

Môn thi: TIẾNG ANH  
(Đề gồm 14 trang)

Thời gian: 150 phút (không kể thời gian giao đề)

ĐIỂM	HỌ TÊN, CHỮ KÍ GIÁM KHẢO	SỐ PHÁCH
Bảng số: .....	Giám khảo 1: .....	
Bảng chữ: .....	Giám khảo 2: .....	

**SECTION A. LISTENING (50 points)**

**Part 1. You are going to hear a talk about the Komodo dragon. As you listen, fill in the missing information. For questions 1-15, write NO MORE THAN THREE WORDS in the spaces provided. Write your answers in the corresponding numbered boxes provided.**

While the myth of the dragon can be traced across the globe, the Komodo dragon is the closest thing we've got in terms of name, size and general badassery. Although they aren't quite like the dragons in popular culture, Komodo dragons are pretty (1)\_\_\_\_\_ animals. For starters, they are the world's largest living lizards.

They look stocky but they can reach speeds up to 30 kilometres an hour, no problem. Speaking as a large mammal, my first instinct when looking into the eyes of a Komodo dragon, even in zoos, is to run. This must be what other large mammals like water (2) \_\_\_\_\_, deer or, wild boars feel when they stumble upon a Komodo dragon in the wild.

They can be up to three metres long, weigh up to 136 kilograms and are covered with bony scales called osteoderms that act like armor plating. They have long, yellow forked (3) \_\_\_\_\_ that provide their "dragon sense". As they retract their tongue into its sheath, a (4) \_\_\_\_\_ at the top of their mouth is able to detect airborne molecules. If there are more deer particles on the left tongue tip, it knows to look left for its (5) \_\_\_\_\_. With this sense, they can find carrion from as far away as four kilometers.

Another incredible fact about the Komodo dragon is that they're capable of having virgin (6)\_\_\_\_\_. In 2006, zookeepers were stunned when two female dragons in two different zoos give birth without having any male contact in years. At first, scientists thought that this was explained by the fact that the reptiles can hold on to sperm for several years but (7)\_\_\_\_\_ analysis shows only the mother's DNA. That's right! Komodo Jesus.

Komodo dragons have (8)\_\_\_\_\_ appetites and can consume up to 80 percent of their body weight in one meal. To put that in perspective, if you're a 150-pound person, that would be like eating (9)\_\_\_\_\_ of meat for dinner. Komodo dragons don't care if their meat is dead, carrion or (10)\_\_\_\_\_ – either way, they'll take it down. They also have the ability to regurgitate all of their stomach contents if they need to make a (11)\_\_\_\_\_ from an aggressor. The average large mammalian carnivore will often leave about 25 to 30 percent of their kills. Komodos (12)\_\_\_\_\_ almost everything, leaving only about 12 percent.

In case the gaping (13)\_\_\_\_\_ left by those teeth aren't frightening enough, they also inject venom into their prey, which decreases the victim's blood pressure enough to send it into shock, leaving it helpless and easy picking for the dragon to finish it off. For many years, we thought that Komodo dragon saliva contained bacteria that killed their prey through (14)\_\_\_\_\_, but more recent research has revealed that it's the venom that does the trick.

Komodo dragons are endangered animals found only on a few islands, including Komodo in Indonesia. because they feed on large mammals, habitat loss and (15)\_\_\_\_\_ has hit them hard, so their populations are dwindling.

**Your answers:**

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

**Part 2. You will hear Tom and Annie, two students talking with their professor about their assignment.**

**Question 16-21: Choose the correct answer (A, B, or C) which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.**

**16. What should be firstly included in the reflective journal?**

- A. topics he is going to talk about
- B. study aims for module
- C. suggestions from others

**17. Annie has got \_\_\_\_\_.**

- A. a lot of friends to help her
- B. several books that may be useful
- C. sufficient resources showing that she is a good technology user

**18. What was Tom's biggest achievement in the past?**

- A. He worked as a waiter in a restaurant.
- B. He got an offer to lead a team.
- C. He became the chairman of the Student Union.

**19. Tom decides to \_\_\_\_\_.**

- A. do it by himself
- B. find a tutor
- C. listen to others

**20. What is Tom's attitude after the discussion?**

- A. He thinks it is useless.
- B. He is looking forward to it.
- C. He feels uncertain about it.

**21. What should be shown in Tom's reflective journal?**

- A. self-awareness
- B. mistakes
- C. achievements

**Your answers:**

16.	17.	18.	19.	20.	21.
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**Question 22-25: What is Annie's attitude toward each of the following activities of study?**

**Choose FOUR answers from the box and write the correct letter, A-E, in the numbered boxes**

Attitude	
<b>A</b>	define a problem
<b>B</b>	independent learning
<b>C</b>	develop study skills
<b>D</b>	gain confidence
<b>E</b>	find it difficult

22. writing an essay \_\_\_\_\_  
 23. taking exams \_\_\_\_\_  
 24. making class notes \_\_\_\_\_  
 25. taking presentation notes \_\_\_\_\_

**Your answers:**

22.	23.	24.	25.
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### **SECTION B. LEXICO – GRAMMAR (20 points)**

**Part 1. Choose the best answer to complete each of the following sentences. Write A, B, C or D in the corresponding numbered boxes.**

- It was not long \_\_\_\_\_ the design of the new city became apparent.  
 A. as if                      B. before                      C. until                      D. wherever
- He may appear to be \_\_\_\_\_ but in fact he's a compulsive liar.  
 A. authentic                      B. natural                      C. real                      D. genuine
- Would you please leave us details of your address \_\_\_\_\_ forwarding any of your mail to come?  
 A. for the purpose of    B. as a consequence of    C. for the sake of    D. by means of
- We went by sea, but I'd rather \_\_\_\_\_ by air.  
 A. to have gone    B. had gone                      C. have gone                      D. go
- When I say I want you to be here at six o'clock, I mean six o'clock \_\_\_\_\_. You cannot be late under any circumstances!  
 A. on the edge    B. at the moment    C. on the dot                      D. in detail
- Some find it hard to \_\_\_\_\_ themselves to the new working condition.  
 A. apply                      B. accommodate    C. habituate                      D. conduct
- They're blowing \_\_\_\_\_ over this issue. It's impossible to know what they want!  
 A. dry and wet    B. warm and cool    C. light and heavy    D. hot and cold
- He promised me an Oxford dictionary and to my great joy, he \_\_\_\_\_ his word.  
 A. stood by                      B. stuck at                      C. went back on    D. held onto
- \_\_\_\_\_, children can do a lot of marvelous things.  
 A. Once considerable assistance and practical suggestion are given  
 B. He/she is once given considerable assistance and practical suggestion  
 C. Once given considerable assistance and practical suggestions  
 D. Given considerable assistance and practical suggestion once

Choose the correct answer A, B, C, or D to indicate the word(s) *CLOSEST* in meaning to the underlined word(s) in each of the following questions.

10. It has been raining so heavily for a long time. Will it ever let up?

- A. stop                      B. brighten                      C. clear                      D. darken

Choose the correct answer A, B, C, or D to indicate the word(s) *OPPOSITE* in meaning to the underlined word(s) in each of the following questions.

11. I am just a cog in the machine in this organization as my contribution to it is still minor.

- A. negligible                      B. pivotal                      C. of little importance                      D. of complete indifference

Choose the correct answer A, B, C, or D to indicate the sentence that best completes each of the following exchanges

12. **John:** "It's a public holiday, so everything will be closed." - **Alice:** "\_\_\_\_\_."

- A. So far, so good                      B. Forget it                      C. That's an idea                      D. Mmm, that figures

**Your answers:**

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

**Part 2. Read the passage below, which contains 8 mistakes. Identify the mistakes and write the corrections in the corresponding numbered boxes.**

*Line*

1 Human memory happens in many parts of the brain at once, and some types of memories  
 2 stick around longer than other. It was formally believed to be rather inefficient, however, it  
 3 is really more sophisticated than that of a computer. Researchers approached the problem  
 4 from a variety of point of view have all concluded that there is a great deal more stored in  
 5 our minds than has been generally supposed. Dr. Wilder Penfield, a Canadian neurosurgeon,  
 6 proved that by stimulating their brains electrically he could elicit the total recall of specific  
 7 events in his subjects' lives. The memory trace is the term for whatever is the internal  
 8 representation of the specific information about the event stored in the memory. Assumed to  
 9 have been made by structural changes in the brain, the memory trace is not subject for direct  
 10 observation but is rather a theoretical construct that we use to speculate about how  
 11 information presented at a later time. Almost theories include the strength of the memory  
 12 trace as a variable in the degree of learning, retention, and retrieval possible for a memory.  
 13 One theory is that it is the result of an limited combination of interconnections between brain  
 14 information that support recall. Or, to put it other way, improved performance is the result of  
 15 strengthening the chemical bonds in the memory.

**Your answers:**

	Line	Mistake	Correction		Line	Mistake	Correction
13.				17.			
14.				18.			
15.				19.			
16.				20.			

### SECTION C. READING (70 points)

**Part 1. Read the passage and choose the best answer. Write your answers A, B, C or D in the corresponding numbered boxes.**

#### FREE INSPIRATION

Anybody with a real desire to write, plus an average vocabulary and enthusiasm, can be taught to write saleable short stories. Short story writing is not (1)\_\_\_\_\_ money, but it can be a delightful and remunerative hobby. And the beauty of it is that (2)\_\_\_\_\_ is all around us.

I know several writers who make notes not only of scenes and surroundings, but of (3)\_\_\_\_\_. That does not mean that when they dine with the doctor they lift his (4)\_\_\_\_\_ word for the next story in which a (5)\_\_\_\_\_ character appears. It does not mean that they (6)\_\_\_\_\_ a notebook furtively under their soup-plate or scribble frantically behind their newspaper in a train. What it does mean is that their ears are open and their eyes (7)\_\_\_\_\_ for the apt phrase and the perfect setting, for the brilliant repartee and the characteristic (8)\_\_\_\_\_.

You can sometimes be with a person for hours of uneventful conversation, and then suddenly he will say something or (9)\_\_\_\_\_ a gesture which will immediately (10)\_\_\_\_\_ in your mind a mental comment such as "Nobody else would do that," or "Funny, that habit of his!"

It is those individual phrases, those (11)\_\_\_\_\_ gestures, those quaint bursts of speech or action, that make character. Thus it is that there are (12)\_\_\_\_\_ occasions when you can observe, and (if wise) later make a (13)\_\_\_\_\_ of, valuable material. Perhaps a hostess handles a tactless guest admirably; you hear a telling phrase in a sermon, (14)\_\_\_\_\_ a motor accident and see for yourself the (15)\_\_\_\_\_ of the shaken drivers, hear a business argument in the train.

Jot the point down!

- |                    |               |                 |                  |
|--------------------|---------------|-----------------|------------------|
| 1. A. ready        | B. easy       | C. simple       | D. vast          |
| 2. A. inspiration  | B. aspiration | C. satisfaction | D. story-line    |
| 3. A. exchanges    | B. talks      | C. dialogues    | D. conversations |
| 4. A. each         | B. very       | C. every        | D. final         |
| 5. A. clerical     | B. healing    | C. medicinal    | D. medical       |
| 6. A. cram         | B. jam        | C. slip         | D. stuff         |
| 7. A. bright       | B. alert      | C. active       | D. peering       |
| 8. A. activity     | B. sign       | C. gesture      | D. scenario      |
| 9. A. make         | B. give       | C. produce      | D. raise         |
| 10. A. illicit     | B. spring     | C. rouse        | D. produce       |
| 11. A. distinctive | B. partial    | C. observant    | D. distinguished |
| 12. A. uncounted   | B. countless  | C. unknown      | D. unrestricted  |
| 13. A. recording   | B. list       | C. note         | D. memorandum    |
| 14. A. scrutinise  | B. witness    | C. sight        | D. attend        |
| 15. A. reactions   | B. sayings    | C. feelings     | D. activities    |

**Your answers:**

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

**Part 2. Fill in the gap with ONE suitable word. Write the answers in the corresponding numbered boxes.**

### **GETTING ON WITH PEOPLE**

Most of us have to cope with the everyday world, (16)\_\_\_\_\_ or not we go out to a full time job. Even a trip to the supermarket brings us (17)\_\_\_\_\_, against people who could easily upset our equilibrium. There are those who jump the queue, bash us with their trolleys or block the gangways with (18)\_\_\_\_\_ thought for those who want to get past. The secret of stress-free shopping, (19)\_\_\_\_\_ with all other aspects of getting along with people, must surely lie within ourselves.

(20)\_\_\_\_\_ considerate you may be yourself, you are constantly faced by tired or neurotic folk who cannot, or will not, play their part in making life as easy and pleasant as possible. Some people simply do not care how (21)\_\_\_\_\_ trouble they cause. They have probably been subjected to (22)\_\_\_\_\_ unkindness themselves that they get a perverse pleasure out of being difficult. They subconsciously believe that they deserve to suffer and they invite friction when (23)\_\_\_\_\_ is no need for it. "I'm not happy," they seem to think, "so why should anyone else (24)\_\_\_\_\_?"

I think we should avoid nervous tension as far as (25)\_\_\_\_\_ by disregarding most of the offensive behaviour we encounter in everyday life. (26)\_\_\_\_\_ someone bang your leg with their trolley, you can shout at them or (27)\_\_\_\_\_ them an angry stare, or you can take no notice, try to ignore the pain, and remind (28)\_\_\_\_\_ that there must have (29)\_\_\_\_\_ occasions when you have accidentally hurt someone with a trolley. If you take the latter option, you will go (30)\_\_\_\_\_ your way feeling more relaxed than if you flared up angrily.

***Your answers:***

16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.

**Part 3. Read the following passage and choose the correct answer to each of the questions. Write your answers A, B, C or D in the corresponding numbered boxes.**

The craft of perfumery has an ancient and global heritage. The art flourished in Ancient Rome, where the emperors were said to bathe in scent. After the fall of Rome, much of the knowledge was lost, but survived in Islamic civilizations in the Middle Ages. Arab and Persian pharmacists developed essential oils from the aromatic plants of the Indian peninsula. They developed the processes of distillation and suspension in alcohol, which allowed for smaller amounts of raw materials to be used than in the ancient process, by which flower petals were soaked in warm oil. This knowledge was carried back to European monasteries during the Crusades.

At first, the use of fragrances was primarily associated with healing. Aromatic alcoholic waters were ingested as well as used externally. Fragrances were used to purify the air, both for spiritual and health purposes. **During the Black Death, the bubonic plague was thought to have resulted from a bad odor which could be averted by inhaling pleasant fragrances such as cinnamon.** The Black Death led to an aversion to using water for washing, and so perfume was commonly used as a cleaning agent.

Later on, the craft of perfume re-entered Europe, and was centered in Venice, chiefly because it was an important trade route and a center for glass-making. Having such materials at hand was essential for the distillation process. In the late seventeenth century, trade soared in France, when Louis XIV brought in

policies of protectionism and patronage which stimulated the purchase of luxury goods. Here, perfumery was the preserve of glove-makers. The link arose since the tanning of leather required **putrid** substances. Consequently, the gloves were scented before they were sold and worn. A glove and perfume makers' guild had existed here since 1190. Entering it required 7 years of formal training under a master perfumer.

The trade in perfume flourished during the reign of Louis XV, as the master glove-and-perfume makers, particularly those trading in Paris, received patronage from the royal court, where it is said that a different perfume was used each week. The perfumers diversified into other cosmetics including soaps, powders, white face paints and hair dyes. They were not the sole sellers of beauty products. Mercers, spicers, vinegar-makers and wig-makers were all cashing in on the popularity of perfumed products. Even simple shopkeepers were coming up with their own concoctions to sell.

During the eighteenth century, more modern, capitalist perfume industry began to emerge, particularly in Britain where there was a flourishing consumer society. In France, the revolution initially disrupted the perfume trade due to its association with aristocracy, however, it regained momentum later as a wider range of markets were sought both in the domestic and overseas markets. The guild system was abolished in 1791, allowing new high-end perfumery shops to open in Paris.

Perfume became less associated with health in 1810 with a Napoleonic ordinance which required perfumers to declare the ingredients of all products for internal consumption. Unwilling to divulge their secrets, traders concentrated on products for external use. Napoleon affected the industry in other ways too. With French ports blockaded by the British during the Napoleonic wars, the London perfumers were able to dominate the markets for some time.

One of the significant changes in the nineteenth century was the idea of branding. Until then, trademarks had had little significance in the perfumery where goods were consumed locally, although they had a long history in other industries. One of the pioneers in this field was Rimmel who was nationalized as a British citizen in 1857. He took advantage of the spread of railroads to reach customers in wider markets. To do this, he built a brand which conveyed prestige and quality, and were worth paying a premium for. He recognized the role of design in enhancing the value of his products, hiring a French lithographer to create the labels for his perfume bottles.

Luxury fragrances were strongly associated with the affluent and prestigious cities of London and Paris. Perfumers elsewhere tended to supply cheaper products and knock-offs of the London and Paris brands. The United States perfume industry, which developed around the docks in New York where French oils were being imported, began in this way. Many American firms were founded by immigrants, such as William Colgate, who arrived in 1806. At this time, Colgate was chiefly known as a perfumery. Its Cashmere Bouquet brand had 625 perfume varieties in the early 20th century.

31. What is the purpose of the passage?
- A. compare the perfumes from different countries
  - B. describe the history of perfume making
  - C. describe the problems faced by perfumers
  - D. explain the different uses of perfume over time
32. Which of the following is NOT true about perfume making in Islamic countries?
- A. They created perfume by soaking flower petals in oil.
  - B. They dominated perfume making after the fall of the Roman Empire.
  - C. They took raw materials for their perfumes from India.
  - D. They created a technique which required fewer plant materials.

33. Why does the writer include this sentence “**During the Black Death, the bubonic plague was thought to have resulted from a bad odor which could be averted by inhaling pleasant fragrances such as cinnamon.**” in paragraph 2?
- To explain why washing was not popular during the Black Death
  - To show how improper use of perfume caused widespread disease
  - To illustrate how perfumes used to be ingested to treat disease
  - To give an example of how fragrances were used for health purposes
34. Why did the perfume industry develop in Paris?
- Because it was an important trade route
  - Because of the rise in the glove-making industry
  - Because of the introduction of new trade laws
  - Because of a new fashion in scented gloves
35. The word ‘**putrid**’ in paragraph 3 is closest in meaning to\_\_\_\_\_.
- bad-smelling
  - rare
  - prestigious
  - numerous
36. In paragraph 4, it is implied that\_\_\_\_\_
- Master glove and perfume makers created a new perfume each week.
  - Mercers, spicers and other traders began to call themselves masters.
  - The Royal Court only bought perfume from masters.
  - Cosmetics were still only popular within the Royal Courts.
37. How did the French Revolution affect the Parisian perfume industry?
- The industry declined then rose again.
  - The industry collapsed and took a long time to recover.
  - The industry was greatly boosted.
  - The industry lost most of its overseas customers.
38. London came to lead the perfume industry because\_\_\_\_\_
- the French Revolution meant that there were fewer customers in France.
  - Napoleon’s new laws affected the profitability of perfume-making.
  - the production of perfume ceased during the Napoleonic wars.
  - the French were unable to export perfumes for a period of time.
39. Which of the following is NOT true of Rimmel?
- He was one of the first people to utilize trademarks.
  - He created attractive packaging for his products.
  - His products were more expensive than other brands.
  - He transported his goods to potential customers by train.
40. What is implied about the New York perfume industry?
- It was the fastest-growing perfume industry in the world at that time.
  - It was primarily developed by immigrants arriving from France.
  - It copied luxury fragrances and sold them cheaply.
  - There was a wider range of fragrances available here than elsewhere.

**Your answers:**

31.	32.	33.	34.	35.
36.	37.	38.	39.	40.

**Part 4. The reading passage has six sections, A-F. Choose the correct heading for sections A-F from the list of headings below. Write your answers, i-ix, in the corresponding numbered boxes, 41-46.**

## LAND OF THE RISING SUN

**A.** Japan has a significantly better record in terms of average mathematical attainment than England and Wales. Large sample international comparisons of pupils' attainments since the 1960s have established that not only did Japanese pupils at age 13 have better scores of average attainment, but there was also a larger proportion of 'low' attainers in England, where, incidentally, the variation in attainment scores was much greater. The percentage of Gross National Product spent on education is reasonably similar in the two countries, so how is this higher and more consistent attainment in maths achieved?

**B.** Lower secondary schools in Japan cover three school years, from the seventh grade (age 13) to the ninth grade (age. 15). Virtually all pupils at this stage attend state schools: only 3 per cent are in the private sector. Schools are usually modern in design, set well back from the road- and spacious inside. Classrooms are large and pupils sit at single desks in rows. Lessons last for a standardised 50 minutes and are always followed by a 10-minute break, which gives the pupils a chance to let off steam. Teachers begin with a formal address and mutual bowing, and then concentrate on whole-class teaching.

Classes are large - usually about 40 - and are unstreamed. Pupils stay in the same class for all lessons throughout the school and develop considerable class identity and loyalty. Pupils attend the school in their own neighbourhood, which in theory removes ranking by school. In practice in Tokyo, because of the relative concentration of schools, there is some competition to get into the 'better' school in a particular area.

**C.** Traditional ways of teaching form the basis of the lesson and the remarkably quiet classes take their own notes of the points made and the examples demonstrated. Everyone has their own copy of the textbook supplied by the central education authority, Monbusho, as part of the concept of free compulsory education up to the age of 15. These textbooks are, on the whole, small, presumably inexpensive to produce, but well set out and logically developed. (One teacher was particularly keen to introduce colour and pictures into maths textbooks: he felt this would make them more accessible to pupils brought up in a cartoon culture.) Besides approving textbooks, Monbusho also decides the highly centralised national curriculum and how it is to be delivered.

**D.** Lessons all follow the same pattern. At the beginning, the pupils put solutions to the homework on the board, then the teachers comment, correct or elaborate as necessary. Pupils mark their own homework: this is an important principle in Japanese schooling as it enables pupils to see where and why they made a mistake, so that these can be avoided in future. No one minds mistakes or ignorance as long as you are prepared to learn from them.

After the homework has been discussed, the teacher explains the topic of the lesson, slowly and with a lot of repetition and elaboration. Examples are demonstrated on the board; questions from the textbook are worked through first with the class, and then the class is set questions from the textbook to do individually. Only rarely are supplementary worksheets distributed in a maths class. The impression is that the logical nature of the textbooks and their comprehensive coverage of different types of examples, combined with the relative homogeneity of the class, renders work sheets unnecessary. At this point, the teacher would circulate and make sure that all the pupils were coping well.

**E.** It is remarkable that large, mixed-ability classes could be kept together for maths throughout all their compulsory schooling from 6 to 15. Teachers say that they give individual help at the end of a lesson or

after school, setting extra work if necessary. In observed lessons, any strugglers would-be assisted by the teacher or quietly seek help from their neighbour. Carefully fostered class identity makes pupils keen to help each other - anyway, it is in their interests since the class progresses together.

This scarcely seems adequate help to enable slow learners to keep up. However, the Japanese attitude towards education runs along the lines of 'if you work hard enough, you can do almost anything'. Parents are kept closely informed of their children's progress and will play a part in helping their children to keep up with class, sending them to 'Juku' (private evening tuition) if extra help is needed and encouraging them to work harder. It seems to work, at least for 95 per cent of the school population.

**F.** So what are the major contributing factors in the success of maths teaching? Clearly, attitudes are important. Education is valued greatly in Japanese culture; maths is recognised as an important compulsory subject throughout schooling; and the emphasis is on hard work coupled with a focus on accuracy.

Other relevant points relate to the supportive attitude of a class towards slower pupils, the lack of competition within a class, and the positive emphasis on learning for oneself and improving one's own standard. And the view of repetitively boring lessons and learning the facts by heart, which is sometimes quoted in relation to Japanese classes, may be unfair and unjustified. No poor maths lessons were observed. They were mainly good and one or two were inspirational.

#### LIST OF HEADINGS

- i The influence of Monbusho
- ii Helping less successful students
- iii The success of compulsory education
- iv Research findings concerning achievements in Maths
- v The typical format of a Maths lesson
- vi Comparative expenditure on Maths education
- vii Background to middle-years education in Japan
- viii The key to Japanese successes in Maths education
- ix The role of homework correction

**Your answers:**

41. Section A _____	42. Section B _____	43. Section C _____
44. Section D _____	45. Section E _____	46. Section F _____

#### Questions 47-50

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

**YES**, if the statement agrees with the information

**NO**, if the statement contradicts the information

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

47. There is a wider range of achievement amongst English pupils studying Maths than amongst their Japanese counterparts.
48. The percentage of Gross National Product spent on education generally reflects the level of attainment in mathematics.
49. Private schools in Japan are more modern and spacious than state-run lower secondary schools.
50. Teachers mark homework in Japanese schools.

***Your answers:***

### SECTION D. WRITING (60 points)

**Part 1. Complete the second sentence so that it has the same meaning as the first one. Use the word given in capital letters and the word mustn't be altered in any way.**

1. Flooding after a heavy storm was responsible for the damage to the bridge. **CAUSED**  
The damage to the bridge \_\_\_\_\_ after a heavy storm.
2. When she heard the news of her father's death, she found herself crying. **TEARS**  
She found \_\_\_\_\_ by the news of her father's death.
3. Alan is a much better pianist than Jenny. **NOWHERE**  
Jenny is \_\_\_\_\_ as Alan.
4. Mike is never reluctant to make tough decisions as a manager. **SHRINKS**  
Mike \_\_\_\_\_ as a manager.
5. People say that there's hardly any difference between love and hatred. **LINE**  
It is \_\_\_\_\_ love and hatred.

**Part 2.** You are going to another country to study. You would like to do a part-time job while you are studying, so you want to ask a friend who lives there for some help. Write a letter (80- 100 words) to your friend, giving details of your study plans, explaining why you want to get a part-time job and suggesting how your friend could help you find a job. Use your name and address as Nguyen Gia Bao – 100 Nguyen Trai Street, Vinh City, Nghe An Province.

[illegible]

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**Part 3. Write an essay of about 350 words on the following topic.**

*There have existed examinations for GCSE in Vietnam's formal education for a long time. However, some people claim that this kind of assessment is not necessary and should be abolished.*

*Do you agree or disagree with this opinion?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

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.

**THE END**