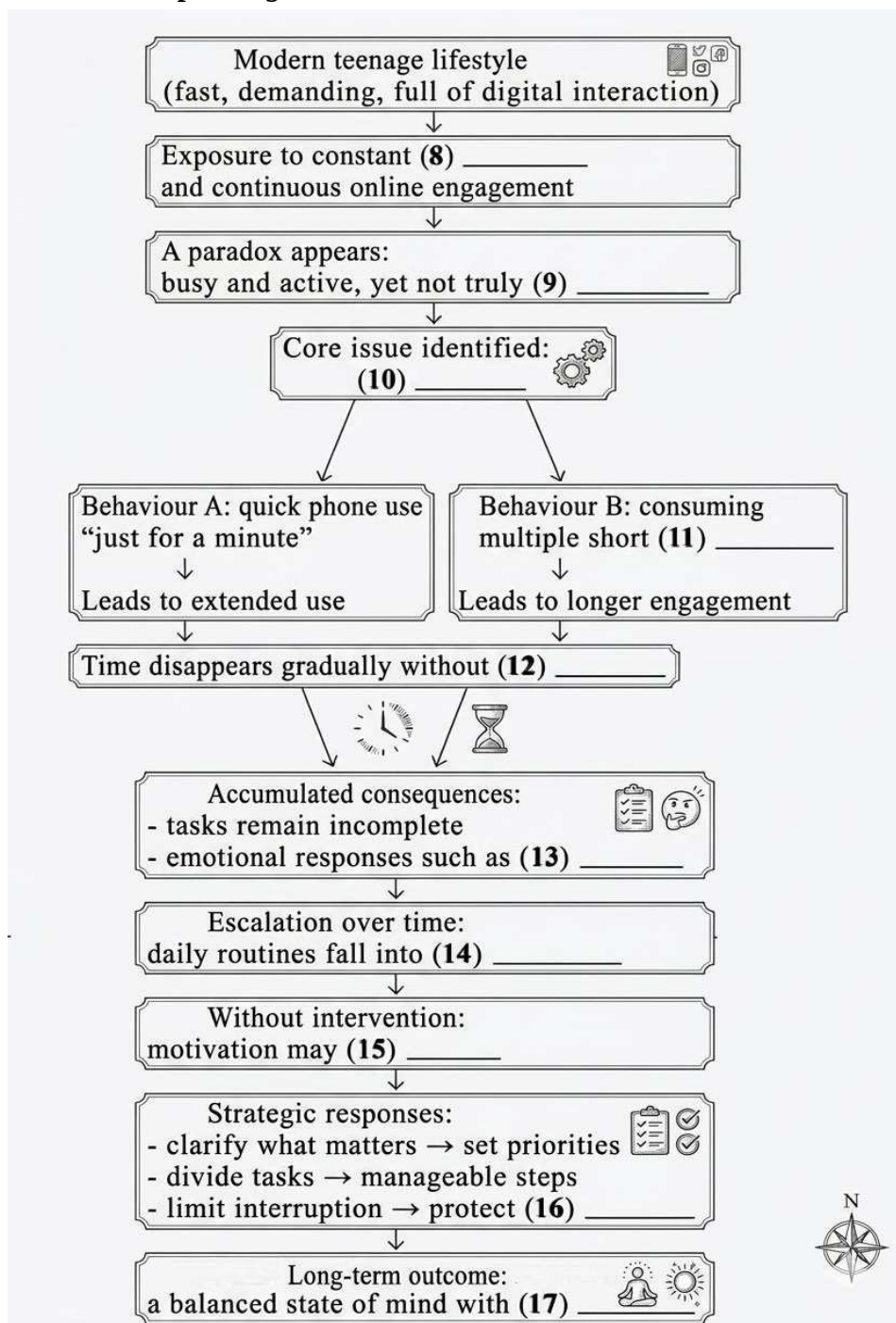


I. LISTENING (5 POINTS)

Part 1. Listen and choose the best answer A, B, C or D for each of the following questions. Write your answers in the corresponding numbered boxes.

1. What does Paul say about becoming an actor?
A. He only started considering it after he turned 18.
B. It was an ambition he had had since he was a child.
C. He made up his mind only after finishing drama school.
D. His teachers were the ones who encouraged him to do it.
2. Paul got his first acting role at the age of _____.
A. 20 B. 18 C. 21 D. 22
3. Why did Paul leave West Square?
A. He wanted to try a broader range of roles.
B. He no longer felt the pay was good enough.
C. He had become fed up with the part he was playing.
D. He had already secured a more attractive television role.
4. What does Paul miss most about his previous job?
A. Being recognized by the public. B. Getting messages and letters from viewers.
C. Working alongside a strong cast. D. Having the opportunity to play a famous villain.
5. How did Paul prepare for his role in City Watch?
A. He worked on his fitness before shooting started.
B. He shadowed police officers in real life.
C. He familiarized himself with the city by studying routes.
D. He practiced sounding like a local police officer.
6. How has Paul's new job changed his life?
A. He now spends less time travelling and has more time for himself.
B. He now travels more at weekends to visit relatives and friends.
C. He has moved back to live with his parents for good.
D. He has become too busy to enjoy free time.
7. In the future, Paul is most likely to _____.
A. make a CD with a record company B. plan to go to South America with his friend
C. keep working to afford a flat of his own D. stop acting for a long holiday

Part 2. Listen and complete the flow chart below. Write ONE WORD ONLY for each answer. Write your answers in the corresponding numbered boxes.



Part 3. You will hear a conversation among three high school students: Ann, Brian and Chloe. Listen and decide who (Ann, Brian, or Chloe) each of the following statements belongs to. You may use each name more than once. Write your answers in the corresponding numbered boxes.

18. Habits can shape responsibility through personal small activities like carrying a reusable water bottle or bringing your own shopping bag.
19. Environmental responsibility should become part of everyday school culture rather than remain an occasional activity.
20. Personal actions are valuable, but major institutions must not avoid responsibility for environmental damage.
21. Many environmental campaigns in schools look effective on the surface but do not lead to long-term behavioral change.
22. Whether individual effort alone can solve a large-scale problem is still a question.

23. Environmental action in some schools is mainly symbolic or temporary.
 24. Students are often more motivated when they take environmental action together as a group.
 25. Real changes can happen when people stop giving questions and take part in real activities.

II. GRAMMAR AND LEXICAL ITEMS (5 POINTS)

Part 1. Choose the word or phrase that best completes each sentence. Write your answer A, B, C or D in the corresponding numbered boxes.

1. Weather _____, we will start tomorrow.
 A. permitting B. permits C. will permit D. is permitting
2. John's father bought him a(n) _____ bike as a birthday gift.
 A. blue Japanese expensive B. expensive Japanese blue
 C. Japanese expensive blue D. expensive blue Japanese
3. Let's not decide yet where to stop on the journey – we'll just play it by _____ and see how we feel.
 A. lip B. eye C. ear D. hand
4. This museum is known _____ since the 20th century.
 A. to be building B. having been built C. to build D. to have been built
5. It is wrongly believed that natural resources will never be used _____.
 A. off B. out C. away D. up
6. I don't suppose he will be a good leader, _____?
 A. do I B. will I C. will he D. doesn't he
7. This morning, I awoke with an _____ sense of foreboding which I could find no reason for.
 A. intelligible B. intangible C. intensive D. indelible
8. The firm went bankrupt and their shares became _____.
 A. priceless B. unworthy C. invaluable D. worthless
9. Most whole milk undergoes homogenization, _____ hot milk is pumped through valves to break up and permanently disperse the fat globules.
 A. which is a process B. a process C. which process D. a process in which
10. One way to let off _____ after a stressful day is to take some vigorous exercise.
 A. steam B. tension C. cloud D. sweat
11. It _____ my mind yesterday that you must be a bit short of staff – Shall I send someone to help out?
 A. took B. had C. crossed D. washed
12. _____ in this national park has declined from a few thousand to a few hundred for the past ten years.
 A. The number of tigers B. For a number of tigers
 C. A number of tigers D. That the number of tigers
13. My mother _____ most of her time to taking care of my family.
 A. assigns B. devotes C. allocates D. distributes
14. You gave me some useful advice. _____, I couldn't have finished my report.
 A. Otherwise B. However C. Moreover D. Therefore
15. The film lasted every three hours with _____ of 15 minutes between part one and part two.
 A. a pause B. an interruption C. an interval D. a stop
16. _____ he works, he cannot earn enough to support his growing children.
 A. How hard B. However hard C. No matter hard D. So hard as
17. I'd rather you _____ a noise last night; I couldn't concentrate on my work.
 A. wouldn't make B. didn't make C. hadn't made D. haven't made

18. I may look half asleep, but I can assure you I am _____ awake.
 A. wide B. well C. full D. broad
19. Sarah and I _____ reserved the room in the same hotel. She was very surprised to see me there.
 A. practically B. intentionally C. deliberately D. coincidentally
20. Searching for one man in this city is like looking for a _____.
 A. salt of the earth B. sand in the desert C. needle in a haystack D. drop in the ocean

Part 2. Write the correct FORM of each capital word in the following passage. Write your answers in the corresponding numbered boxes.

The role of grandparents in children's upbringing

The word grandparents is descriptive of the unique dual parenting role that this generation assume. It emphasises the (21. **ESSENCE**) _____ part they play in family life. With a wealth of old world experience behind them, and with the unique ability to metamorphose from advisers or (22. **MEDIATE**) _____ into listeners or friends, they can offer support and (23. **STABLE**) _____ in an ever-changing world.

The (24. **UNDERLIE**) _____ sense of responsibility that goes with this is tremendous. Grandparents perform a balancing act between the needs of their adult children and those of their grandchildren. This role is varied. It is imperial at times, muted at others. It goes underground whenever required, but it is solid and (25. **ABSOLUTE**) _____ dependable.

Grandparents often bridge the gap between parents and their children. (26. **REBEL**) _____ children who are trying to find their feet are almost always at loggerheads with their parents. The role of grandparents can be very important provided they act as impartial judges and are able to convey this (27. **FEEL**) _____ to both parties. Grandchildren prefer to listen to their grandparents rather than their parents, who often find themselves up against a brick wall.

One important thing, which seems to be missing in the lives of children today, is a sense of family, values, beliefs and principles. This is where the grandparents step in. However, instilling beliefs and values is not as easy as it was fifty or sixty years ago. Then, no questions were asked and there was an implicit sense of trust. With changing times and changing (28. **LOOK**) _____, children have started to question the validity of everything around them. Globalisation has eroded their sense of belonging and (29. **WEAK**) _____ identification with their roots. Science and technology force them to doubt every (30. **TRADITION**) _____ belief. It's grandparents who can teach them to appreciate cultural traditions and inform their moral development.

Part 3. Match the words in column A with their strongest collocates in column B and then use the full phrases to fill the gaps in the sentences below. Use each item ONCE only. Write your answers in the corresponding numbered boxes.

A	B
prone	of recovery
consistent	theft
fit	to approval
identity	protocol
market	claim
warranty	to overheating
communication	with the contract
safety	volatility
capable	for purpose
subject	breakdown

31. After clicking a fake link, he discovered that his bank account had been drained - a classic case of _____.
32. Before entering the chemical storage area, all staff must follow the _____ and sign the logbook.

33. The device stopped working within two weeks, so she filed a _____ with the manufacturer.
34. Because of recent events, investors have become cautious about _____ in emerging markets.
35. The delay was caused not by lack of effort but by a _____ between departments.
36. The scholarship is _____ by the selection committee, so meeting the criteria does not guarantee an award.
37. The supplier promised “high performance”, but the parts were not _____ for industrial use.
38. If the laptop is _____, check whether the fan is blocked and stop using it immediately.
39. After the shock, he seemed calm in public, but still _____ with proper support.
40. Your cancellation request is only valid if it is _____, especially the notice period clause.

III. READING (5 POINTS)

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

The newspaper has been a part of our daily life for several centuries. They have been a way for the public to be informed of important events that are occurring around the world. Newspapers have (1) _____ dramatic changes over the course of history. Some of the earliest newspapers date (2) _____ to Ancient Rome where important announcements were carved in stone tablets and placed in highly populated areas where citizens could be informed of the announcements. The biggest change was printing them on (3) _____ and use of the printing machine. By automating the production of the newspaper, the number of papers available to the public greatly increased, while making it (4) _____ for people to purchase one. These developments led to a boom in the newspaper industry where several different newspapers started to appear in major cities, and morning, afternoon and evening editions went to (5) _____ in large numbers. These papers gave readers news, weather, sports and other features that informed and entertained them.

However, newspaper costs continued to rise and the number of newspaper (6) _____ continued to fall. This led to a vast reduction in the number of newspapers and newspaper editions in every market. In addition, with the (7) _____ in the users of technology, the public no longer needed the newspaper for its source of information. In (8) _____ of the paper, people started to take other media such as radio, television and the Internet as an information source. In recent years, newspapers and other media have (9) _____ to the changing technology environment by starting to offer online editions to cater to the needs of the public. In the future, the trend towards more electronic delivery of the news will continue with more emphasis on the Internet, social media and other electronic delivery methods. However, while the method of delivery is changing, the newspaper and the industry still have a (10) _____ in the world.

- | | | | |
|-------------------|----------------|------------------|----------------|
| 1. A. undergone | B. undertaken | C. underachieved | D. understated |
| 2. A. forward | B. back | C. from | D. toward |
| 3. A. padding | B. upholstery | C. newsprint | D. blotter |
| 4. A. luxurious | B. exclusive | C. fancy | D. affordable |
| 5. A. shelf | B. press | C. client | D. bureau |
| 6. A. subscribers | B. biographers | C. editors | D. browsers |
| 7. A. contraction | B. alternation | C. explosion | D. deflation |
| 8. A. turn | B. swap | C. refill | D. lieu |
| 9. A. adapted | B. adopted | C. traded | D. bartered |
| 10. A. bound | B. niche | C. leap | D. hassle |

Part 2. Read the text below and think of the word which best fits each gap. Use only ONE word in each gap. Write your answers in the corresponding numbered boxes.

Traditionally in America, helping the poor was a matter for private charities or local government. Arriving immigrants depended mainly on predecessors from (11) _____ homeland to help

them start a new life. In the late 19th and early 20th centuries, several European nations instituted public – welfare programs. But such a movement was slow to take hold in the United States because the rapid (12) _____ of industrialization and the ready availability of farmland seemed to confirm the points of (13) _____ that anyone who was willing to work could find a job.

Most of the programs started during the Depression era were temporary relief measures, but one of the programs - Social Security - has become an American institution. Paid (14) _____ by deduction from the paychecks of working people, Social Security ensures that retired persons (15) _____ get a modest monthly income, provides people with unemployment insurance, disability insurance, and comes to their (16) _____. Social Security payments to retired persons can start at age 62, but many wait (17) _____ age 65, when the payments are slightly higher. Recently, there has been concern that the Social Security fund may not have (18) _____ money to fulfill its obligations in the 21st century, when the population of elderly Americans is expected to increase dramatically. Policy makers have proposed various ways to make (19) _____ the anticipated deficit, but a long- term solution is still (20) _____ debated.

Part 3. Read the text and do the tasks that follow. Write your answers in the corresponding numbered boxes.

Brain Rot

A. A teenager opens a phone while waiting for the kettle to boil and promises to watch just one short video. A few minutes later, the water is cold, the homework has not begun, and ten unrelated clips have already passed across the screen. None of them was particularly memorable, yet together they created a strange mental fog. This experience is now often described online as “brain rot” - a phrase that sounds humorous at first, but points to a serious concern about how constant low-value stimulation may shape the way young people think, feel, and focus.

B. The expression does not refer to a medical diagnosis, nor does it mean that a person’s intelligence is literally disappearing. Instead, it is a cultural shorthand for the dull, restless, overloaded state that can follow hours of consuming fragmented, repetitive, or trivial content. In that state, the mind is not empty; it is crowded. Thoughts feel jumpy rather than clear. Silence becomes uncomfortable. Even when a teenager wants to concentrate, the brain seems to keep asking for one more tiny burst of novelty.

C. One reason this pattern is so difficult to resist is that digital platforms rarely provide stimulation in a steady, predictable form. They rely on interruption, surprise, and rapid contrast. A user may encounter a joke, then a beauty tip, then a conspiracy theory, then a heartbreaking story, all within a single minute. Because the next post might be funnier, stranger, or more emotionally intense than the last, the brain remains alert. This constant state of anticipation keeps attention hooked, even when the overall experience is unsatisfying.

D. Teenagers are especially exposed to this pattern, not because they are careless, but because adolescence is a period when identity, belonging, and curiosity matter enormously. Young people are naturally more attentive to trends, peer approval, and social signals. At the same time, the parts of the brain responsible for long-term planning and self-regulation are still developing. This means that a teenager trying to revise for an exam is not simply choosing between study and entertainment. They are negotiating with a digital system built to feel immediate, personal, and difficult to leave.

E. The academic consequences are easy to underestimate. Brain rot does not usually make students forget everything they know, but it can weaken the habits required for demanding learning. When the mind becomes used to constant novelty, slower forms of thought begin to feel unusually heavy. Reading a dense passage, solving a multi-step problem, or drafting a careful essay may seem less rewarding than they once did, not because these activities have changed, but because the student’s tolerance for delay and effort has been reduced. In other words, the issue is not only distraction; it is a shrinking appetite for sustained attention.

F. The emotional effects can be just as important. Many teenagers report feeling both overstimulated and strangely flat after long periods online. They have consumed dozens of images and opinions, yet feel less satisfied, not more. Some begin to treat every topic ironically, as if seriousness itself were embarrassing. Others compare their ordinary lives with endlessly edited versions of other people’s

success, beauty, or confidence. Over time, this can produce a mix of envy, numbness, insecurity, and low-level exhaustion that is difficult to name but hard to ignore.

G. Still, it would be simplistic to blame every online habit for this problem. Not all entertainment is mindless, and not every hour on a screen is wasted. Teenagers also use digital spaces to learn, create, organize, and stay connected. The danger appears when passive consumption starts replacing richer forms of engagement - reading for depth, speaking face to face, making something original, or even allowing boredom to exist for a while. Brain rot, then, is less about technology itself than about imbalance.

H. The most realistic solutions are usually small rather than dramatic. Deleting every app may sound impressive, but many students benefit more from introducing friction into their habits. Turning off non-essential notifications, moving social apps off the home screen, setting a fixed moment to check messages, or keeping the phone out of reach while studying can all reduce automatic use. Equally important is rebuilding tolerance for slower experiences. The first ten minutes of reading or revising may feel uncomfortable after weeks of fragmented scrolling, but that discomfort is not failure. It is evidence that attention is being trained again.

I. In the end, brain rot is not merely a trendy insult about internet culture. It reflects a deeper struggle over what deserves our attention and how easily that attention can be manipulated. For teenagers growing up in an economy built around clicks, swipes, and endless refreshes, protecting the mind may require more than willpower. It may require deliberate habits, critical awareness, and the courage to choose depth when the world keeps offering speed.

Questions 21 - 24: Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i - viii.

- i. Restoring control by making impulsive use less convenient
- ii. A popular label for a mind that feels crowded and restless
- iii. Why adolescents are more susceptible to this pattern
- iv. The hidden cost to deep learning and mental stamina
- v. A small habit that quietly consumes more time than expected
- vi. Online enjoyment should not be treated as the enemy
- vii. Why unpredictability keeps users engaged
- viii. A broader lesson about defending attention in modern life

21. Paragraph B: _____

22. Paragraph C: _____

23. Paragraph E: _____

24. Paragraph H: _____

Questions 25 - 30: Do the following statements agree with the information given in the reading passage? Write TRUE (T), FALSE (F) or NOT GIVEN (NG).

25. The passage presents brain rot as an officially recognized psychological disorder.

26. The writer suggests that online feeds are compelling partly because users cannot reliably predict what will appear next.

27. According to the passage, teenagers mainly struggle with brain rot because they usually have more homework than adults.

28. The text indicates that frequent exposure to rapid, low-value content may reduce a student's willingness to persist with demanding tasks.

29. The writer argues that enjoyable online content should be eliminated completely if students want to improve their focus.

30. The passage states that schools have already introduced compulsory lessons to teach students how to avoid brain rot.

Part 4. Read the following passage and choose the option A, B, C, or D that best answers each of the questions. Write your answers in the corresponding numbered boxes.

When the Lunar New Year turns toward the Year of the Horse, many people instinctively associate it with energy, freedom, and restless ambition. The horse, in popular imagination, is a creature of movement and vitality, embodying both independence and charisma. Yet this familiar image, though

appealing, captures only a fraction of the horse's true significance. The horse is not merely a symbol of speed or spirit; it is one of the few animals that has fundamentally shaped the trajectory of human civilization.

What makes the horse particularly fascinating, especially in a year such as Bính Ngo, is its unique position between myth and reality. Unlike purely mythical creatures, the horse has lived alongside humans for thousands of years, occupying both practical and symbolic roles. It has pulled ploughs, carried messengers, transported goods, and enabled military campaigns. In doing so, it did not simply escort human progress - it actively transformed it. Entire trade networks expanded because of the horse, and political power was often determined by mobility, which horses made possible.

One of the lesser-known facts about horses is that, despite their strength and imposing presence, they are biologically prey animals. This may seem counterintuitive, as horses are often perceived as powerful and dominant. However, their evolutionary survival depended not on aggression but on heightened awareness and rapid escape. This explains their extraordinary sensitivity. Horses can detect subtle changes in human body language, tone, and emotional state. Long before a person speaks, a horse may already "read" their tension or calmness.

This sensitivity has shaped the way horses appear in literature and folklore. They are frequently depicted not merely as tools but as perceptive companions. Unlike animals that are portrayed as blindly loyal or entirely independent, horses occupy a middle ground. They respond, interpret, and adapt. Skilled riders often emphasize that working with a horse requires communication rather than control. True horsemanship is not about domination but about mutual understanding.

[A] From an evolutionary perspective, the modern horse is the result of a long and complex transformation. Its earliest ancestors were small, forest-dwelling creatures, quite unlike the large, fast animals we recognize today. Over millions of years, as environments changed, horses adapted by developing longer limbs, stronger bodies, and a single hoof that enabled efficient movement across open landscapes. Speed became a defining characteristic, not as a luxury, but as a necessity for survival.

The domestication of horses marked a turning point in human history. Once humans learned not only to tame but also to breed and train horses, the impact was profound. Travel became faster, communication more efficient, and warfare more dynamic. Armies gained mobility, and trade routes expanded dramatically. In many ways, the horse reduced distances between communities, making the world more interconnected long before modern technology existed. [B]

Yet the symbolic meaning of the horse often goes beyond its practical contributions. Humans have long associated horses with freedom, even though most horses have lived under human control. This apparent contradiction reveals something deeper about human psychology. The horse represents not literal freedom, but the idea of untamed energy - the sense that something essential cannot be entirely subdued. A galloping horse appears to embody motion itself, as if vitality were made visible.

This symbolic power is reflected in art and culture. Artists across centuries have struggled to capture the dynamic movement of horses. Before the invention of photography, depicting motion was a significant artistic challenge, and the horse became a central subject for this exploration. Equestrian statues, in particular, attempt to freeze a moment of motion, presenting strength and balance in a static form. Yet even in stillness, the horse seems to resist immobility.

Another often overlooked aspect of horses is their social intelligence. Horses live in structured groups where communication is subtle but effective. They use body language, posture, and movement to establish relationships and maintain order. Leadership within a herd is not always based on strength alone; calmness and experience can be equally important. This complexity challenges the stereotype of horses as purely instinctive or impulsive animals.

In modern contexts, horses continue to play meaningful roles beyond their traditional uses. One notable example is their application in therapeutic settings. Horses are used to support individuals with physical disabilities, emotional difficulties, and developmental conditions. The rhythmic movement of a horse can assist in physical rehabilitation, while its sensitivity to human emotions creates opportunities for psychological engagement. Because horses respond so directly to human behavior, they provide immediate feedback, making them valuable partners in certain forms of therapy.

[C] Although machines have replaced horses in many practical functions, their symbolic and emotional significance remains strong. We still use expressions like “horsepower” and continue to admire the grace and strength associated with them. The horse persists in language, art, and cultural imagination, even in an age dominated by technology.

Ultimately, the Year of the Horse invites a deeper reflection on what this animal truly represents. Beyond speed and strength, the horse embodies a balance between power and sensitivity, independence and cooperation. Its historical importance lies not only in what it did for humanity, but also in how it shaped human perception of movement, of freedom, and of connection.

Thus, while zodiac traditions may present the horse in simplified terms, the reality is far more complex. The horse is not merely a symbol we have created; it is a living being whose characteristics have influenced human history in profound ways. Its enduring fascination lies in this dual identity - both real and symbolic, both practical and poetic. [D]

31. What is the primary purpose of the passage?

- A. To describe the physical characteristics of horses and their evolution.
- B. To argue that horses are superior to other zodiac animals in terms of reflection.
- C. To explore the multifaceted significance of horses beyond common stereotypes.
- D. To explain how horses are used in modern therapeutic practices.

32. The word **escort** in paragraph 2 is closest in meaning to _____.

- A. accompany
- B. supervise
- C. externalize
- D. enslave

33. According to the passage, what was the horse’s main survival strategy in its early evolution?

- A. Using vigilance and rapid absconding
- B. Relying on group hunting techniques
- C. Adapting to aquatic environments
- D. Developing strong defensive weapons like claws and fangs

34. What can be inferred about the relationship between humans and horses?

- A. Humans completely controlled horses.
- B. The relationship involved both control and cooperation.
- C. Horses were only used in farming and transporting goods.
- D. Horses were rarely used outside war.

35. The word **subtle** in paragraph 9 is closest in meaning to _____.

- A. blatant
- B. discernible
- C. indistinct
- D. legible

36. The word **they** in paragraph 10 refers to _____.

- A. settings
- B. disabilities
- C. opportunities
- D. horses

37. What best describes the author’s attitude?

- A. Neutral and scientific
- B. Critical
- C. Indifferent
- D. Appreciative and analytical

38. Which best summarizes the passage?

- A. Horses symbolize both speed and spirit during human civilization.
- B. Horses represent a complex mix of symbolism, history, and sensitivity.
- C. Horses evolved from small animals into strong ones over millions of years.
- D. Horses play crucial roles in farming, transportation and military today.

39. Where in the passage (bracketing [A], [B], [C], [D]) does the following sentence best fit?

“In this sense, the horse’s legacy is not confined to the past but continues to evolve in unexpected ways.”

- A. [A]
- B. [B]
- C. [C]
- D. [D]

40. What does the author imply about zodiac symbols?

- A. They are meaningless.
- B. They oversimplify reality.
- C. They are completely accurate.
- D. They should be replaced.

IV. WRITING (5 POINTS)

Part 1. Finish each of the following sentences in such a way that it means exactly the same as the sentence before it.

1. The film was so moving that she couldn't stop herself from shedding tears.

→ It was _____

2. If only I had studied hard enough to pass the final exam.

→ I regret _____

3. It was careless of you to allow your 9-year-old son to ride an electric bike.

→ You shouldn't _____

4. As soon as I finished my speech, the audience broke into applause.

→ No sooner _____

5. This T-shirt is three times as expensive as the red one.

→ The red T-shirt is a _____

Part 2. Use the word given in CAPITAL and make any necessary additions to write a new sentence in such a way that it is as similar as possible in meaning to the original sentence. Do NOT change the form of the given word. You must use between THREE and SIX words, including the word given.

6. The best solution was thought of by Jimmy. (CAME)

→ Jimmy _____ solution.

7. It was the film's music that impressed me most. (**IMPRESSION**)

→ The film's music was what _____ me.

8. Please don't tell anyone but I'm going to throw a party for my mother's fiftieth birthday. (HAT)

→ You had _____, but I'm going to throw a party for my mother's fiftieth birthday.

- 9. Your attitude will have to change if you want to succeed. (LEAF)**

→ You will have to _____ if you want to succeed.

- 10.** Every possible effort was made by the orphanage to find the boy's parents. (STONE)

→ The orphanage left _____ their attempt to find the boy's parents.

Part 3. ESSAY WRITING

As part of their study, students should learn not only how to answer questions but also how to question answers.

To what extent do you agree with this idea?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write about 250 words.

[illegible]

----- THE END -----