

Học sinh làm bài vào giấy thi

A. LISTENING (25 points)

Part 1. You will hear people talking in 5 different situations. Listen and choose the correct answer from A, B, C or D for each question. You will listen to this part ONCE. (5 points)

- When is the man's appointment?
A. Wednesday B. Thursday C. Friday D. Tuesday
- Which is the aunt's postcard?
A. a pretty village right by the sea B. big trees
C. a pretty village behind the tall trees D. a pretty village on the hills
- What time will the plane to Milan leave?
A. 01:00 B. 07:15 C. 08:15 D. 06:15
- Which present has the girl bought her mother?
A. earrings B. music CD C. pen D. notebook
- What time will the pie be ready?
A. four fifteen B. five o'clock C. twenty past five D. fifty past four

Part 2. You will hear a conversation between a printing company employee and a customer. Fill in the missing information in the numbered space. Listen to this part ONCE only. (5 points)

- Company name: (1) _____ Hotel Chains.
- Letters of address should be bigger.
- The (2) _____ should be removed.
- Change the description under the top photo to reception.
- Use the picture with (3) _____ of the hotel.
- The price should be in red print.
- Translate into (4) _____.
- Deadline: by the end of July.
- Address: No. 9 Green Drive, Clifton, NY21300.
- Telephone number: (5) _____.

Part 3: You will hear a teacher talking to a group of students. Listen carefully and choose the best answer A, B, C or D. You will hear the recording ONCE only. (5 points)

- The trip takes place _____.
A. in two weeks' time B. when the travel arrangements are made
C. on the last day of school D. when students have asked for their parents' permission
- It will take 2 hours _____.
A. for the plane to take off B. to get from the school to the airport
C. to wait for the bus D. to fly to Malaga
- The maximum weight for each child's luggage is _____.
A. twenty-five kilos B. more than twenty-five kilos
C. five kilos D. twenty kilos
- In the afternoon, the children _____.
A. will have some free time B. cannot go to the beach
C. must not be late D. must go to Malaga
- What can be dangerous?
A. going swimming B. going out late
C. wearing sunglasses D. staying in the sun for too long

Part 4. You will hear a talk about diet. Complete the sentences with NO MORE THAN TWO WORDS. You will hear the recording TWICE. (10 points)

- It isn't clear to the speaker whether people should take (1) _____.
- The Harvard study focused on the (2) _____ of a large number of middle-aged men.

Tomatoes are rich in a particular antioxidant which might have some kind of (3) _____.

People's (4) _____ may be extended by eating foods popular in the Mediterranean region.

Dr Keys did research into the (5) _____ of heart disease.

Dr Keys found that American men in their early fifties were much more likely to suffer from heart disease than their peers in (6) _____.

Olive oil, like other unsaturated fats, seems to provide real (7) _____.

Human body uses saturated fat to make (8) _____.

We should not only study the (9) _____ of diets.

It is important to look at the whole diet and lifestyle associated with it rather than seek a (10) _____.

B. LEXICO- GRAMMAR (20 points)

Part 1. Choose the best answer to each of the following questions. (10 points)

- We cannot judge a person simply on the _____ of his education.
A. condition B. basis C. principle D. theory
- Of course I'll play the piano at the party, but I am a little _____.
A. out of use B. out of reach C. out of turn D. out of practice
- We are making an _____ effort to increase production.
A. all-out B. altogether C. all-in D. all-together
- That's no excuse! You know you _____ this report by today.
A. can't have finished B. must have finished
C. may not have finished D. should have finished
- The incredible thing about telephones _____ across the continents, but that they can recognize the other person's voice.
A. is not that people can instantly talk to each other B. it allows people to talk instantly
C. is that people can talk instantly D. is it provides instant talking to each other
- Bob was going to propose to Alexandra last night, but in the end he _____ and decided to wait a bit longer.
A. turned a blind eye B. was all ears C. broke a leg D. got cold feet
- What meanings do you think the writer is trying to _____?
A. connect B. transport C. convey D. transfer
- Although I don't like using credit cards, they come _____ if you run out of cash.
A. in handy B. into effect C. into power D. to light
- When I arrived on the spot, I found out that I _____ the heavy gas bottle on my back because the campsite now had electric cookers.
A. needn't have carried B. didn't need to carry
C. can't have carried D. might not have carried
- The roof was damaged and water _____ from the ceiling in wet weather.
A. spilled B. drained C. dropped D. dripped
- The curriculum at the public school is as good _____ of any private school.
A. as or better than those B. as or better than that
C. as or better that D. or better than
- Frank apologised to Ann for not coming to her birthday party, but she _____ his excuse at once.
A. looked forward to B. looked through C. saw off D. saw through
- Simon and Kate have been together through _____ in our friendship and won't desert each other now.
A. high and low B. spick and span C. thick and thin D. bad and good
- He was _____ intensively before the tennis tournament.
A. practised B. coached C. learned D. taught
- Despite his stammer, he rose to the _____ and delivered a fascinating speech.
A. top B. occasion C. bait D. situation
- 'How often do you visit your parents?' – ' _____ so often, as they live some distance away.'
A. Even B. Never C. Ever D. Every
- The announcement about job losses has _____ consequences for the firm.

- A. hard-hitting B. far-reaching C. never-ending D. wide-ranging
18. Unfortunately, we only have one position and it must go to the _____ candidate.
- A. wildest B. highest C. strongest D. greatest
19. Despite all the interruptions, he _____ with his work.
- A. stuck at B. held on C. hung out D. pressed on
20. When I got stuck in the elevator, I was scared out of my _____.
- A. brains B. head C. wits D. nerves

Part 2. Complete the following sentences with the correct forms of the words given in the brackets. (5 points)

1. She's the sole rightful _____ (heir).
2. Young people are supposed to rebel against the _____ (establish).
3. His golf swing is _____ (poem) in motion.
4. The illness _____ (moral) him and recovery took several weeks.
5. I'm scanning my grandfather's photos on my computer because it'd be _____ (replace) if anything happened to them.
6. Police asked _____ (pass) if they had seen the accident happen.
7. They frequently _____ (mobile) the traffic as they march through the streets.
8. If you weren't so _____ (act), you wouldn't be so fat!
9. Many people make their living on theater. In essence, the theater is not only for entertainment, it is a _____ (live).
10. What I don't like about school uniform is that it completely destroys all _____ (individual).

Part 3. Identify the mistake in each sentence by writing your answer A, B, C or D. (2.5 points)

1. The company did not want to hire a man that his experience was so limited.
A. The B. want to hire C. that his D. so limited
2. When a tiger gets hungry, its manner changes and it becomes threatened.
A. When B. its manner C. and D. threatened
3. During first ten years of the Space Age, which began in 1957, more than 500 artificial satellites were rocketed into orbit around the Earth.
A. During first B. which began C. more than D. into orbit
4. Although pure diamond is colourless and transparent, when contaminated with other materials, it may appear in various colour, ranging from pastel to opaque black.
A. Although B. when C. it D. colour
5. The next step is deforestation, which involves growing forests in areas where there were none before.
A. where B. deforestation C. were D. growing

Part 4: Synonyms- antonyms (2.5 points)

Write your answer A, B, C, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in the following sentences.

1. The authorities have revoked their original decision to allow the development of this rural area.
A. accepted B. finalized C. stolen D. rescinded
2. We appreciated the subtlety with which our host indicated that it was time to leave.
A. tact B. cunning C. craft D. slyness
3. They made elaborate preparations for the president's first visit to the African country.
A. cautious B. simple C. elegant D. detailed

Write your answer A, B, C, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in the following sentences.

4. These legislative developments will contribute to the promotion of foreign investment.
A. advertisement B. degradation C. elevation D. encouragement
5. I finally surrendered to temptation and ate the last remaining chocolate.
A. impulsion B. allurements C. repulsion D. lure

C. READING (25 points)

Part 1. Read the following passage and decide which answer (A, B, C, or D) best fits each gap. (5 points)

A new threat to our health seems to have arisen in our midst, confusion and stress caused by technology. All you need to do to (1) _____ this to yourself is to telephone a large company; a recorded voice will offer you a bewildering list of choices, and when you have finished answering its questions, you will probably be (2) _____ to several minutes of piped music before you eventually make (3) _____ with a human being. But the stress you undergo as a result is negligible compared to the impression the telegraph (4) _____ on people 150 years ago. Until then, messages could only travel as fast as a messenger could carry them. But now they could be sent great distances in seconds. Before long, submarine cables were (5) _____ across the oceans, and thirty years later, the network reached 20,000 towns around the world. When the first transatlantic cable was completed in 1858, the Queen and the President exchanged messages, preachers found (6) _____ for it in the Bible, and the New York jewelers, Tiffany's, bought unused pieces of the cable and sold them as souvenirs. But then, as now, everyone was not (7) _____ of the technological advantages.

Information arrived so quickly, often (8) _____ what had previously been transmitted, that businessmen had to work much harder to (9) _____ up with developments. They arrived home tired and stressed. If we find difficulty with the Internet, which is technological evolution, not revolution, our (10) _____ had a far harder task in getting used to the invention in the first place.

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|---------------------|---------------|------------------|------------------|
| 1. A. confirmed | B. prove | C. show | D. test |
| 2. A. oppressed | B. subdued | C. subjected | D. submitted |
| 3. A. collision | B. connection | C. communication | D. contact |
| 4. A. did | B. got | C. made | D. worked |
| 5. A. laid | B. lain | C. put | D. set |
| 6. A. apology | B. argument | C. excuse | D. justification |
| 7. A. believed | B. convinced | C. pleased | D. satisfied |
| 8. A. contradicting | B. differing | C. disagreeing | D. objecting |
| 9. A. keep | B. maintain | C. remain | D. stay |
| 10. A. ancestors | B. elders | C. fathers | D. forerunners |

Part 2. Read the text and use only ONE word to fill in each gap. (5 points)

THE BIRTH OF THE T-SHIRT

The T-shirt, or at least the T-shirt as we know it, was born in the theatre. When Tennessee William's play *A Streetcar Named Oesire* opened in New York in December 1947, a young actor (1) _____ Marlon Brando went (2) _____ stage wearing a (3) _____ of blue jeans and a bright, white, capped-sleeve T-shirt. It was the first time the T-shirt had been seen publicly as anything (4) _____ an item of underwear and it set a fashion trend that was to last through (5) _____ the end of the century. The idea for the T-shirt came (6) _____ Brando himself. He had worn one at rehearsals for the play. The director was so impressed by the look that was created that he asked Brando to wear the shirt in the play itself. Brando may have seen the shirt being advertised by the American company Sears Roebuck. They had decided to market the shirt (7) _____ a fashionable garment in its (8) _____ right, rather than just something to be worn (9) _____ warmth beneath a denim workshirt (10) _____ an army uniform. It was Brando, however, who popularized it, especially with the release of the film version of *Streetcar* in 1951. A short leather jacket completed the look that was to be adopted by teenage rebels in many countries for decades afterwards.

Part 3: Choose from the sentences (A-F) the one which fits each gap (1-7). Remember, there is one extra sentence you do not need to use. (3.5 points)

- A. Activists say this is often caused by excessive melting.
- B. He says climate changes will have a major effect on the Arctic. Polar bears and some kinds of seals may disappear.
- C. It also says computer programs estimate an additional increase of four to seven degrees Celsius during the next century.

- D. Its members include the United States and the seven other countries with territory in the Arctic.
- E. The melting is likely to permit increased exploration for oil and gas.
- F. This could cause sea levels to rise around the world.
- G. The report also warns of possible health risks to people
- H. Other studies have linked recent climate changes to such activities.

A new report says the Arctic is experiencing some of the most severe climate change on Earth. The report says average winter temperatures there have risen at almost two times the rate of that in other areas in the past fifty years. (1) _____.

About three-hundred scientists prepared the report after a four-year study. The scientists say human activities are responsible for increasing amounts of heat-trapping gases in Earth's atmosphere. (2) _____.

The report was presented to an organization called the Arctic Council. (3) _____. Six groups representing native peoples also are members. The Council considered the report last week during a meeting in Reykjavik, Iceland. Robert Correll of the American Meteorological Society led the committee that wrote the report. (4) _____. As a result, native peoples who hunt for these animals will experience food shortages and economic problems.

(5) _____. As new kinds of wildlife move into the Arctic, animal diseases that can infect people may spread. And, northern freshwater fisheries that supply the native people with food could suffer. The report says melting ice would add more freshwater to the Arctic Ocean. (6) _____. As the frozen ground warms, many existing buildings in the Arctic, roads and industrial areas could be damaged.

The report notes some possible improvements as a result of rising temperatures. For example, the melting ice will increase the ability of fish and other sea creatures to use Arctic resources. (7) _____. And, reduced ice is likely to extend the period when ships can travel in the area.

Part 4. Read the following passage and choose the letter A, B, C or D to indicate the correct answer to each of the questions. (5 points)

GENETICS

In the 1860s, an Austrian botanist and monk named Gregor Mendel began studying the characteristics of pea plants. Specifically, he was interested in the way in which pea plants passed on their characteristics to their offspring. Mendel chose to work with pea plants because they are not self-pollinating. Unlike some plants, pea plants are distinctly male or female, and require the presence of a pea plant of the opposite sex for pollination. In this way, they are roughly analogous to humans and all other mammals, and it is for this reason that Mendel chose to study them.

In his experiments, Mendel selected seven distinct traits in pea plants: such as plants producing round seeds versus those producing wrinkled seeds, or tall plants versus short plants. Mendel then spent years breeding plants with different combinations of traits and observing the results. What he concluded was that each trait is controlled by a gene which is passed down by parents. For example, there is a gene for pea plants with round seeds and one for plants with wrinkled seeds. Mendel also concluded that a new pea plant must inherit a full set of genes from each of its parents. In some cases, where a plant inherited the gene for round seeds from one parent and the gene for wrinkled seeds from **the other**, the new plants would have round seeds. This led Mendel to conclude that some genes are dominant, and others are recessive. Characteristics which are controlled by recessive genes, like wrinkle seeds in pea plants, only surface if an organism inherits the recessive gene from both of its parents.

Although it was greatly expanded upon in the 20th century, Mendel's basis theory has stood up to more than one hundred years of scientific **scrutiny**, and a whole field of scientific study, genetics, has arisen around it. It is now known that Mendel's genes are actually long strands of a complex molecule called DNA. Each gene carries instructions for the production of a certain protein, and it is these proteins which determine the traits of an organism. We also know that genes are transmitted in structures called chromosomes, long chains of genes. Humans have 46 chromosomes, receiving 23 from their mother and 23 from their father. Actually, each set of 23 is basically a complete genetic package, but since some genes are dominant and some are recessive, the **redundancy** evens out.

Mendel's observations led him to a simple and elegant theory of heredity, but while the basis of his theory will stand, reality has not proven to be quite as simple as theory. Any living organism has thousands of genes. For example, fruit flies have about 13,000 sets of genes, and humans have somewhere between 20,000 and 30,000. Adding to the complexity implied by the sheer numbers of genes is the fact that many traits are polygenic; that is, they are controlled by a combination of tens or even hundreds of genes, rather than by a single gene as Mendel had **envisioned**. So, while his experiments produced black and white results (a pea plant had either round or wrinkled seeds), the interactions of genes in determining traits are often not so straightforward, and there may be hundreds or thousands of possible outcomes.

Genetics has had a huge impact on the first years of the 21st century. While earlier scientists were largely limited to investigating the genes of organisms and classifying which genes controlled which traits, recent advances in chemistry and molecular biology have actually allowed scientists to begin to alter those genes. The implications of this development are nearly infinite. While still in its infancy, this new science, called genetic engineering, has allowed scientists to change organisms in fundamental ways. Scientists can now deactivate harmful genes, promote the function of useful genes, or introduce foreign genes into an organism to produce an entirely new trait.

1. **Mendel's reason for choosing pea plants for his experiments was that _____**
 - A. they were easier to breed than other types of plants.
 - B. their method of reproduction was similar to that of mammals.
 - C. they passed interesting characteristics to their offspring.
 - D. he was interested in studying why some plants are self-pollinating.
2. **The phrase "the other" in the passage refers to _____.**
 - A. trait
 - B. seed
 - C. gene set
 - D. parent
3. **What led Mendel to conclude that some genes were recessive?**
 - A. In some cases, pea plants completely failed to inherit characteristics from their parents.
 - B. Some of his pea plants produced seeds that were progressively more and more wrinkled.
 - C. Some characteristics only seemed to surface if both parents had that characteristic.
 - D. In some cases, his pea plants did not seem to inherit a full set of genes from each parent.
4. **The word "scrutiny" in the passage is closest in meaning to _____.**
 - A. investigation
 - B. opposition
 - C. application
 - D. theory
5. **All of the following are mentioned in the passage as supplements to Mendel's original theory EXCEPT _____**
 - A. an explanation of how some genes dominate others.
 - B. the chemical description of genes.
 - C. the counting of genes and gene grouping in organisms.
 - D. the manipulation of genes to produce specific traits.
6. **What is ultimately responsible for the production of specific traits in an organism?**
 - A. The replication of chromosomes.
 - B. The production of proteins within the organism.
 - C. The use of proteins to create DNA in the organism.
 - D. The structural complexity of the DNA molecule.
7. **What fact complicates Mendel's theory?**
 - A. The fact that many traits are controlled by several genes.
 - B. The fact that the exact numbers of genes for organism are uncertain.
 - C. The fact that organisms can have very different numbers of genes.
 - D. The fact that Mendel had only thought in black and white terms.
8. **What can be inferred about the genetic makeup of organisms?**
 - A. Humans have the highest number of genes that are polygenic.
 - B. Their traits are actually impossible to predict.
 - C. Only organisms that lack polygenetic traits are properly understood.
 - D. More advanced organisms generally have higher numbers of gene sets.
9. **The word "envisioned" in the passage is closest in meaning to _____.**
 - A. imagined
 - B. required
 - C. represented
 - D. tested
10. **Which of the following is NOT true?**
 - A. According to Mendel, traits were passed down through genes, which could either be recessive or dominant.

- B. Mendel's basic theory has proved to be very complicated.
- C. Humans have 46 long chains of genes.
- D. Thanks to genetic engineering, scientists can now make fundamental changes to organisms.

Part 5. Read the passage and answer the questions (6.5 points)

A- In technology and the media-driven world, it's becoming increasingly difficult to get our students' attention and keep them absorbed in classroom discussions. This generation, in particular, has brought a unique set of challenges to the educational table. Whereas youth are easily enraptured by high-definition television, computers, Pods, video games, and cell phones, they are less than enthralled by obsolete textbooks and boring classroom lectures. The question of how to teach history in a digital age is often contentious. On the one side, the old guard thinks the professional standards history is in mortal danger from flash-in-the-pan challenges by the digital that is all show and no substance. On the other side, the self-styled "disruptors" offer overblown rhetoric about how digital technology has changed everything while the moribund profession obstructs all progress in the name of outdated ideals. At least, that's a parody (maybe not much of one) of how the debate proceeds. Both supporters and opponents of the digital share more disciplinary common ground than either admits.

B- When provided with merely a textbook as a supplemental learning tool, test results have revealed that most students fail to pinpoint the significance of historical events and individuals. Fewer still are able to cite and substantiate primary historical sources. What does this say about the way our educators are presenting information? The quotation comes from a report of a 1917 test of 668 Texas students. Less than 10 per cent of school-age children attended high school in 1917; today, enrollments are nearly universal. The whole world has turned on its head during the last century but one thing has stayed the same: Young people remain woefully ignorant about history reflected from their history tests. Guess what? Historians are ignorant too, especially when we equate historical knowledge with the "Jeopardy" Daily Double. In a test, those specializing in American history did just fine. But those with specialties in medieval, European and African history failed miserably when confronted by items about Fort Ticonderoga, the Olive Branch Petition, or the Quebec Act—all taken from a typical textbook. According to the testers, the results from the recent National Assessment in History, like scores from earlier tests, show that young people are "abysmally ignorant" of their own history. Invoking the tragedy of last September, historian Diane Ravitch hitched her worries about our future to the idea that our nation's strength is endangered by youth who do poorly on such tests. But if she were correct, we would have gone down the tubes in 1917!

C- There is a huge difference between saying "Kids don't know the history we want them to know" and saying "Kids don't know history at all." Historical knowledge burrows itself into our cultural pores even if young people can't marshal it when faced with a multiple-choice test. If we weren't such hypocrites (or maybe if we were better historians) we'd have to admit that today's students follow in our own footsteps. For too long we've fantasized that by rewriting textbooks we could change how history is learned. The problem, however, is not the content of textbooks but the very idea of them. No human mind could retain the information crammed into these books in 1917, and it can do no better now. If we have learned anything from history that can be applied to every time period, it is that the only constant changes. The teaching of history, or any subject for that matter, is no exception. The question is no longer whether to bring new technologies into everyday education; now, the question is which technologies are most suitable for the range of topics covered in junior high and high school history classrooms. Fortunately, technology has provided us with opportunities to present our Civil War lesson plans or our American Revolution lesson plans in a variety of new ways.

D- Teachers can easily target and engage the learners of this generation by effectively combining the study of history with innovative multimedia. PowerPoint and presentations, in particular, can expand the scope of traditional classroom discussion by helping teachers to explain abstract concepts while accommodating students' unique learning styles. PowerPoint study units that have been pre-made for history classrooms include all manner of photos, prints, maps, audio clips, video clips and primary sources which help to make learning interactive and stimulating. Presenting lessons in these enticing formats helps technology-driven students retain the historical information they'll need to know for standard exams.

E- Whether you're covering Revolutionary War lesson plans or World War II lesson plans, PowerPoint study units are available in formats to suit the needs of your classroom. Multimedia teaching instruments like PowerPoint software are getting positive results the world over, framing conventional lectures with captivating written, auditory and visual content that helps students recall names, dates and causal relationships within a historical context.

F- History continues to show us that new times bring new realities. Education is no exception to the rule. The question is not whether to bring technology into the educational environment. Rather, the question is which technologies are suitable for U.S. and world history subjects, from Civil War lesson plans to World War II lesson plans. Whether you're covering your American Revolution lesson plans or your Cold War lesson plans, PowerPoint presentations are available in pre-packaged formats to suit your classroom's needs.

G- Meanwhile, some academic historians hold a different view on the use of technology in teaching history. One reason they hold is that not all facts can be recorded by film or videos and literature is relatively feasible in this case. Another challenge they have to be faced with is the painful process of learning a new technology like the making of PowerPoint and the editing of audio and video clips which is also reasonable especially to some elderly historians.

Questions 1-7

This passage has seven paragraphs, A-G

Choosing the correct heading (i-x) for paragraphs A-G from the list of headings below.

List of Headings

- (i) Unavoidable changing facts to be considered when picking up technology means
- (ii) A debatable place where the new technologies stand in for history teaching
- (iii) Hard to attract students in traditional ways of teaching history
- (iv) Display of the use of emerging multimedia as teaching tools
- (x) Both students and professionals as candidates did not produce decent results
- (vi) A good concrete example illustrated to show how multimedia animates the history class
- (vii) The comparisons of the new technologies applied in history class
- (viii) Enormous breakthroughs in new technologies
- (ix) Resistance of using new technologies from certain historian
- (x) Decisions needed on which technique to be used for history teaching instead of improvement in the textbooks

1. Paragraph A _____	5. Paragraph E _____
2. Paragraph B _____	6. Paragraph F _____
3. Paragraph C _____	7. Paragraph G _____
4. Paragraph D _____	

Questions 8-10

Do the following statements agree with the information given in the reading. Write

YES if the statement agrees with the writer

NO if the statement does not agree with the writer

NOT GIVEN if there is no information about this in the passage

- 8. Modern people are better at memorizing historical information compared with their ancestors.
- 9. New technologies applied in history teaching are more vivid for students to memorize the details of historical events.
- 10. Conventional ways like literature are gradually out of fashion as time goes by.

Questions 11-13

Complete the following summary of the paragraphs of Reading Passage, using no more than three words from the Reading Passage for each answer.

Contemporary students can be aimed at without many difficulties by integrating studying history with novels (11) _____. Conventional classroom discussion is specially extended by two ways to assist the teachers to interpret (12) _____ and at the same time retain students' distinct learning modes. PowerPoint study units prepared beforehand comprising a wide variety of elements make (13) _____ learning feasible. Combined classes like this can also be helpful in taking required tests.

D. WRITING (30 points)

Part 1: Sentence transformation (5 points)

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.

1. There were not nearly as many people there as I had expected.
→ There were far _____.
2. People say that the plane of Germanwings crashed into the mountains.
→ The plane of Germanwings _____.
3. It's nobody's fault that the meeting was cancelled.
→ Nobody _____.
4. The President is the statesman I admire most of all.
→ There is _____.
5. It was his lack of confidence that surprised me.
→ What _____.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

6. The manager should think about experience when hiring new staff. **CONSIDERATION**
→ _____.
7. He is determined to become a doctor. **HEART**
→ _____.
8. I expected the book to be far better because it had been written by such a good novelist.
SHORT
→ _____.
9. He never felt so emotional when he looked at a picture. **TIME**
→ _____.
10. I'm not very keen on gold, I much prefer silver. **RATHER**
→ _____.

Part 2 (10 points): This is part of an email that you have received from your English-speaking friend, Peter:

Do you have any advice you could give me about studying for exams? I've been going to bed so late - maybe that's not such a good idea! Tell me any good tips you have.

Write your **email** to answer him.

End your email as follows.

Best wishes,

Mai Anh

Part 3 (15 points): Write an essay about 250 words to express your opinion on the following topic.

High school students can get many benefits when they do voluntary work to help needy people in the community.

To what extent do you agree or disagree with the statement?