, Panama and Puerto Rico. [IV] By the 1920s, Coca-Cola had established a presence in Europe, Asia and South America to become one of the first truly global brands.

Nevertheless, the company faced challenges in certain regions due to political and cultural differences. During World War II, for instance, Coca-Cola's German operations were cut off from the parent company in the United States. Max Keith, the head of Coca-Cola's German branch, devised a new drink using available ingredients, which became known as Fanta. This innovation ensured the survival of Coca-Cola in Germany during the war and led to the creation of another successful drinks line.

Over the years, the Coca-Cola Company expanded its product portfolio to cater to evolving consumer preferences. In 1960, the company introduced Sprite, a lemon- and lime-flavoured soft drink that quickly gained popularity among a younger demographic. Later, other brands like Fanta, Minute Maid and PowerAde were added to the Coca-Cola family through strategic acquisitions.

In the 1980s, Coca-Cola faced intense competition from rival brand PepsiCo. In response, the company launched 'New Coke', a reformulated version of its famous drink. Yet the public's strong attachment to the original taste prompted a negative reaction, leading Coca-Cola to reintroduce the classic formula as 'Coca-Cola Classic'. This episode highlighted the power of consumer loyalty and the significance of preserving a brand's heritage.

Coca-Cola's impact extends beyond its drinks. The company has made substantial efforts to reduce its environmental footprint by focusing on water conservation, energy efficiency and recycling initiatives. It has also been actively involved in promoting sustainable sourcing of ingredients and packaging materials.

Coca-Cola's commitment to social responsibility has also been evident throughout its history. In the early 20th century, the company played a significant role in shaping the modern image of Santa Claus through its advertisements by portraying him as a jolly, red-suited figure enjoying a Coca-Cola. This iconic depiction of Santa Claus has become ingrained in popular culture. Furthermore, the company has actively engaged in charitable initiatives. The Coca-Cola Foundation, established in 1984, has contributed to numerous causes, including education, sustainability and community development. Through initiatives like the Sby20 programme, Coca-Cola has empowered millions of female entrepreneurs worldwide through the provision of business training and resources.

In more recent times, Coca-Cola has adapted to changing consumer preferences and market trends. Recognising the growing demand for healthier drinks options, the company has expanded its product range to include low-calorie and sugar-free alternatives. It has also introduced smaller portion sizes to promote moderation and launched a variety of flavoured water and tea products.

76. Why did Pemberton change Coca-Cola's formula in its early years?

- A.** some people suffered from health problems after drinking it
- B.** because of a change to legislation affecting the drinks industry
- C.** its marketing materials made fraudulent claims about it
- D.** American customers did not like the European ingredients

77. What change in Coca-Cola's approach to business occurred under new leadership?

- A.** It gave away all of its beverages for free for a limited period of time.
- B.** It introduced a new bottle for its beverage which had an iconic shape.
- C.** It streamlined its production processes to increase its productivity.
- D.** It transmitted messages about its products to the public more proactively.

78. What played a decisive role in helping Coca-Cola establish a wider presence?

- A.** allowing external companies to pay for the right to package and sell its drink
- B.** taking the decision to put Coca-Cola on sale at retail outlets all over the world
- C.** the removal of trade barriers between North America and neighbouring countries
- D.** offering concessions to manufacturers in the Caribbean and Central America

79. What was the product of communication problems between branches of the company during World War II?

- A. an upgrading of the quality of its drinks
- B. an expansion of their product range
- C. the establishment of European and North American divisions
- D. innovations in technology

80. What lesson did Coca-Cola learn from introducing a new drink in the late 20th Century?

- A. it shouldn't be too bound by its history of constantly innovating
- B. it should not try to recreate its competitors' flavours
- C. it didn't need to try so hard to compete with rival drinks manufacturers
- D. its customers appreciate the unique taste of the brand's drinks

81. What recent change has Coca-Cola made in response to changing consumer preferences?

- A. it has become involved in endeavours to promote greater equality
- B. it pays closer attention to the nutritional value of its beverages
- C. it has sought to position itself with key cultural events such as Christmas
- D. it has reduced the number of drinks that it produces

82. The author mentions Coca-Cola's introduction of the curved glass bottle in 1915 most likely in order to _____

- A. illustrate how the design of the bottle increased production efficiency
- B. show the company's efforts to protect its brand identity
- C. explain why Coca-Cola's competitors struggled in the early 20th century
- D. compare different marketing strategies used in the soft drink industry

83. Which of the following best indicates where the sentence below could be inserted into the passage?

"This move was a key factor in enabling the brand to reach consumers across different regions and solidify its global presence."

- A. [I]
- B. [II]
- C. [III]
- D. [IV]

84. Why does the author mention Max Keith's creation of Fanta in paragraph 5?

- A. To explain why Coca-Cola stopped operations during the war
- B. To highlight a key innovation that emerged from a challenge
- C. To compare German and American marketing strategies
- D. To show that Coca-Cola had always intended to expand its product line

85. What can be inferred from paragraph 7?

- A. Coca-Cola has remained unchanged since it was first created.
- B. The company's product diversification was solely driven by health concerns.
- C. Strategic acquisitions played a role in expanding Coca-Cola's offerings.
- D. Fanta and Sprite were invented before Coca-Cola became a global brand.

76.	77.	78.	79.	80.	81.	82.	83.	84.	85.
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Part 5. For question 86 - 95, read the following passage and choose from the sections (A - E). The sections may be selected more than once. Write the letter A, B,C, D or E in the corresponding numbered boxes provided.

Are we reaching the limits of innovation?

A. Were there far fewer undiscovered ideas out there than in our more primitive past, how would people know? This is not an idle question; decoding the mysteries of nature, from atmospheric pressure to electricity to DNA, allowed people to bend the natural world to their will, and to grow richer in the

process. A dwindling stock of discoverable insights in the pipeline would mean correspondingly less scope for progress in the future - a dismal prospect. And some signs suggest that the well of our imagination is about to run dry. Though ever more researchers are digging for insights, according to new research, the flow of new ideas is flagging.

B. But is it? A recent paper by Nicholas Bloom, Charles Jones and Michael Webb of Stanford University, and John Van Reenen of the Massachusetts Institute of Technology provides relevant evidence. Though striking an agnostic position as to whether humanity has used up all its eureka moments, they nonetheless conclude that new ideas are getting more expensive to find. The authors consider four different case studies, within which they compare research 'inputs' (such as the money spent on researchers and lab equipment) and outputs. For instance, the number of transistors that can be squeezed onto a microchip has doubled with reassuring regularity for half a century, every two years or so - a phenomenon known as Moore's Law (after Gordon Moore, a founder of Intel). But companies have run up against a vexing problem: to continue achieving this success, they have to pour more and more resources into the effort over time. The research productivity of each scientist participating in the battle to cram in transistors has correspondingly tumbled.

C. Analysing the supply side of the innovation equation in isolation can also be misleading. The demand for new ideas, and, correspondingly, the incentive to tackle difficult questions, also matters. In his analysis of the Industrial Revolution, Robert Allen, then an economic historian at Oxford, sought to explain why it started in Britain rather than anywhere else. Supply-side factors, such as improved literacy and stronger property rights, certainly played a part. But it was the demand for labour-saving innovation, prompted by Britain's relatively high wages at the time, which gave tinkerers a strong incentive to develop and hone the steam engine and its applications.

D. Researchers are often like the man searching for his keys under the streetlight, because that is where the light is. Until some pressure is applied to encourage him to look elsewhere, the search will often prove fruitless. It is easy to see why firms might take a lackadaisical approach to some research questions. Disappointing wage growth across advanced economies is a deterrent to the invention and use of labour-saving innovations. Persistently high rates of profit give big firms plenty of money to plough into fancy research labs, but also suggest that the competitive pressures which might prompt them to exploit the resulting discoveries are weak.

E. Despair is premature, however. The effort to find new, growth-boosting ideas is not necessarily hopeless, just complicated. Whether herding more researchers into the laboratory raises growth might depend on how intensively the resulting brainstorming is used. Across the global economy, many countries have yet fully to exploit ideas already in use by firms at the cutting edge of scientific knowledge. The problem, in other words, is not that oranges are in short supply or are already squeezed dry, but rather that of the ten workers at the juice bar, only one has learned to do the squeezing. Investments in education and training, to expand the share of workers that can use new ideas, or in the quality of management, to improve how effectively ideas are applied within firms, would do wonders for growth, even if the world's scientists are idly scratching their heads.

F. In some ways, the accumulation of knowledge can hold back progress. The more that is known, the more researchers must absorb before they can add to the stock of human knowledge - or the more they must collaborate with other researchers to combine their areas of expertise. But the incomplete exploitation of currently available knowledge is in some way reassuring. It suggests that people are underperforming relative to their potential: both in how they use available ideas and in how they uncover new ones.

In which section are the following mentioned?

- 86. an unwillingness on the part of certain researchers to commit to an opinion
- 87. the beneficial effects of improved administration at companies
- 88. the desire to reduce the number of workers needed to do certain jobs
- 89. a falling benefit-cost ratio
- 89. the growing need for experts to work together
- 90. a narrow perspective leading to an incorrect assumption
- 91. the potential downsides of strong economic performance
- 92. economic gains resulting from humans altering their environment
- 93. the failure to take full advantage of innovations that already exist
- 94. a lack of enthusiasm for innovation at some companies

86.	87.	88.	89.	90.	91.	92.	93.	94.	95.
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III. WRITING (5.0 points)

Part 1. Read the following extract and use your own words to summarise it. Your summary should be between 120 words and 150 words.

Bats

In the distant past, many people thought bats had magical powers, but times have changed. Today, many people believe that bats are rodents, that they cannot see, and that they are more likely than other animals to carry rabies. All of these beliefs are mistaken. Bats are not rodents, are not blind, and are no more likely than dogs and cats to transmit rabies. Bats, in fact, are among the least understood and least appreciated of animals. Bats are not rodents with wings, contrary to popular belief. Like all rodents, bats are mammals, but they have a skeleton similar to the human skeleton. The bones in bat wings are much like those in arms and the human hand, with a thumb and four fingers. In bats, the bones of the arms and the four fingers of the hands are very long. This bone structure helps support the web of skin that stretches from the body to the ends of the fingers to form wings.

Although bats cannot see colors, they have good vision in both dim and bright light. Since most bats stay in darkness during the day and do their feeding at night, they do not use their vision to maneuver in the dark but use a process called echolocation. This process enables bats to emit sounds from their mouths that bounce off objects and allow them to avoid the objects when flying. They use this system to locate flying insects to feed on as well. Typically, insect-eating bats emerge at dusk and fly to streams or ponds where they feed. They catch the insects on their wingtip or tail membrane and fling them into their mouths while flying. There are about 1,000 species of bat, ranging in size from the bumblebee bat, which is about an inch long, to the flying fox, which is 16 inches long and has a wingspan of five feet. Each type of bat has a specialized diet. For seventy percent of bats, the diet is insects. Other types of bats feed on flowers, pollen, nectar, and fruit or on small animals such as birds, mice, lizards, and frogs.

One species of bat feeds on the blood of large mammals. This is the common vampire bat, which lives only in Latin America and is probably best known for feeding on the blood of cattle. Unfortunately, in an attempt to control vampire bat populations, farmers have unintentionally killed thousands of beneficial fruit-and-insect eating bats as well. Bats, in fact, perform a number of valuable functions. Their greatest economic value is in eliminating insect pests. Insect-eating bats can catch six hundred mosquitoes in an hour and eat half their body weight in insects every night. In many tropical rain forests, fruit-eating bats are the main means of spreading the seeds of tropical fruits. Nectar-feeding bats pollinate a number of

tropical plants. If it were not for bats, we might not have peaches, bananas, mangoes, guavas, figs, or dates.

Today, the survival of many bat species is uncertain. Sixty percent of bats do not survive past infancy. Some are killed by predators such as owls, hawks, snakes and other meat-eating creatures, but most are victims of pesticides and other human intrusions. In Carlsbad Caverns, New Mexico, where there were once 8 million bats, there are now a quarter million. At Eagle Creek, Arizona, the bat population dropped from 30 million to 30 thousand in six years. Bats often have been burdened with a bad reputation, perhaps because they are not the warm, cuddly sort of animal we love to love. However, their unusual physical features should not lead us to overestimate their harm or to underestimate their value.

[illegible]