

Mã đề thi: Đề Anh_10
(Đề thi gồm 20 trang)

KỲ THI CHỌN HỌC SINH GIỎI
LẦN THỨ XVII, NĂM 2026
ĐỀ THI MÔN: ANH - LỚP 10
Thời gian làm bài: 180 phút
(không kể thời gian giao đề)

A. LISTENING (50 points)

Part 1. Listen and write NO MORE THAN THREE WORDS for each answer. (10 points)

Transport from Airport to Milton	
Options:	
●	Car hire - don't want to drive
●	1 - expensive
●	Greyhound bus - \$15 single, \$27.50 return - direct to the 2 - long 3
●	Airport Shuttle - 4 service - every 2 hours - \$35 single, \$65 return - need to 5

Your answers:

1.	2.	3.	4.	5.
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Part 2. You will listen to two friends, a boy, Rolf, and a girl, Maria, talking about the jobs they would like to do in the future. Decide if each sentence is true or false. (10 points)

6. Maria would like to travel a lot as part of her job.
7. Maria is confident she will be able to work for an airline.

- 8. Rolf intends to do a job connected with his degree.
- 9. Maria and Rolf agree it is important to have a good salary.
- 10. Maria hopes to work for several different employers.

Your answers:

6.	7.	8.	9.	10.
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Part 3. You will hear part of a radio interview in which the comedian and writer Jane Clarkson is talking about her work. For questions 1-5, choose the answer (A, B, C or D) which fits best according to what you hear. (10 points)

11. What did Jane find difficult about writing a book?

- A) She couldn't travel around the country.
- B) She didn't get any instant reaction to her work.
- C) She had to spend time looking after her daughter.
- D) She found the process itself very challenging.

12. According to Jane, why did some critics dislike her novel?

- A) They didn't think the book was funny.
- B) They were dismissive of her initial success.
- C) They thought her male colleagues were better writers.
- D) They thought she should stick to being a comedian.

13. Which aspect of Jane's job as a comedian helped her to write?

- A) her patience.
- B) her ability to listen.
- C) her habit of watching people.
- D) her rational way of thinking.

14. According to Jane, how do many people react to female comedians?

- A) They're convinced women can't tell jokes.
- B) They're afraid the women will break down.
- C) They find women's humour too intense.
- D) They find women's jokes embarrassing.

15. What was the disadvantage of the stage image that Jane developed?

- A) It frightened the audience.
- B) It made the audience angry.

C) People thought it reflected her real personality.

D) People did not take her seriously anymore.

Your answers:

11.	12.	13.	14.	15.
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Part 4. You will hear a marine wildlife photographer called Bruce Hind talking about his work. For questions 16-25, complete the sentences with NO MORE THAN THREE WORDS AND/ OR A NUMBER. (20 points)

MARINE WILDLIFE PHOTOGRAPHER

Bruce says that (16)_____ is the most important aspect of his work.

Before going on a trip, Bruce makes (17)_____ of the photographs he hopes to take.

Knowing the type of photographs he wants to take helps Bruce to choose the right (18)_____

Bruce disagrees with people who say his way of taking photographs is not (19)_____

It's important to find out whether (20)_____ is needed to photograph in a particular place.

At sea, he often takes photographs in (21)_____, but he still finds his work exciting.

Bruce says that (22)_____ have spoiled several promising shots.

When at sea, Bruce generally keeps his cameras in a container designed for storing (23)_____

Due to his extensive (24)_____, most of his photographs are kept in his son's house.

He is particularly pleased when his photographs appear in (25)_____

Your answers:

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

B. LEXICO – GRAMMAR (40 points)

Part 1. Choose one of the words marked A, B, C, or D which best completes each of the following sentences. Write your answers in the corresponding numbered boxes. (20 points)

1. This travel guild is very useful, but it does not to cover every aspect of the country.
A. claim B. announce C. state D. expect
2. I heard the sound of the blind man with his stick.
A. creaking B. ticking C. pattering D. tapping
3. I can't write that kind of letter unless I'm in the right of mind.
A. frame B. way C. set D. turn
4. The old lady's savings were considerable as she had a little money each week.
A. put by B. put in C. put apart D. put down
5. The students visited the museum and spent several hours with the who was very helpful.
A commissioner B bursar C steward D curator
6. The organisers of the competition are unable to into any discussion of the results.
A embark B enter C undertake D negotiate
7. If the number of berries on the holly tree is anything to, we're likely to have a hard winter.
A look at B go by C point on D think about
8. With its engine disabled, the fishing vessel was completely at the of the storm.
A. grip B. mercy C. vagaries D. whim
9. Money was short and people survived by and saving.
A scrimping B scavenging C scouring D scrounging
10. No sooner the announcement than the audience began to applaud.
A. had he finished B. he had finished C. did he finish D. he finished
11. I would rather you that comment in front of everyone yesterday.
A. didn't make B. hadn't made C. wouldn't make D. don't make
12. Nobodyhim winning the award, so it came as a big surprise.
A foresaw B dreamt C predicted D forecast
13. Martin didn't the prospect of telling his father that he had spent all the money.
A rejoice B envy C relish D desire
14. She speaks French as though she in Paris for years.
A. lived B. has lived C. had lived D. lives
15. The teacher obviously didn't like me because she was alwayson me.

- A setting B picking C keeping D getting
16. Jessica's hopes were when she wasn't selected for the team.
 A. dashed B. dispelled C. thwarted D. undermined
- 17....., the people who come to this club are in their twenties and thirties.
 A By and large B Altogether C To a degree D Virtually
18. Jeremy's friends were fond of himbecause of his generosity.
 A at least B still less C even less D not least
19. This excellent photograph has beenin many leading magazines around the world.
 A featured B displayed C portrayed D disseminated
20. Had the researchers taken into account the possibility of measurement error, the results of the experiment _____ interpreted quite differently by subsequent analysts.
 A. might be B. might have been C. may be D. would be

Your answers:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.

Part 2. Give the correct form of the words in brackets. Write your answers in the corresponding numbered boxes. (10 points)

21. One of the most important qualities in friendship is (SELF)
22. Although he's a beginner, he played with (ENTHUSE)
23. Everyone was very (SYMPATHY) when Anna said that her grandfather had died.
24. My colleagues are very pleasant, but the manager is a little (FRIEND)
25. Oxford University is one of the most (PRESTIGE) universities in the West.
26. I have known her so well that there is no (SUSPECT) between us.
27. His thirst for knowledge was almost (SATIATE)—he never gets bored of reading.
28. A failure to present oneself in court is a serious matter; such (APPEAR) may result in legal penalties or the issuance of a warrant for arrest.

29. Where (**AMBIGUOUS**)..... exists in a statute, courts often examine legislative intent to determine the proper interpretation.

30. The disciplinary committee examined the (**PROPER**)..... of the attorney's conduct during the subpoena process.

Your answers:

21.	22.	23.	24.	25.
26.	27.	28.	29.	30.

Part 3. Read the following text which contains 5 mistakes. Identify the mistakes and write the corrections in the corresponding numbered boxes. (10 points).

Less haste: the upsides and downsides of doing things quickly.

By Richard Dunn

Line	
1	In his late book, Vaclav Smil considers the concept of speed, how it explains
2	our world and why we have long considered it “a remarkable, even magical,
3	and desirable property.” Smil favours a two-prongs conception of speed: in its
4	strict sense as change of length per unit time, that is to say how fast things
5	move; and as a measure of change in individuals, populations and system.
6	This gives him an enormous canvas. The book covers everything from
7	volcanoes, tsunamis and divergent species of European flounders to tea
8	clippers, Buffalo Bill and supercomputers, tackled in what Smil
9	unapologetically calls a “relentlessly quantitative approach.” If you enjoy
10	success of facts, numbers and statistics, this book is for you.

Your answers:

	Line	Mistakes	Corrections
31.			
32.			
33.			
34.			
35.			

C. READING (60 points)

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

Soap operas

It is surely beyond (1) that soap opera is the most consistently popular type of television programme in the world. It has succeeded in (2) the imagination of millions since it first (3) as a genre back in the 1930s. The word 'soap' alludes to the role originally played by detergent manufacturers, who promoted their products during commercial breaks. Soap operas have been (4) as mindless entertainment, with viewers only (5) to these programmes in order to escape from reality.

Soaps are often set in friendly, tightly-knit neighbourhoods, evoking (6) feelings in some viewers, since such communities may no longer exist in many areas. The subject matter of soaps also (7) great appeal for viewers since the stories (8) focus on domestic problems they may have experienced themselves.

There has been a significant shift in attitudes with many soaps now (9) moral and social issues. The characters and situations (10) are complex and ambiguous, providing much food for thought and no easy answers.

- | | | | | |
|-----|----------------|----------------|----------------|-----------------|
| 1. | A. dispute | B. argument | C. dissent | D. challenge |
| 2. | A. commanding | B. capturing | C. carrying | D. conquering |
| 3. | A. originated | B. emerged | C. established | D. inaugurated |
| 4. | A. disregarded | B. deplored | C. disapproved | D. dismissed |
| 5. | A. resorting | B. applying | C. resigning | D. adopting |
| 6. | A. nostalgic | B. reminiscent | C. sentimental | D. reflective |
| 7. | A. catches | B. holds | C. bears | D. brings |
| 8. | A. permanently | B. uniformly | C. perpetually | D. invariably |
| 9. | A. enquiring | B. addressing | C. commenting | D. interpreting |
| 10. | A. symbolised | B. illustrated | C. depicted | D. represented |

Your answers:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
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Part 2. Read the text below and think of the word which best fits each space. Use only ONE word in each space. Write your answers in the corresponding numbered boxes. (10 points)

Conversations are such common, everyday events that we easily take them for granted and assume that they require no special skills. Yet at some time or _____ (11), most of us have had problems talking with other people. You may _____ (12) yourself unable to get a word in edgeways, and feel foolish and inadequate. Sometimes you have to

interrupt rudely, and are _____ (13) feeling that, to other people, you must seem unpleasantly aggressive. Or _____ (14) been desperate to speak, you do not know how to stop and risk being considered boring.

Everyone sometimes finds it difficult to strike _____ (15) conversations. The importance of being able to start conversations is clear. To have relationships, you have to meet people and get to know them. To get to know them, you have to talk to them. At some point, _____ (16) has to be an opening line, but how do you know what to say? Conversations often begin when one person remarks, “Beautiful weather, isn’t it?” or asks some other clichéd question.

Conversation openers are _____ (17) original – the anxiety of making the first approach is not conducive to creative thought – but _____ (18) does not matter. What does matter is that these openers are recognised _____ (19) what they are – attempts at starting a conversation. The words are unimportant, the _____ (20) that they have been spoken is.

Your answers:

11.	12.	13.	14.	15.
16.	17.	18.	19.	20.

Part 3. Read the passage and choose the best option A, B, C, or D to answer the questions. Write your answers in the corresponding numbered boxes. (15 points)

In large part as a consequence of the feminist movement, historians have focused a great deal of attention in recent years on determining more accurately the status of women in various periods. Although much has been accomplished for the modern period, premodern cultures have proved more difficult: sources are restricted in number, fragmentary, difficult to interpret, and often contradictory. Thus it is not particularly surprising that some earlier scholarship concerning such cultures has so far gone unchallenged. An example is Johann Bachofen’s 1861 treatise on Amazons, women-ruled societies of questionable existence contemporary with ancient Greece.

Starting from the premise that mythology and legend preserve at least a nucleus of historical fact, Bachofen argued that women were dominant in many ancient societies. His work was based on a comprehensive survey of references in the ancient sources to Amazonian and other societies with matrilineal customs—societies in which descent and property rights are traced through the female line. Some support for his theory can be found in evidence such as that drawn from Herodotus, the Greek “historian” of the fifth century B. C., who speaks of an Amazonian society, the Sauromatae, where the women

hunted and fought in wars. A woman in this society was not allowed to marry until she had killed a person in battle.

Nonetheless, this assumption that the first recorders of ancient myths have preserved facts is problematic. If one begins by examining why ancients refer to Amazons, it becomes clear that ancient Greek descriptions of such societies were meant not so much to represent observed historical fact—real Amazonian societies—but rather to offer “moral lessons” on the supposed outcome of women’s rule in their own society. The Amazons were often characterized, for example, as the equivalents of giants and centaurs, enemies to be slain by Greek heroes. Their customs were presented not as those of a respectable society, but as the very antitheses of ordinary Greek practices.

Thus, I would argue, the purpose of accounts of the Amazons for their male Greek recorders was *didactic*, to teach both male and female Greeks that all-female groups, formed by withdrawal from traditional society, are destructive and dangerous. Myths about the Amazons were used as arguments for the male-dominated status quo, in which groups composed exclusively of either sex were not permitted to segregate themselves permanently from society. Bachofen was thus misled in his reliance on myths for information about the status of women. The sources that will probably tell contemporary historians most about women in the ancient world are such social documents as gravestones, wills, and marriage contracts. Studies of such documents have already begun to show how mistaken we are when we try to derive our picture of the ancient world exclusively from literary sources, especially myths.

21. In context, the word “didactic” in paragraph 4 can be best replaced by

- A. foreshadowing
- B. preventive
- C. pedagogical
- D. ambivalent

22. The primary purpose of the passage is to

- A. compare competing new approaches to understanding the role of women in ancient societies
- B. investigate the ramifications of Bachofen’s theory about the dominance of women in ancient societies

C. explain the burgeoning interest among historians in determining the actual status of women in various societies

D. criticize the value of ancient myths in determining the status of women in ancient societies

23. All of the following are stated by the author as problems connected with the sources for knowledge of premodern cultures EXCEPT:

A. partial completeness

B. restricted accessibility

C. difficulty of interpretation

D. limited quantity

24. Which of the following can be inferred from the passage about the myths recorded by the ancient Greeks?

I. They sometimes included portrayals of women holding positions of power.

II. They sometimes contained elaborate explanations of inheritance customs.

III. They comprise almost all of the material available to historians about ancient Greece.

A. I only

B. III only

C. I and III only

D. II and III only

25. Which of the following is presented in the passage as evidence supporting the author's view of the ancient Greeks' descriptions of the Amazons?

A. The requirement that Sauromatae women kill in battle before marrying

B. The failure of historians to verify that women were ever governors of ancient societies

C. The classing of Amazons with giants and centaurs

D. The well-established unreliability of Herodotus as a source of information about ancient societies

26. It can be inferred from the passage that the probable reactions of many males in ancient Greece to the idea of a society ruled by women could best be characterized as

A. confused and dismayed

B. wary and hostile

C. cynical and disinterested

D. curious but fearful

27. The author suggests that the main reason for the persisting influence of Bachofen's work is that

A. feminists have shown little interest in ancient societies

B. Bachofen's knowledge of Amazonian culture is unparalleled

- C. reliable information about the ancient world is difficult to acquire
 D. ancient societies show the best evidence of women in positions of power
28. The author's attitude toward Bachofen's treatise is best described as one of
 A. qualified approval
 B. profound ambivalence
 C. studied neutrality
 D. pointed disagreement
29. According to the passage, which of the following sources are likely to provide historians with the most reliable information about women in the ancient world?
 A. Epic poetry and heroic legends
 B. Accounts written by early Greek historians
 C. Archaeological artifacts depicting battles
 D. Social records such as gravestones, wills, and marriage contracts
30. The author refers to the Amazons being grouped with "giants and centaurs" primarily in order to
 A. demonstrate that ancient Greeks believed Amazons were mythical creatures rather than real people
 B. illustrate how Greek descriptions of Amazons functioned as moral or symbolic stories rather than historical reports
 C. show that Amazons were thought to possess supernatural powers
 D. explain why historians have difficulty interpreting ancient literary sources

Your answers:

21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
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Part 4. Read the text and do the following tasks. (15 points)

How Did Writing Begin?

The Sumerians, an ancient people of the Middle East, had a story explaining the invention of writing more than 5,000 years ago. It seems a messenger of the King of Uruk arrived at the court of a distant ruler so exhausted that he was unable to deliver the oral message. So the king set down the words of his next messages on a clay tablet. A charming story, whose retelling at a recent symposium at the University of Pennsylvania amused scholars. They smiled at the absurdity of a letter which the recipient would not have been able to read. They also doubted that the earliest writing was a direct rendering of speech. Writing more likely began as a separate, symbolic system of and only later merged with spoken language.

Yet in the story the Sumerians, who lived in Mesopotamia, in what is now southern Iraq, seemed to understand writing's transforming function. As Dr Holly Pittman, director of the University's Center for Ancient Studies, observed, writing 'arose out of the need to store and transmit information ... over time and space'.

In exchanging interpretations and information, the scholars acknowledged that they still had no fully satisfying answers to the questions of how and why writing developed. Many favoured an explanation of writing's origins in the visual arts, pictures becoming increasingly abstract and eventually representing spoken words. Their views clashed with a widely held theory among archaeologists that writing developed from the pieces of clay that Sumerian accountants used as tokens to keep track of goods.

Archaeologists generally concede that they have no definitive answer to the question of whether writing was invented only once, or arose independently in several places, such as Egypt, the Indus Valley, China, Mexico and Central America. The preponderance of archaeological data shows that the urbanizing Sumerians were the first to develop writing, in 3,200 or 3,300 BC. These are the dates for many clay tablets in an early form of cuneiform, a script written by pressing the end of a sharpened stick into wet clay, found at the site of the ancient city of Uruk. The baked clay tablets bore such images as pictorial symbols of the names of people, places and things connected with government and commerce. The Sumerian script gradually evolved from the pictorial to the abstract, but did not at first represent recorded spoken language. ielts-reading

Dr Peter Damerow, a specialist in Sumerian cuneiform at the Max Planck Institute for the History of Science in Berlin, said, 'It is likely that there were mutual influences of writing systems around the world. However, their great variety now shows that the development of writing, once initiated, attains a considerable degree of independence and flexibility to adapt to specific characteristics of the sounds of the language to be represented. Not that he accepts the conventional view that writing started as a representation of words by pictures. New studies of early Sumerian writing, he said, challenge this interpretation. The structures of this earliest writing did not, for example, match the structure of spoken language, dealing mainly in lists and categories rather than in sentences and narrative.

For at least two decades, Dr Denise Schmandt-Besserat, a University of Texas archaeologist, has argued that the first writing grew directly out of a system practised by Sumerian accountants. They used clay tokens, each one shaped to represent a jar of oil, a container of grain or a particular kind of livestock. These tokens were sealed inside clay spheres, and then the number and type of tokens inside was recorded on the outside using

impressions resembling the tokens. Eventually, the token impressions were replaced with inscribed signs, and writing had been invented.

Though Dr Schmandt-Besserat has won much support, some linguists question her thesis, and others, like Dr Pittman, think it too narrow. They emphasise that pictorial representation and writing evolved together. ‘There’s no question that the token system is a forerunner of writing,’ Dr Pittman said, ‘but I have an argument with her evidence for a link between tokens and signs, and she doesn’t open up the process to include picture making.’

Dr Schmandt-Besserat vigorously defended her ideas. ‘My colleagues say that pictures were the beginning of writing/ she said, ‘but show me a single picture that becomes a sign in writing. They say that designs on pottery were the beginning of writing, but show me a single sign of writing you can trace back to a pot – it doesn’t exist.’ In its first 500 years, she asserted, cuneiform writing was used almost solely for recording economic information, and after that its uses multiplied and broadened.

Yet other scholars have advanced different ideas. Dr Piotr Michalowski, Professor of Near East Civilizations at the University of Michigan, said that the proto-writing of Sumerian Uruk was ‘so radically different as to be a complete break with the past’. It no doubt served, he said, to store and communicate information, but also became a new instrument of power. Some scholars noted that the origins of writing may not always have been in economics. In Egypt, most early writing is high on monuments or deep in tombs. In this case, said Dr Pascal Vernus from a university in Paris, early writing was less administrative than sacred. It seems that the only certainty in this field is that many questions remain to be answered.

Look at the following statements (Questions 31–36) and the list of people below.

Match each statement with the correct person, **A–E**.

Write the correct letter, A–E, in boxes 31–36 on your answer sheet.

NB You may use any letter more than once.

31 There is no proof that early writing is connected to decorated household objects.

32 As writing developed, it came to represent speech.

33 Sumerian writing developed into a means of political control.

34 Early writing did not represent the grammatical features of speech.

35 There is no convincing proof that tokens and signs are connected.

36 The uses of cuneiform writing were narrow at first, and later widened.

List of People

- A** Dr Holly Pittman
- B** Dr Peter Damerow
- C** Dr Denise Schmandt-Besserat
- D** Dr Piotr Michalowski
- E** Dr Pascal Vernus

Questions 37- 40: Complete the summary using the list of words, **A-N**, below.

Write the correct letter, **A-N**, in boxed 37-40 on your answer sheet.

The earliest form of writing

Most archeological evidence shows that the people of 37 invented writing in around 3,300 BC. Their script was written on 38 and was called 39 Their script originally showed images related to political power and business, and later developed to become more 40

31.	32.	33.	34.	35.	36.	37.	38.	39.	40.
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A cuneiform	B pictorial	C tomb walls	D urban	E legible
F stone blocks	G simple	H Mesopotamia	I abstract	J papyrus sheets
K decorative	L clay tablets	M Egypt	N Uruk	

Part 5. You are going to read a magazine article in which five career consultants give advice on interview technique. For questions 41-50, choose from the consultants (A-E). The consultants may be chosen more than once. (10 points)

Job interviews: expert advice for graduates

Are you a graduate about to apply for jobs? We asked five career consultants to give some tips on performing well in interviews.

Consultant A

Ask recruiters what disappoints them most about the people they interview and the answer is often the same – lack of knowledge of their organisation. And lack of knowledge suggests lack of interest. You will have learned research skills in your university degree, so apply them to job hunting and don't forget that social networks can also provide a lot of inside information. Find out how the organisation you are applying

for has developed in recent years, how its products or services and markets have changed, who its competitors are, what its ethos is. Then use that information intelligently – simply regurgitating facts won't impress the interviewers. Instead, you need to demonstrate an understanding of what it all means for you as a prospective employee, what the challenges would be and the skills and attributes you'll need to make a positive contribution.

Consultant B

Three-quarters of interviews are failed within three minutes of entering the room. Interviewers are put off by weak handshakes, a lack of eye contact, poor body language and poor posture (slumped shoulders suggest a lack of confidence). Many recruiters make early judgements about your trustworthiness, likeability and professionalism and spend the rest of the interview confirming these opinions. You should shake hands firmly and warmly, but wait to be invited to sit down. Strong handshakes communicate credibility and friendliness – normally desirable qualities in candidates – whereas weak handshakes may communicate introversion and shyness. At the start of the interview you should smile and maintain good eye contact with the interviewer. Take a little time to consider your response to what the interviewers ask before speaking. Then, when you have decided what to say, speak clearly and not too fast.

Consultant C

Inevitably, you will be asked at some stage during the interview why you want to work for the organisation you are applying to. This is a great chance to show your business awareness, but you'll need to prepare. Before the interview, contact one of the organisation's customers – you should be able to identify some through an internet search – and ask them questions such as: 'What's it like to do business with company X?', 'What makes them stand out?', 'What makes them successful (or not)?' And then at interview explain the research that you've done and include their customers' responses in your answers. That way you'll stand out from the crowd: not only will you give evidence of your personal enterprise and your genuine interest in the organisation, but also your understanding of the business world.

Consultant D

Most employers will want you to demonstrate a particular set of abilities which they believe are essential to the job role, for example team work, communication, problem solving and time management. At interview, you are likely to be asked to give specific

examples of times when you have demonstrated those abilities. Employers recognise that you might not have lots of directly relevant work experience, so when they ask these questions they will usually be happy for you to provide examples from any aspect of your life, such as your studies, part-time work, volunteering, interests or extra-curricular activities. Before you go to an interview, check the job description for the skills and competencies required, then reflect on your experiences and think about examples that you could use as evidence.

Consultant E

It's natural to be nervous, but if an employer thought you weren't good enough, they simply wouldn't waste their time on getting to know you in an interview. What interviews aim to do is find out whether what's written in your application is genuine and how well you'll fit in. So the best advice I can give is: just be yourself in the interview. Of course, they'll also be testing your understanding, motivation and ability, most often by asking you to talk them through examples of your practical knowledge that show you have expertise the job requires. You'll need to expand on what you've written and it's a good idea to have some new examples ready, too.

Which consultant makes the following statements?

Write the correct letter **A–E**.

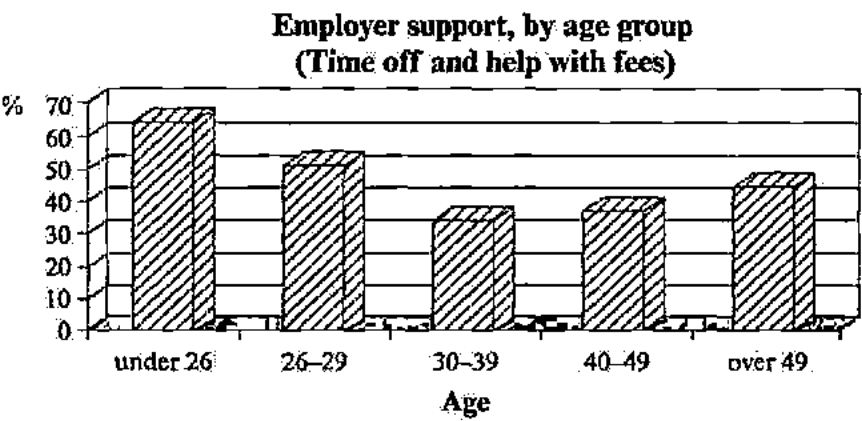
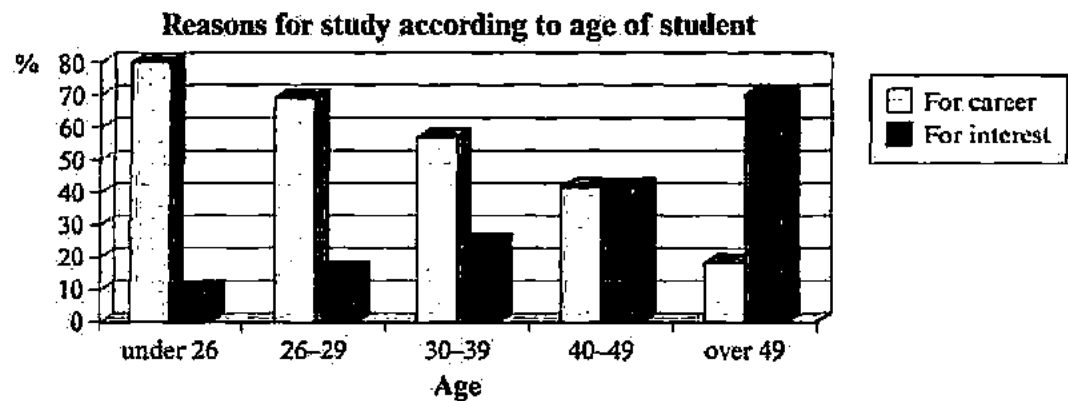
41. Interviewers look for applicants with specific skills.
42. Try to make a good impression early in the interview.
43. Insufficient preparation by applicants is a common weakness.
44. Doing prior research helps distinguish you from other applicants.
45. Give yourself a moment to think about your answers to interviewers' questions.
46. You should be able to support your application with additional information at an interview.
47. Find out the opinion of other people who deal with the organisation.
48. Consider the match between the job requirements and your experience.
49. Getting an interview indicates that the employer believes you can do the job.
50. Use a number of sources to discover more about the organisation.

41.	42.	43.	44.	45.	46.	47.	48.	49.	50.
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D. WRITING (50 points)

Part 1. (20 points)

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



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This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

Part 2. (30 points) Write an essay of about 250 words to express your opinion on the following topic:

Use your own knowledge and experience to support your arguments with examples and relevant evidence.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

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