

THI THỬ LẦN 2

ĐỀ THI MÔN: TIẾNG ANH – BẢNG A

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

Ngày thi: 10/9 /2022

(Đề thi có 16 trang)

HỌ VÀ TÊN THÍ SINH	HỌ TÊN GIÁM THỊ	SỐ PHÁCH
..... LỚP :	Giám khảo 1: Giám khảo 2:.....	

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

SECTION A. LISTENING

SECTION 1. QUESTIONS 1-10 (**Lưu ý:** ghi đáp án vào ô trả lời)

Part 1: You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1. You hear a restaurant manager talking about the cooks who work for him. What does he say about them?

- A. They dislike cleaning tasks.
- B. They have a choice of jobs.
- C. They help to decide the menu.

2. You hear a woman talking about a new book. What does she particularly like about the book?

- A. It is educational.
- B. It is well organised.
- C. It is enjoyable.

3. You hear the writer of a television soap opera being interviewed about the programme. What will happen next in the story?

- A. Someone will make an important decision.
- B. Someone will go away unexpectedly.
- C. Someone will learn the truth at last.

4. You hear part of a radio interview. Who is speaking?

- A. a taxi driver
- B. a porter
- C. a tourist guide

5. You hear a woman talking about how she keeps fit. Why did she decide to take up line dancing?

- A. She thought the pace would suit her.
- B. She had heard about it on television.
- C. She wanted to try exercising to music.

6. You overhear a conversation in a restaurant. What does the woman think about the food she has just eaten?

- A. It was expensive.
- B. It was delicious,
- C. It looked wonderful.

7. You turn on the radio and hear a man talking. What is he talking about?

- A. drawing pictures
- B. writing fiction
- C. composing music

8. You overhear a student phoning her parents. What is her opinion of the place she is living in while at college?

- A. She is not sure she will have enough room to study.
- B. She has difficulty in working because of the noise,
- C. She does not get on well with her room-mates

Your Answers

1.	2.	3.	4.	5.	6.	7.	8.
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Part 2 : You will hear an interview with Elizabeth Holmes about her experience working in Africa. For questions 9-18, complete the sentences.

Volunteering in Africa

Elizabeth worked for a(9) before she went to Africa. Elizabeth first found out about working as a volunteer from a(10) she saw at the dentist's. The course in London that Elizabeth attended was called(11)

Elizabeth's job in Africa was to teach(12) how to market their goods.

On arrival in Africa, Elizabeth spent(13) doing a training course with other volunteers.

Elizabeth used a(14) to travel short distances in Africa.

Elizabeth feels that she got on best with(15) in the area of Africa where she lived.

Back in England, Elizabeth found that she was disturbed by the(16) in the city.

At the moment, Elizabeth buys and sells(17) from Africa.

Nowadays, Elizabeth spends more time on her favourite pastime, which is.....(18)

Your Answers

9.	10.	11.	12.	13.	14.	15.	16.	17.	18.
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Part 3(4) :

You will hear an interview with Trina Trevose, a pop singer who is only fifteen. For questions 19-25 , choose the best answer (A, B or C)

19. When Trina went to the USA, she

- A. thought the records she made would be unsuccessful.
- B. knew her friends would be jealous of her.
- C. didn't tell many people why she was going.

20. When Trina was in the USA, she wrote songs about

A. her home. B. the weather, C. people she met.

21. Where was Trina performing when she was noticed by the record company?

A. in London B. near her home C. in the USA

22. Why did Trina sing with David Pearson?

A. He needed some help.
B. She wrote a song for him.
C. The record company asked her to.

23. Trina was asked to return to the USA to

A. re-do some work. B. appear on TV again, C. record a new song.

24. Why isn't Trina popular in Britain?

A. Her kind of music isn't popular in Britain.
B. The company don't want to sell her records in Britain,
C.. Her records haven't been available in Britain.

25 How does Trina see her future?

A. She will continue making records in the USA.
B. She may make singing her career eventually,
C. She wants to study music at college.

Your Answers

19.	20.	21.	22.	23.	24.	25.
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SECTION B - LEXICO & GRAMMAR

Part 1: Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.

- Without her _____ help, they would have never survived the terrible ordeal.
A. priceless B. worthy C. invaluable D. treasured
- Centuries of erosion have exposed _____ rock surfaces in the Painted Desert of Northern Arizona.
A. in colors of the rainbow B. rainbow- colored
C. colored like a rainbow D. a rainbow's coloring
- The annual competition has encourage the _____ of several talented young musicians.
A. emergence B. emergency C. appeal D. nourishment
- It should be _____ that students are expected to attend classes regularly.
A. marked B. reminded C. perceived D. noted
- It's a pity we didn't visit Tom when we had the chance. I _____ him before he left the country.
A. would like to see B. should like to see
C. would like having seen D. would like to have seen
- I'd rather you _____ a noise last night, I couldn't get to sleep.
A. hadn't made B. wouldn't make
C. didn't make D. haven't made
- Tom handed in the test and awaited the results _____.
A. in the same breath B. out of breath
C. with bated breath D. under her breath

Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) **CLOSEST** in meaning to the underlined word(s) in each of the following questions.

8: Sheila rings her boy friend every day; she must be running up a huge phone bill.

- A. saving up B. owing to C. being a debtor D. having to pay

Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) **OPPOSITE** in meaning to the underlined word(s) in each of the following questions.

Question 9: The law holds parents liable if a child does not attend school.

- A. irresponsible B. unhappy C. dutiful D. parental

Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best completes each of the following exchanges.

Question 10.: ~ Nuanda: " _____ " ~ Otrecus: "Angus? Oh. He's come back again."

- A. Has Angus been here? I've been looking for him all day.
B. Someone called you last night. His name was Angus.
C. People say Angus has divorced his third wife.
D. Yes, certainly. Angus'll be here in a moment.

Your answers:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
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PART 2: Read the passage below, which contains 10 mistakes. Identify the mistakes and write the corrections in the corresponding numbered boxes.

When a celebrity, a politics or other person in the media spotlight loses their temper in public, they run the risk of hitting the headings in the most embarrassing way. For such uncontrolling outbursts of anger are often triggered by what seem to be trivial matters and, if they are caught on camera, can make the person appear slightly ridiculousness. But it's not only the rich and famous who is prone to fits of rage. According to recent surveys, ordinary people are increasingly tending to lose their cool in public. Although anger is a potentially destructive emotion that uses up a lot of energy and creates a high level of emotional and physical stress - and it stops us thinking rational. Consequently angry people often end up saying, and doing, things they later have to regret. So, how can anger be avoided? Firstly, diet and lifestyle may be to blame. Tolerance and irritability certainly come to the surface when someone hasn't slept properly or has skipped a meal, and any intake of caffeine can make things worst. Take regular exercise can help to ease and diffuse feelings of aggression , however, reducing the chances of an angry response. But if something or someone does make you angry, it's advisable not to react immediately. Once you've calmed down, things won't look half as badly as you first thought.

Your answers: Example 0. Politics → politician

	<u>Line</u>	<u>Mistake</u>	<u>Corection</u>		<u>Line</u>	<u>Mistake</u>	<u>Corection</u>
11				16			
12				17			
13				18			
14				19			
15				20			

SECTION C- READING (70 points)

Part 1: Read the passage and choose the best answer. Write A, B, C or D in the box given.
15p)

You Must Remember This...

Sometimes you might feel that if you had a perfect memory, all your problems with learning would be solved. You would be able to (1)_____ through exams without much revision. You would never again (2)_____ the embarrassment of forgetting someone's name. But imagine, for a moment, not forgetting anything – not even last year's shopping (3)_____. You would be (4)_____ with information.

With hard work you can recall the parts of a verb or the layout of a town as you need them, so that you can learn a foreign language or (5)_____ a taxi driver's license. But the memory (6)_____ called for by some professions are only one of the roles memory plays in our lives. Memory covers a (7)_____ range of actions and needs. What we (8)_____ about the brain is far from complete, so philosophers and scientists find it difficult to be (9)_____ about the nature of memory. Remembering and forgetting can be understood in many different (10)_____ but broadly, three distinct classes of memory have been established personal, cognitive and habit memory.

Personal memories are those acts of remembering which (11)_____ specifically to each person's life history. If you say, "I remember the first time I travelled by train", you will probably have an image in your mind of the (12)_____ and be able to describe things in it. Cognitive memory helps us learn, for example, stories, a speech or a (13)_____ of music. Habit memory (14)_____ those abilities needed to perform actions such as typing or driving. All these actions must be learned but once they have been, you will rarely remember anything (15)_____ as you perform them.

- | | | | |
|------------------|----------------|--------------|----------------|
| 1. A. sail | B. walk | C. run | D. float |
| 2. A. encounter | B. face | C. realize | D. accept |
| 3. A. receipts | B. notes | C. lists | D. bills |
| 4. A. overweight | B. stuffed | C. burdened | D. overloaded |
| 5. A. win | B. gain | C. earn | D. award |
| 6. A. concepts | B. choices | C. feats | D. methods |
| 7. A. wide | B. large | C. long | D. big |
| 8. A. study | B. learn | C. discover | D. know |
| 9. A. precise | B. explanatory | C. correct | D. aware |
| 10. A. ways | B. concepts | C. forms | D. types |
| 11. A. connect | B. appear | C. have | D. refer |
| 12. A. occasion | B. happening | C. process | D. thought |
| 13. A. piece | B. tune | C. sound | D. instrument |
| 14. A. means | B. covers | C. enables | D. directs |
| 15. A. totally | B. hardly | C. knowingly | D. consciously |

Your answers:

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

Part 2: Fill in the gap with ONE suitable word. Write the words in the box given.(15P)

SAVING THE WHALE

As part of Project Pelagos, a marine reserve covering the same area (16)..... Switzerland and located in the Ligurian Sea is being planned. The programme was devised by environmentalists from the university of Genoa (17)..... response to growing concern about the number of whales and dolphins (18)..... harmed in those waters.

Every year large numbers of dolphins, orcas and finback whales migrate to this area from Atlantic waters in search of food. (19)....., studies estimate that correspondingly large numbers never return (20)..... mate in native waters. The death are being caused by the presence of DDT, a pernicious insecticide voluntarily banned in Britain, in the sea off the Ligurian coast. (21)..... effect on marine animals is cumulative rather (22)..... instantaneous, so whales returning to the same year (23)..... year are particularly vulnerable. The other major problem is the use of large fishing nets to trap dolphins and whales. Very recent laws prohibit Italy's fishing boats, some of (24)..... have drag nets up to 10 kilometers in length, from entering the area, but as (25)..... there is nothing to prevent foreign boats from fishing (26)..... . The nets are a particular problem and it has been estimated that approximately 400 dolphins perish in (27) each year.

The project aims to develop a safe area for those animals, but the administrators admit that funding is a problem. To remedy (28)....., they have set up an adoption scheme (29)..... which there is a fixed registration fee. Donations have been averaging £25 and for this participants receive certification of their involvement in the scheme, an information pack about their dolphin or whale, plus regular updates. In (30)....., there are plans afoot to allow some volunteers to accompany scientists going out on observation trips.

Your answers:

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

Part 3: Read the following passage and choose the the correct answer to each of the questions. Write the correct answer (A, B, C or D) in the box given.(20p)

Ancient Rome and Greece

There is a quality of cohesiveness about the Roman world that applied neither to Greece nor perhaps to any other civilization, ancient or modern. Like the stone of Roman wall, which were

held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls. The physical bonds included the network of military garrisons, which were stationed in every province, and the network of stone-built roads that linked the provinces with Rome. The organizational bonds were based on the common principles of law and administration and on the universal army of officials who enforced common standards of conduct. The psychological controls were built on fear and punishment on the absolute certainty that anyone or anything that threatened the authority of Rome would be utterly destroyed.

The source of Roman **obsession with** unity and cohesion may well have lain in the pattern of Rome's early development. Whereas Greece had grown from scores of scattered cities, Rome grew from one single organism. While the Greek world had expanded along the Mediterranean seas lanes, the Roman world was assembled by territorial conquest. Of course, the contrast is not quite so stark: in Alexander the Great the Greeks had found the greatest territorial conqueror of all time; and the Romans, once they moved outside Italy, did not fail to learn the lessons of sea power. Yet the essential difference is undeniable. The key to the Greek world lay in its high-powered ships; the key to Roman power lay in its marching legions. The Greeks were wedded to the sea; the Romans, to the land. The Greek was a sailor at heart; the Roman, a landsman.

Certainly, in trying to explain the Roman phenomenon, one would have to place great emphasis on this almost instinct for the territorial imperative. Roman priorities lay in the organization, exploitation, and defense of their territory. In all probability it was the fertile plain of Latium, where the Latins who founded Rome originated, that created the habits and skills of landed settlement, landed property, landed economy, landed administration, and a land-based society. From this arose the Roman genius for military organization and orderly government. In turn, a deep attachment to the land, and to the stability which rural life engenders, **fostered** the Roman virtues: gravitas, a sense of responsibility, pietas, a sense of devotion to family and country, and iustitia, a sense of the natural order.

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. At the same time, there is a solid body of opinion that dislikes Rome. For many, Rome is at best the imitator and the continuator of Greece on a larger scale. Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. "Had the Greeks held novelty in such disdain as we," asked Horace in his epistle, "what work of ancient date would now exist?"

Rome's debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. In literature, Greek writers were consciously used as models by their Latin successors. It was absolutely accepted that an educated Roman should be fluent in Greek. In speculative philosophy and the sciences, the Romans made virtually no advance on early achievements.

Yet it would be wrong to suggest that Rome was somehow a junior partner in Greco-Roman civilization. The Roman genius was projected into new **spheres** especially into those of law, military organization, administration, and engineering. Moreover, the tensions that arose within the Roman state produced literary and artistic sensibilities of the highest order. It was no accident that many leading Roman soldiers and statesmen were writers of high caliber.

Questions:

31. According to paragraph 1, all of the following are controls that held together the Roman world EXCEPT

- A. administrative and legal systems
- B. the presence of the military
- C. a common language
- D. transportation networks

32. The phrase “obsession with” in the passage is closest in meaning to

- A. thinking about
- B. fixation on
- C. interest in
- D. attitude toward

33. According to paragraph 2, which of the following was NOT characteristic of Rome’s early development?

- A. Expansion by sea invasion
- B. Territorial expansion
- C. Expansion from one original settlement
- D. Expansion through invading armies

34. Why does the author mention “Alexander the Great” in the passage?

- A. To acknowledge that Greek civilization also expanded by land conquest
- B. To compare Greek leaders to Roman leaders
- C. To give an example of Greek leader whom Romans studied
- D. To indicate the superior organization of the Greek military

35. The word “**fostered**” in the passage is closest in meaning to

- A. accepted
- B. combined
- C. introduced
- D. encouraged

36. Paragraph 3 suggests which of the following about the people of Latium?

- A. Their economy was based on trade relations with other settlements.
- B. They held different values than the people of Rome.
- C. Agriculture played a significant role in the society.
- D. They possessed unusual knowledge of animal instincts.

37. In paragraph 4, the author develops a description of Roman civilization by

- A. comparing the opinions of Roman intellectuals to Greek intellectuals

- B. identifying which characteristics of Roman civilization were copied from Greece
- C. explaining how the differences between Roman and Greece developed as time passed
- D. contrasting characteristics of Roman civilization with characteristics of Greek civilization
38. According to paragraph 4, intellectual Romans such as Horace held which of the following opinions about their civilization?
- A. Ancient works of Greece held little value in the Roman world.
- B. The Greek civilization had been surpassed by the Romans.
- C. Roman civilization produced little that was original or memorable.
- D. Romans valued certain types of innovations that had been ignored by ancient Greeks.
39. The word “**spheres**” in the passage is closest in meaning to
- A. abilities B. areas C. combinations D. models
40. Which of the following statements about leading Roman soldiers and statesmen is supported by paragraphs 5 and 6?
- A. They could read and write the Greek language.
- B. They frequently wrote poetry and plays.
- C. They focused their writing on military matters.
- D. They wrote according to the philosophical laws of the Greeks.

Your answers:

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

Part 4: Read the passage and do the tasks that follow. Write your answers in corresponding numbered boxes.

Autumn leaves

Autumn leaves Canadian writer Jay Ingram investigates the mystery of why leaves turn red in the fall

A. One of the most captivating natural events of the year in many areas throughout North America is the turning of the leaves in the fall. The colours are magnificent, but the question of exactly why some trees turn yellow or orange, and others red or purple, is something which has long puzzled scientists.

B. Summer leaves are green because they are full of chlorophyll, the molecule that captures sunlight converts that energy into new building materials for the tree. As fall approaches in the northern hemisphere, the amount of solar energy available declines considerably. For many trees – evergreen conifers being an exception – the best strategy is to abandon photosynthesis* until the spring. So rather than maintaining the now redundant leaves throughout the winter, the tree saves its precious resources and discards them. But before letting its leaves go, the tree dismantles their chlorophyll molecules and ships their valuable nitrogen back into the twigs. As chlorophyll is depleted, other colours that have been dominated by it throughout the summer begin to be revealed. This unmasking explains the autumn colours of yellow and orange, but not the brilliant reds and purples of trees such as the maple or sumac.

C. The source of the red is widely known: it is created by anthocyanins water-soluble plant pigments reflecting the red to blue range of the visible spectrum. They belong to a class of sugar-based chemical compounds also known as flavonoids. What's puzzling is that anthocyanins are actually newly minted, made in the leaves at the same time as the tree is preparing to drop them. But it is hard to make sense of the manufacture of anthocyanins – why should a tree bother making new chemicals in its leaves when it's already scrambling to withdraw and preserve the ones already there?

D. Some theories about anthocyanins have argued that they might act as a chemical defence against attacks by insects or fungi, or that they might attract fruit-eating birds or increase a leaf's tolerance to freezing. However there are problems with each of these theories, including the fact that leaves are red for such a relatively short period that the expense of energy needed to manufacture the anthocyanins would outweigh any anti fungal or anti-herbivore activity achieved.* photosynthesis: the production of new material from sunlight, water and carbon dioxide.

E. It has also been proposed that trees may produce vivid red colours to convince herbivorous insects that they are healthy and robust and would be easily able to mount chemical defences against infestation. If insects paid attention to such advertisements, they might be prompted to lay their eggs on a duller, and presumably less resistant host. The flaw in this theory lies in the lack of proof to support it. No one has as yet ascertained whether more robust trees sport the brightest leaves, or whether insects make choices according to colour intensity

F. Perhaps the most plausible suggestion as to why leaves would go to the trouble of making anthocyanins when they're busy packing up for the winter is the theory known as the 'light screen' hypothesis. It sounds paradoxical, because the idea behind this hypothesis is that the red pigment is made in autumn leaves to protect chlorophyll, the light-absorbing chemical, from too much light. Why does chlorophyll need protection when it is the natural world's supreme light absorber? Why protect chlorophyll at a time when the tree is breaking it down to salvage as much of it as possible?

G. Chlorophyll, although exquisitely evolved to capture the energy of sunlight, can sometimes be overwhelmed by it, especially in situations of drought, low temperatures, or nutrient deficiency. Moreover, the problem of oversensitivity to light is even more acute in the fall, when the leaf is busy preparing for winter by dismantling its internal machinery. The energy absorbed by the chlorophyll molecules of the unstable autumn leaf is not immediately channelled into useful products and processes, as it would be in an intact summer leaf. The weakened fall leaf then

becomes vulnerable to the highly destructive effects of the oxygen created by the excited chlorophyll molecules.

H. Even if you had never suspected that this is what was going on when leaves turn red, there are clues out there. One is straightforward: on many trees, the leaves that are the reddest are those on the side of the tree which gets most sun. Not only that, but the red is brighter on the upper side of the leaf. It has also been recognised for decades that the best conditions for intense red colours are dry, sunny days and cool nights, conditions that nicely match those that make leaves susceptible to excess light. And finally, trees such as maples usually get much redder the more north you travel in the northern hemisphere. It's colder there, they're more stressed, their chlorophyll is more sensitive and it needs more sunblock.

I. What is still not fully understood, however, is why some trees resort to producing red pigments while others don't bother, and simply reveal their orange or yellow hues. Do these trees have other means at their disposal to prevent overexposure to light in autumn? Their story, though not as spectacular to the eye, will surely turn out to be as subtle and as complex.

List of headings

Which paragraph contains the following information? Write the correct letter, A-I (You may use any letter more than once)

- 41. a description of the substance responsible for the red colouration of leaves
- 42. the reason why trees drop their leaves in autumn
- 43. some evidence to confirm a theory about the purpose of the red leaves
- 44. an explanation of the function of chlorophyll
- 45. a suggestion that the red colouration in leaves could serve as a warning signal

Your answers:

41.	42.	43.	44.	45.
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Choose **ONE WORD ONLY** from the passage for each answer.

- 46- The most vividly coloured red leaves are found on the side of the tree facing the.....
- 47 - Thesurfaces of leaves contain the most red pigment.

For questions 48-50, read the following statements carefully and decide whether they agree with the views of the writer in the text. In spaces given next to the statements, write

- YES** *if the statement agrees with the views of the writer*
- NO** *if the statement contradicts the views of the writer*
- NOT GIVEN** *if it is impossible to say what the writer thinks about this*

48. It is likely that the red pigments help to protect the leaf from freezing temperatures.
49. The 'light screen' hypothesis would initially seem to contradict what is known about chlorophyll.
50. Leaves which turn colours other than red are more likely to be damaged by sunlight

Your answers:

46.	47.	48.	49.	50.
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SECTION D.- WRITING

Part 1: *Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it. Do not change the form of the given word.*

1. The manager should think about experience when hiring new staff.

CONSIDERATION

→ _____.

2. He is determined to become a doctor. **HEART**

→ _____.

3. I expect the book to be far better because it had been written by such a good novelist. **SHORT**

→ _____.

4. He never felt so emotional when he looked at a picture. **TIME**

→ _____.

5. I'm not very keen on gold, I much prefer silver. **RATHER**

→ _____.

Part 2. Miss NGUYEN THUC THUY TIEN has just become MISS GRAND INTERNATIONAL 2021- a program that you and one of your pen friend are following.

Write a letter to the friend. In your letter, you should mention:

- how proud you are
- give some of your comments about Miss Grand Viet Nam
- the lessons you get from her success

Write about 80- 100 words.

Use your name and address as Nguyen Ngoc Ha – 37 Tran Phu Street, Ho Chi Minh City.

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

Some people say that success is “10 percent talent and 90 percent hard work.” Is hard work the key to success, or is also important?

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

.....

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.....

_____HẾT_____

Cán bộ coi thi không giải thích gì thêm.