

ĐỀ CHÍNH

(Đề thi gồm có 07 trang)

Họ và
tên:

Số báo danh:

Mã đề 104

You will hear five different speakers talking about a phobia they have. For questions 1-5, mark the letter A, B, C, or D on your answer sheet to indicate the option that best describes what happened to each speaker when they had to confront the fear. You will hear the recording twice.

Question 1. Speaker 1

- A. I attempted to remove myself from the situation immediately.
- B. I became briefly disoriented and struggled to regain mental clarity.
- C. I felt a tightening in my throat that made breathing seem restricted.
- D. I reacted vocally until someone entered the room to reassure me.

Question 2. Speaker 2

- A. I shortened my presentation significantly to limit embarrassment.
- B. I relied heavily on prepared material rather than direct engagement.
- C. I found myself unable to produce coherent speech despite calming down.
- D. I continued speaking, though my voice noticeably lacked steadiness.

Question 3. Speaker 3

- A. I lost consciousness before arriving at the fourteenth floor.
- B. I experienced acute breathlessness but remained standing.
- C. I insisted on abandoning the lift before reaching the destination.
- D. I maintained outward composure while suppressing visible anxiety.

Question 4. Speaker 4

- A. I withdrew immediately and refused to continue across the bridge.
- B. I froze completely, gripping the railing until others freed my hands.
- C. I deliberately avoided looking down while forcing myself forward.
- D. I steadied myself after a brief spell of dizziness.

Question 5. Speaker 5

- A. I displayed visible distress that others would easily recognise.
- B. I realised only afterwards that I had become entirely soaked.
- C. I became absorbed in anxious thoughts and lost awareness of my surroundings.
- D. I felt physically drained after an intense emotional reaction.

You will hear part of an interview with Esme Stallard, a BBC climate and science reporter, discussing PFAS, often referred to as “forever chemicals.” For Questions 6-10, mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions according to what you hear. You will hear the recording twice.

Question 6. How does Esme characterise PFAS as a group?

- A. As a recently discovered innovation in chemical science.
- B. As a vast and human-produced set still increasing in number.
- C. As a naturally derived material later modified for industry.
- D. As a precisely defined set of industrial compounds.

Question 7. What is the main reason PFAS are referred to as “forever chemicals”?

- A. They remain useful to industry over long periods.
- B. They accumulate permanently inside the human body.
- C. They have been manufactured for over a century.
- D. They are slow to degrade once dispersed in nature.

Question 8. Which item is NOT mentioned by Esme as an example of PFAS use?

- A. Rain-resistant clothing
- B. Aircraft sealing parts
- C. Frying cookware
- D. Perfumed cosmetics

Question 9. What does Esme imply about the presence of PFAS in everyday life?

- A. Their resistance to heat and oil has restricted their use primarily to aviation components.

- B. Their usefulness has led to their widespread integration into ordinary consumer products.
- C. Their chemical stability has confined their use largely to protective clothing and cookware.
- D. Their use is mainly restricted to specialised industrial and aviation applications.

Question 10. What does Esme highlight about the lower-level background exposure to PFAS?

- A. Background exposure mainly results from frequent use of cosmetic items.
- B. Everyday exposure usually produces higher levels than industrial pollution.
- C. People generally experience similar exposure regardless of where they live.
- D. The amount people are exposed to can differ considerably across locations.

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the answer to each of the following question from 11 to 20.

Maths, science and literacy have been the focus of British schools for many years. These subjects are deemed to have greater currency in a competitive global economy. Competition with the international education system has also led to greater focus on these subjects in our schools. But should more attention be given to the arts? In the US, concerns are being raised about the declining emphasis on arts in education following the *No Child Left Behind Act*. In the UK, there have also been calls from various sectors, MPs included, for greater emphasis on the arts in school.

The House of Lords recently argued for arts to be part of the core curriculum to encourage the development of creativity, critical thinking, motivation and self-confidence – skills necessary for innovation. Such skills are also believed to help children learn academically. According to *The Telegraph*, fewer students are now taking arts subjects because of government reforms and a focus on the EBacc or English Baccalaureate, which focuses on English, maths, history or geography, the sciences and a language. A report by the University of Warwick warned that it is children from low-income families that would be most badly affected as a result of **this**, and recommended that arts be included in the EBacc. Mike Leigh, the Oscar-award winning director, said that it was ridiculous to think of arts as the preserve of the privileged, and that “art should be a core subject of all subjects, like English is, but even more so”.

Many of these arguments **hinge on** the belief that arts education is linked to academic attainment. But a systematic review carried out by myself and Dimitra Kokotsaki suggests that evidence for the academic benefits of arts education is unclear. Looking at 199 international studies, covering pre-school through to sixteen-year-olds, we found that there are as many studies showing that arts participation in schools has no or negative impact on academic attainment and other non-academic outcomes as there are positive studies. Very few studies could establish a causal effect of arts participation. We looked at studies on a broad range of subjects, including visual arts, music, dance, theatre, hip hop, poetry and creative writing.

So what does work?

Tentative evidence does suggest that both music training and integrating drama into the classroom may have beneficial effects. **[I]** Playing an instrument benefits creativity, spatial-temporal ability, IQ scores and reading and language. **[II]** Some studies also suggest that it can improve self-concept, self-efficacy, motivation and behaviour for secondary school children. **[III]** Music education shows promise for learning outcomes and cognitive skills across all age groups. **[IV]** Listening to music, however, does not seem to have a positive impact. Or at least there is no evidence to suggest that it does. Some studies showed that people who listened to classical music performed worse in memory tests than those who didn't. Results of experiments of the Mozart effect have produced conflicting results.

There is also no evidence that engagement in visual arts, such as painting, drawing and sculpture, can improve academic performance. Effects on other non-arts skills such as creative thinking and self-esteem were also inconclusive. **Because of weaknesses in these studies, and the lack of replication and inconsistent findings across them, the findings must be interpreted with caution.** More robust and rigorous evaluations are needed to confirm any causal links. But if improving attainment is the aim, then arts may not be the solution. Promising programmes already exist that can boost learning. Given the lack of evidence so far, perhaps we should think more broadly about the purpose of arts in the context of educational policy. Can it not be just for enjoyment? Must it have a utilitarian function?

The evidence we have now is just not good enough yet for us to make **conclusive** statements and more robust research is clearly needed. But of course there is an argument for pursuing arts education for its own sake – for enjoyment and appreciation. If the arts make children happy and feel good about themselves, give them a sense of achievement and help them to appreciate beauty, then that is justification in itself.

(Adapted from: National Geographic Learning, a part of Cengage Learning)

Question 11. Which of the following best paraphrases the underlined sentence in paragraph 5?

- A. Due to methodological limitations and inconsistent results, the conclusions of these studies should be treated cautiously.
- B. Although some inconsistencies exist, the overall results clearly demonstrate measurable academic gains.
- C. Since the research has been widely replicated, its findings can be considered definitive and conclusive.
- D. Despite certain weaknesses, the studies provide reliable evidence supporting strong academic benefits.

Question 12. The word **conclusive** in paragraph 6 is **OPPOSITE** in meaning to _____.

- A. decisive
- B. authoritative
- C. tentative
- D. definitive

Question 13. Which of these sources offered a reason for the decline in arts education rather than arguing for its inclusion?

- A. The House of Lords
- B. The Telegraph newspaper
- C. The University of Warwick
- D. Mike Leigh, the film director

Question 14. Which of the following best summarises paragraph 3?

- A. Existing research on arts education presents mixed findings and fails to establish clear causal links.
- B. Arts participation has a significantly negative impact on students' academic performance across age groups.
- C. Numerous international studies consistently demonstrate strong academic benefits of arts education.
- D. Academic benefits of arts education appear to be limited primarily to early childhood learners rather than older students.

Question 15. Which of the following best summarises the passage?

- A. Music education appears to offer measurable cognitive advantages and should therefore receive greater emphasis within school systems.
- B. Arts education should replace traditional academic subjects in modern schools to better prepare students for innovation and creativity.
- C. Government reforms have significantly reduced the role of arts subjects within contemporary educational policy and curriculum design.
- D. The academic benefits of arts education are widely claimed but remain uncertain, and additional rigorous research is still required.

Question 16. Which of the following can be inferred from the passage?

- A. A majority of international studies indicate consistent and substantial academic improvements from arts participation.
- B. The academic benefits of arts education are not as strongly supported by evidence as some advocates claim.
- C. Recent government reforms were primarily intended to significantly reduce the presence of arts subjects in schools.
- D. The value of arts education depends mainly on its ability to improve measurable academic performance.

Question 17. The word **this** in paragraph 2 refers to _____.

- A. the fact that fewer students are taking arts subjects
- B. arts being the preserve of the privileged
- C. the report by the University of Warwick
- D. taking the English Baccalaureate

Question 18. Which of the following is **NOT TRUE** according to the passage?

- A. Listening to music has been conclusively shown to enhance memory performance.
- B. More rigorous research is required before firm conclusions can be made.
- C. Some policymakers argue that arts should be included in the core curriculum.
- D. Music training may positively influence certain cognitive abilities.

Question 19. Where in paragraph 4 does the following sentence best fit?

These findings should not be overgeneralised given the restricted scope of the studies involved.

- A. [II]
- B. [I]
- C. [IV]
- D. [III]

Question 20. The word **hinge on** in paragraph 3 is **CLOSEST** in meaning to _____.

- A. contribute to
- B. depend on
- C. result in
- D. interfere with

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 21 to 26.

PETTY CRIME: NOT SO PETTY IN THE LONG RUN

Petty crime, or misdemeanour, refers to a minor criminal offence that is punishable by a fine or imprisonment for up to one year. Such offences occur on a daily basis and commonly include acts like disturbing the peace, shoplifting of low-value goods, or traffic violations such as speeding. Although these acts are often perceived as insignificant, they still **(21)** _____ unlawful behaviour and represent a breach of legal and social norms. Many people underestimate their impact because they do not usually involve serious violence or substantial financial loss. However, from a legal and sociological perspective, repeated petty crimes can gradually **(22)** _____ public order and weaken respect for the rule of law.

In most cases, offenders are required to pay a fine or receive a warning. Nevertheless, a conviction for anti-social behaviour may **(23)** _____ a prison sentence, particularly for repeat offenders. Juveniles under the age of 18 are typically treated differently, as modern legal systems emphasize rehabilitation rather than strict punishment. This approach is **(24)** _____ on the belief that young offenders are still capable of reform. **(25)** _____, even a minor conviction can have long-term consequences, as it may hinder future employment and educational opportunities. Therefore, petty crimes should not be dismissed as trivial, since their **(26)** _____ effects can be more detrimental than many people assume.

(Adapted from Reactivate C1/C2 Exam)

- | | | | | |
|---|-----------------------|---------------------------|------------------------|--------------------|
| Question 21.
formulate | A. generate | B. fabricate | C. constitute | D. |
| Question 22.
impair | A. weaken | B. erode | C. threaten | D. |
| Question 23.
D. catch up with | A. end up with | B. go through with | C. come up with | |
| Question 24. | A. constructed | B. grounded | C. relied | D. depended |
| Question 25.
Typically | A. Especially | B. Importantly | C. Contrarily | D. |
| Question 26.
superficial | A. cumulative | B. transient | C. negligible | D. |

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 27 to 31.

Imagine the situation - a plane is coming down to land. The pilot is alert, and suddenly begins to have the feeling the plane is too low. **(27)** _____. At what point does the pilot decide the computer system is wrong and take charge of the plane manually? There have been situations such as this, where it turns out the technology was in fact faulty, but it took a while for the human operating the system to spot the fault and take control.

Researchers who have studied the interaction between people and machines have noticed that we seem to be naturally biased in favour of machines. To take a simple example, **(28)** _____, but might feel the need to double-check it if a colleague had worked it out manually. So, why do we seem to put so much trust in machines?

In experiments with chimpanzees, researchers gave the animals a choice between trusting a machine to deliver a treat, or trusting another chimpanzee. Both the machine and the other chimpanzee were unreliable, **(29)** _____ but when faced with the choice, the animals favoured the machine and seemed less concerned when it didn't deliver the reward. Scientists believe this may be because if they trust a fellow animal, there is also a social risk, as well as a risk of not getting the reward.

If the animal is disappointed or 'betrayed' by a machine, they might feel disappointed, but if they suffer at the hands of a fellow animal, it might also have an effect on their relationships and position within the group. **(30)** _____, we might feel disappointed, but if we give our money to a server in a café and they then refuse to make us a coffee, we would feel a lot of additional emotions, from anger to shame or embarrassment.

The stresses of modern life can make this tendency to trust machines even stronger. When people are faced with large amounts of information to process at once, especially if they are under time pressure, they are more likely to turn to machines to provide the answers, rather than trusting their own judgement or that of colleagues. So, as technology plays an ever more important role in our lives, can anything be done to encourage people to be more critical of machines, **(31)** _____? The answer probably lies in training people to develop awareness of their own biases, then developing their critical-thinking skills to enable them to evaluate

situations independently from machines and make their own judgements. With more 'intelligent' humans operating the machines, we can hopefully achieve the best of both worlds, with the combination of machine computing power plus human judgement.

(Adapted from Speakout- Workbook)

Question 27.

- A. Yet the aircraft had been operating manually before the system appeared to fail.
- B. However, the pilot has already disengaged the automatic system at this stage.
- C. But it was switched to the automatic pilot at this stage although the system seemed to malfunction.
- D. But it's still switched to the automatic pilot at this stage and the system seems to be working.

Question 28.

- A. if we need to calculate a complicated sum, we will probably accept the result generated by a calculator
- B. if we had needed to calculate a complicated sum, we would probably accept the result generated by a calculator
- C. if we needed to calculate a complicated sum, we would probably accept the result generated by a calculator
- D. if we were to need to calculate a complicated sum, we would probably accept the result generated by a calculator

Question 29.

- A. because there is no guarantee of a reward from either
- B. as there was no guarantee of a reward from either
- C. although there was no guarantee of a reward from either
- D. as there was a guarantee of a reward from either

Question 30.

- A. A similar situation for humans is that if we put some coins into a machine and it fails to deliver the drink we wanted
- B. A similar situation for humans might be that if we put some coins into a machine and it fails to deliver the drink we wanted
- C. Similar situation for humans might be that if we put some coins into a machine and it fails to deliver the drink we wanted
- D. A similar situation for humans would be that if we put some coins into a machine and it fails to deliver the drink we wanted

Question 31.

- A. rather than simply letting them make all the decisions
- B. instead of allowing machines to completely replace human judgement
- C. instead of gradually eliminating technology from modern life
- D. without questioning the accuracy of technological systems

Read the following article and mark the letter A, B, C or D on your answer sheet to indicate the answer to each of the following questions from 32 to 39.

TEXTBOOKS TO GO THE WAY OF THE DINOSAURS?

Although students and teachers alike have discovered various innovations and applications for computers over the past couple of decades, the advent of the tablet- style personal computer has very recently begun to revolutionize the market in a way that no other has yet done. Recent advances in lightweight, **portable** design, memory capacity we could only dream of just a few short years ago, and ever-increasing networks of broadband Internet connectivity are combining to create a useful and convenient multi-purpose tool for students. Tablet sales have doubled in the past year—an explosion in popularity that even very optimistic projections for the product failed to predict.

While I don't think anyone expects tablets to completely replace desktop or laptop computers (although a recent Nielsen survey did find that over 75% of respondents were now using their tablet for tasks that they once performed on their desktop or laptop computer), their versatility is truly astounding. One huge advantage of the tablet is that it doesn't just replace an entire backpack full of textbooks, but also provides multimedia-enhanced, continuously-updated content that textbook authors could never even imagine. Whereas paper textbooks may direct students' attention to further information and examples on the Internet, digital textbooks can provide videos and music to support any area of study at just the tap of a finger. For many

students who do not learn effectively by simply reading text, this multimedia support provides a more integrated learning experience, which has been shown to improve retention and lead to positive learning outcomes.

Students may also use a tablet, as opposed to a laptop, for taking notes during lectures. Tablets provide the benefits of portability, instant start-up, and longer battery life so students don't have to carry a power cord around and position themselves near an outlet. Students can also pull out their tablets and work on a project at any time, anywhere on campus. And with cloud-based memory systems, students don't have to bother with back-ups or flash drives if they want to continue work on their desktop computer or collaborate on a group project.

A further benefit of tablets, though one that is often cited as a shortcoming among users, is the limited ability to multitask. Now, it is true that developers have introduced thousands of applications to run on tablets, but tablets still simply cannot run many programs simultaneously. This may appear, on the surface, to pose a problem for the student user. However, in reality, students can perform any number of tasks on a tablet...just not all of them at the same time. **This may actually be good for a generation which is easily distracted by social media, online games, and other miscellaneous content on the Web.**

Given the many benefits, it's no wonder that tablets are beginning to make their way into classrooms. In fact, it would seem that the biggest factor working against this has simply been their limited availability. Given the long lines of consumers who waited to get their hands on the first generation of tablets and the lag for other companies to get their tablets to market, many people are just now able to buy a tablet. Additionally, we should expect that as competition increases among developers, tablets should see the same steep price drops that we always witness among electronics. Thus, tablets should quickly become a very **viable** and economical alternative for savvy students.

(Adapted from <https://learnenglish.britishcouncil.org/skills/reading>)

Question 32. Which of the following is **TRUE** according to paragraph 3?

- A. Tablets require a continuous Internet connection in order to store and manage academic materials efficiently.
- B. Tablets operate entirely independently of desktop computers without relying on shared data systems.
- C. Cloud technology completely eliminates the need for collaboration on academic group projects.
- D. Tablets minimize the need for physical storage devices when students move their work between different computers.

Question 33. Which paragraph refers to factors that initially slowed down the widespread adoption of tablets?

- A. Paragraph 5
- B. Paragraph 3
- C. Paragraph 4
- D. Paragraph 2

Question 34. The word **viable** in paragraph 5 is **CLOSEST** in meaning to _____.

- A. workable
- B. modern
- C. popular
- D. affordable

Question 35. Which of the following best paraphrases the underlined sentence in paragraph 4?

- A. Online entertainment may no longer influence students' academic performance.
- B. Tablets may completely prevent students from accessing distracting online content.
- C. Increased exposure to social media might improve students' concentration levels.
- D. Limited multitasking might help students remain less vulnerable to digital distractions.

Question 36. Which paragraph refers to the replacement of traditional learning materials with digitally enhanced alternatives that offer expanded content?

- A. Paragraph 4
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 1

Question 37. What is the main idea of this article?

- A. Nowadays, many students prefer tablets to traditional laptops in academic settings.
- B. The tablet market will continue to grow especially in the area of education.
- C. Tablets are a practical and budget-friendly option for students.
- D. Tablets have proven to be game changers in the field of personal computing.

Question 38. The word **portable** in paragraph 1 is **OPPOSITE** in meaning to _____.

- A. stationary
- B. movable
- C. convenient
- D. lightweight

Question 39. Which of the following is **NOT stated** as a reason for the growing popularity of tablets in paragraph 1?

- A. Increasing Internet connectivity
- B. Advances in portable design
- C. Government investment in technology education
- D. Expanding memory capacity

Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 40 to 44.

Question 40.

- a. A primary solution involves dramatically expanding and securing protected areas, ensuring these natural habitats are safe havens free from encroachment and illegal activities.
- b. Ultimately, success depends on fostering global cooperation and public awareness campaigns that highlight the intrinsic value of biodiversity to every community.
- c. Crucially, addressing the root causes of habitat loss requires promoting sustainable land use, such as responsible agriculture, to provide local people with economic incentives for conservation.
- d. Effective wildlife conservation demands a multi-faceted approach, moving beyond simple protection to include proactive human engagement in various sectors.
- e. Provided that governments invest significantly in technology and training, anti - poaching units can become much more effective at tracking and apprehending criminals.

A. b - a - d - c - e B. d - a - c - e - b C. d - e - c - a - b D. b - a - e - d - c

Question 41.

- a. Consequently, governments are investing billions of dollars to secure domestic chip production.
- b. The global race to dominate semiconductor manufacturing has intensified in recent years.
- c. Advanced microchips are essential for artificial intelligence, defense systems, and modern electronics.
- d. This strategic importance has turned the industry into a matter of national security.
- e. However, such protectionist policies may further fragment the global technology supply chain.

A. c - b - a - d - e B. b - d - c - a - e C. c - d - b - e - a D. b - c - d - a - e

Question 42.

- a. **Ella:** That's a valid point, but reputation and global partnerships also matter.
- b. **Ella:** So perhaps rankings should be interpreted cautiously rather than accepted blindly.
- c. **Daniel:** True, yet teaching effectiveness and student satisfaction are harder to measure.
- d. **Ella:** Do you think university rankings truly reflect educational quality?
- e. **Daniel:** Not necessarily, because they often focus heavily on research output.

A. e - d - a - c - b B. d - e - a - c - b C. d - e - c - a - b D. d - c - e - a - b

Question 43. Dear Jack,

- a. The transformation has been remarkable, with quiet streets now replaced by tall buildings and busy roads.
- b. It's amazing to witness how people adapt to a constantly changing environment while holding onto their heritage.
- c. Despite all the changes, I noticed that the local markets and small businesses still maintain their traditional charm.
- d. I spent some time walking through new neighborhoods that were once fields and forests, and it was fascinating to see how the city has expanded
- e. I wanted to share with you my recent experience visiting a city that has undergone rapid urbanization in the past few years.

Looking forward to hearing your thoughts on this topic.

Best regards,

Mai

A. e - c - b - a - d B. e - a - d - c - b C. e - a - c - d - b D. e - c - d - a - b

Question 44.

- a. SpaceX, his aerospace company, has achieved remarkable milestones, including the development of reusable rockets and the successful launch of missions to the International Space Station.
- b. Elon Musk, born in South Africa in 1971, is a visionary entrepreneur who has revolutionized multiple industries, including technology, space, and renewable energy.
- c. Through Tesla, Musk has pushed the electric car industry forward, making electric vehicles more affordable and widely accepted, and his work with SolarCity has promoted clean energy solutions.

d. Musk's bold ideas, such as the Hyperloop and AI-driven technologies, show his commitment to creating a sustainable future and pushing the boundaries of innovation.

e. He co-founded Zip2 and later sold it for nearly \$300 million, which allowed him to fund his next ventures, such as PayPal, SpaceX, and Tesla.

A. b - c - e - a - d

B. d - b - a - c - e

C. b - e - c - a - d

D. e - d - a - b - c

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 45 to 50.

EXPLORING AI IN HUMAN RESOURCE MANAGEMENT AND HIRING

Enhancing recruitment precision

In today's competitive job market, organizations are increasingly using AI to enhance recruitment and selection processes. AI offers a(n) **(45)** _____ approach, analyzing resumes, applications, and even publicly available professional profiles to match candidates with suitable roles, ensuring no critical detail is missed. The **(46)** _____ of utilizing AI lies in its ability to process vast amounts of data quickly and consistently, uncovering patterns that human recruiters may overlook. For example, AI-powered applicant tracking systems can rank candidates based on predefined criteria, reduce screening time, and minimize unconscious bias when designed responsibly. As a result, companies can make more informed hiring decisions while improving efficiency and fairness.

Improving employee satisfaction

Improving employee satisfaction, AI can help **(47)** _____ employees' concerns by identifying gaps in engagement or productivity through advanced analytics and real-time monitoring systems. **(48)** _____ relying solely on traditional surveys, HR teams can use AI tools to detect subtle behavioral patterns and performance trends that might otherwise be overlooked. This data-driven approach enables organizations to design more tailored and timely solutions for workforce well-being and long-term motivation.

Enhancing collaboration and retention

AI supports collaboration by improving communication and workflow tracking within organizations. Tools like chatbots and virtual assistants, combined with **(49)** _____ AI-driven systems, ensure employees remain engaged and productive through faster information sharing and task coordination. Moreover, HR professionals can **(50)** _____ employee performance data to address concerns proactively, identify emerging issues, and implement timely strategies that strengthen teamwork and long-term retention.

(Adapted from Global News)

Question 45.

punctilious

A. gratuitous

B. ostentatious

C. conspicuous D.

Question 46.

knowledge

A. insight

B. expertise

C. wisdom

D.

Question 47.

subside

A. recede

B. allay

C. placate

D.

Question 48.

D. By virtue of

A. Instead of

B. In spite of

C. With a view to

Question 49.

other

A. others

B. the other

C. another

D.

Question 50.

into

A. look up

B. look over

C. look after

D. look

----- **THE END** -----

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
C	C	A	B	B	B	D	D	B	D	A	C	B	A	D	B	D	A	C	B	C	B	A	B	B

2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5
6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
A	D	C	B	B	A	D	A	A	D	B	C	A	C	B	D	B	B	C	D	C	B	A	D	D