

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 1 to 10.

Urban life has always involved a balancing of opportunities and rewards against dangers and stress; its motivating force is, in the broadest sense, money. Opportunities to make money mean competition and competition is stressful; it is often at its most intense in the largest cities, where opportunities are greatest. The presence of huge numbers of people inevitably involves more conflict, more travelling, the overloading of public services and exposure to those **deviants** and criminals who are drawn to the rich pickings of great cities. Crime has always flourished in the relative anonymity of urban life, but today's ease of movement makes its control more difficult than ever; there is much evidence that its extent has a direct relationship to the size of communities. City dwellers may become trapped in their homes by the fear of crime around them. As a defence against **these developments**, city dwellers tend to use various strategies to try and reduce the pressures upon themselves: contacts with other people are generally made brief and impersonal; doors are kept locked; telephone numbers may be ex-directory; journeys outside the home are usually hurried, rather than a source of pleasure. There are other strategies too which are positively harmful to the individual; for example, reducing awareness through drugs or alcohol. Furthermore, all these defensive forms of behaviour are harmful to society in general; they cause widespread loneliness and destroy the community's concern for its members. **Lack of informal social contact and indifference to the misfortunes of others, if they are not personally known to oneself, are amongst the major causes of urban crime.**

Inner areas of cities tend to be abandoned by the more successful and left to those who have done badly in the competitive struggle or who belong to minority groups; these people are then geographically trapped because so much economic activity has migrated to the suburbs and beyond.

Present-day architecture and planning have enormously worsened the human problems of urban life. [I] Old-established neighbourhoods have been **ruthlessly** swept away, by both public and private organisations, usually to be replaced by huge, ugly, impersonal structures. [II] People have been forced to leave their familiar homes, usually to be rehoused in tower blocks which are drab, inconvenient, and fail to provide any setting for human interaction or support. [III] Instead, every effort should be made to conserve the human scale of the environment, and to retain familiar landmarks. [IV]

(Adapted from: Cambridge Proficiency Examination Practice 5)

Question 1. According to paragraph 1, which of the following is NOT mentioned as an inevitable consequence of the vast population density in cities?

- A. Overburdening of public service systems B. Increasing daily travel time
C. Higher incidence of mental health problems D. Increased levels of conflict among people

Question 2. The word "**deviants**" in paragraph 1 is closest in meaning to _____.

- A. strangers B. outsiders C. offenders D. activists

Question 3. Which of the following statements best summarizes paragraph 1?

- A. The main difficulty of city life lies in managing crime, which is intensified by the ease of movement and anonymity.
B. The growth of large cities increases crime and social strain due to today's ease of movement and overburdened services.
C. Urban life involves a tension between opportunities and pressures, largely shaped by financial motives and competition.
D. High population density in cities leads to competition, conflict, and stress among individuals seeking economic success.

Question 4. In paragraph 2, the phrase "these developments" primarily refers to _____.

- A. urban chances, wealth, and rewards B. rising urban stress, crime, and fear
C. the rich pickings of great cities D. city dwellers trapped in their homes

Question 5. Which of the following best paraphrases the underlined sentence in paragraph 2?

- A. A significant factor in city crime is the absence of casual social interaction and a lack of concern for strangers' problems.
B. People who do not have personal acquaintances in the city are more likely to become victims of crime and misfortune.
C. Urban crime is primarily driven by the fact that city dwellers do not know how to help strangers who are in trouble.
D. The main cause of crime in urban areas is that residents are too busy to establish formal social contacts with their neighbors.

Question 6. The word "ruthlessly" in paragraph 4 is OPPOSITE in meaning to _____.

- A. aggressively B. compassionately C. indifferently D. efficiently

Question 7. Which of the following is TRUE according to the passage?

- A. Old neighbourhoods were improved and replaced by large modern buildings that strengthened community interaction and support.
B. Urban residents often adopt impersonal behaviours that contribute to greater psychological pressure and decreased social isolation.
C. The more affluent move out of inner-city areas, leaving poorer groups confined to places where economic activity has shifted to the suburbs.
D. There might be little or no significant correlation between the scale of a community and the scope of criminal activity within it.

Question 8. Where in the paragraph 4 does the following sentence best fit?

This destruction of established social structures is the worst possible approach to the difficulties of living in a town or city.

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

Question 9. Which of the following can be inferred from the passage?

- A. Measures aimed at reducing crime are unlikely to succeed unless individuals alter their defensive behaviours and increase social interaction.
B. Efforts to strengthen social cohesion in cities may be limited in effectiveness only if underlying structural and environmental issues remain unaddressed.

- C. Preserving aspects of traditional urban environments could play a role in mitigating certain social and psychological problems in cities.
- D. Expanding economic activity beyond city centres would likely reduce inequality and improve social conditions for disadvantaged urban populations.

Question 10. Which of the following best summarises the passage?

- A. Financial motives in cities lead to social strain, which is exacerbated by flawed architectural design and defensive behaviors that undermine community structures.
- B. Urban life offers financial rewards but creates individual stress and social isolation, which are further worsened by poor architectural planning and rising criminal activities.
- C. The inherent stresses and dangers of urban life, exacerbated by individual coping mechanisms and flawed urban development, lead to societal breakdown and increased crime.
- D. Urban life provides economic wealth but causes social conflict and individual fear, while modern planning fails to support human interaction and prevent widespread community crime.

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 11 to 15.

Question 11. Hi Gemma,

- a. I was quite surprised that something as ordinary as wrapping a present could involve such careful planning and precision.
- b. When people know the exact dimensions of a gift, they can calculate a much more suitable amount of wrapping paper.
- c. This often makes the present look more elegant and helps avoid wasting unnecessary materials.
- d. I recently came across an article about the maths formula for perfectly wrapped gifts, and it immediately made me think of you.
- e. I hope you will try this idea someday, because it can make gift-giving both easier and more meaningful.

Write back soon,

Billy

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

Question 12.

- a. Nam: Hi, Mark! Long time no see. You look so healthy!
- b. Nam: Yes, I have. I've been eating more fibre-rich foods because they are good for both digestion and brain health.
- c. Mark: Hi, Nam! Thanks. You look great, too. Have you changed your eating habits lately?

- A. b – c – a B. c – a – b C. c – b – a D. a – c – b

Question 13.

- a. Researchers warn that relying too heavily on these tools may gradually weaken memory, creativity, and critical thinking.
- b. In one MIT study, students who used ChatGPT to write essays showed much less brain activity and later struggled to remember what they had written.

- c. As large language models become more common, many people are using them to complete tasks that once required independent thinking.
- d. Some experts fear that this pattern of accepting AI-generated answers with little questioning may eventually contribute to cognitive decline, especially among younger users.
- e. Teachers also found that many AI-assisted essays looked similar, lacked originality, and were often described as “soulless.”

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

Question 14.

- a. Alex: Why do you think knitting is helpful?
- b. Sue: I’m going to try knitting to relax after school.
- c. Alex: How are you going to calm your mind after stressful days?
- d. Alex: I think knitting takes too much patience. I don’t think I’ll try it.
- e. Sue: It helps people focus on simple movements, reduces stress, and makes them feel calmer.

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

Question 15.

- a. However, many teenagers argue that these bans are ineffective, as students often find ways around them and may become even more dependent on their devices.
- b. Some also point out that school-provided laptops and tablets can be equally distracting, which makes such policies appear inconsistent in practice.
- c. For this reason, many students believe that teaching responsible technology use may be more effective than simply banning it.
- d. Schools have recently introduced a range of technology bans in an effort to reduce distractions and improve students’ focus in class.
- e. Even so, some students admit that when strictly enforced, these measures can improve concentration and encourage more meaningful face-to-face interaction.

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

Read the following article 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 16 to 21.

Embrace Imperfection and Stop Pleasing Everyone

Many people feel pressure to stay busy, satisfy others, and complete too (16) _____ tasks each day. However, some readers have discovered that doing less can improve both happiness and well-being. By reducing unnecessary (17) _____, they have gained more time, energy, and peace of mind.

One important lesson is to stop trying to please everyone. Accepting short (18) _____ of discomfort and allowing (19) _____ to solve their own problems can protect emotional energy. Another is to accept that things do not need to be perfect. For instance, choosing a suitable travel plan quickly instead of searching endlessly can save time and reduce stress.

People can also (20) _____ phone calls instead of sending constant messages. Planning regular downtime, taking short breaks, and focusing on one important task at a time may also make life easier. Doing less does not mean achieving less. (21) _____, it can help people live more calmly, clearly, and effectively.

(Adapted from: <https://www.theguardian.com>)

JOIN OUR CREATIVE TEAM

At Karning, you will have valuable opportunities to interact with clients and (26) _____ business contacts. If you would prefer (27) _____ independently rather than work in large groups while still contributing to a cohesive team, this position could be an excellent fit for you. If you're ready to join us, contact Salvador Tomassin at 608-555-0144. Apply by March 31."

Question 22. A. fascinating B. willing C. stimulating D. exciting

Question 23. A. operation two persons B. two-person operation
C. two persons operation D. operation two-person

Question 24. A. who is qualified B. qualifying C. being qualified D. qualified

Question 25. A. for B. on C. with D. as

Question 26. A. hold B. take C. make D. lose

Question 27. A. working B. to working C. to work D. work

Exam-Obsessed Schools Leave Youth Unprepared for Work

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demands of a fast-changing labour market, where employers frequently report that school leavers are simply not-work-ready.

New YouGov polling of over 1,000 teachers reinforces this concern, with 74% stating there is too much emphasis on passing exams. Furthermore, 73% of educators believe there is **insufficient** focus on developing essential “soft skills” or preparing pupils for employment. The data reveals a troubling trend: six in ten teachers say young people’s soft skills have worsened over the past five years, while 66% believe overall readiness for work has declined. **This** serves as a “gauntlet” to policymakers to bridge the gap between academic standards and employability.

Milburn insists that high educational standards and real-world skills are not competing priorities. Instead, he advocates for a curriculum fostering the attributes young people need to succeed - communication and collaboration skills, agility and creativity — alongside formal qualifications. Teachers largely support this shift, with 98% backing universal careers advice and 92% supporting vocational pathways before age 16. There is a clear consensus that the system must provide alternative routes for those who struggle under the current high-stakes testing regime without lowering overall standards.

The review comes as official statistics show nearly 1 million 16- to 24-year-olds are not in education, employment, or training (Neet). Milburn warns that a system judged more on exam results than student destinations will face increasing scrutiny. To reverse the rise in youth inactivity, he calls for stronger links with employers and expanded access to meaningful work experience, asserting that government ambition must be matched by “action at scale” to ensure long-term economic and social success.

(Adapted from <https://www.theguardian.com>)

Question 28. The word “**equipping**” in paragraph 1 is closest in meaning to ____.

- A. neglecting B. providing C. challenging D. modifying

Question 29. The word “**insufficient**” in paragraph 2 is OPPOSITE in meaning to ____.

- A. ample B. inadequate C. deficient D. complete

Question 30. The word “**This**” in paragraph 2 refers to ____.

- A. the perceived lack of sufficient focus on developing essential soft skills
B. the excessive emphasis on passing exams in the current school system
C. the YouGov polling results involving over 1,000 teachers nationwide
D. the declining trend in soft skills and overall work readiness among youth

Question 31. Which of the following best paraphrases the underlined sentence in paragraph 3?

- A. Milburn suggests that real-world skills should be prioritized over maintaining high educational standards.
B. Milburn thinks that achieving high educational standards makes it impossible to develop real-world skills.
C. Milburn argues that high educational standards and real-world skills can and should be pursued together.
D. Milburn believes that academic excellence and practical abilities should be treated as separate goals.

Question 32. Which of the following qualities is NOT identified in the passage as a key attribute for young people’s success?

- A. teamwork B. creativity C. leadership D. flexibility

Question 33. Which of the following is NOT TRUE according to the passage?

- A. The government's goals require large-scale action to secure lasting economic and social prosperity.
- B. The number of young people not in education, employment, or training is currently approximately one million.
- C. Wide agreement favors creating alternative paths for struggling students while maintaining rigorous academic standards.
- D. Milburn suggests classroom priorities are already well aligned with labour market expectations and student outcomes.

Question 34. Which paragraph presents data used to support concerns about exam overemphasis?

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

Question 35. In which paragraph does the writer mention the measures to counter the upward trend in youth disengagement?

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

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 36 to 40.

Many students assume that mathematical ability is inherited — that people either possess a natural talent for math or they do not. (36) _____. Over time, students who achieve the most success tend to be those who consistently put in effort, rather than those with the highest intelligence. For these learners, perseverance, rather than innate talent, (37) _____.

In her book *Mindset: The New Psychology of Success*, (38) _____. Building on this idea, she argues that a student's mindset strongly influences how they respond to challenges. Those with a "fixed mindset" tend to believe their abilities are limited, so they often give up when faced with difficulty. In contrast, students with a "growth mindset" view challenges as opportunities to develop their skills. They understand that intelligence can be improved through practice and experience, and are therefore more willing to persist.

A similar idea is presented by Geoff Colvin in *Talent Is Overrated*. He emphasizes the importance of "deliberate practice," (39) _____. Although natural talent may provide an initial advantage, it is long-term dedication that ultimately leads to success. As one teacher notes, it is uncommon for a hardworking student to fail. Developing the right mindset is therefore essential. When students believe in their ability to improve and are encouraged to work consistently, (40) _____.

(Adapted from: TOEFL Reading Comprehension)

Question 36.

- A. In addition, schools should provide more structured support for students who struggle with mathematics
- B. For example, many educators have long believed that mathematical talent is fixed at birth
- C. As a result, intelligence has always been considered the most decisive factor in academic success
- D. However, recent research suggests that inborn ability may be less important than is often believed

Question 37.

- A. is often regarded as a natural ability that cannot be easily developed

- B. plays a central role in achieving long-term academic success
- C. reflects the level of natural intelligence that students are born with
- D. tends to be far less important than intelligence in achieving success

Question 38.

- A. Introducing the idea that individuals' beliefs about ability can shape their learning outcomes is by Carol Dweck
- B. The idea by Carol Dweck that individuals' beliefs about ability can shape their learning outcomes are introduced
- C. That individuals' beliefs about ability can shape their learning outcomes are the idea by Carol Dweck
- D. Carol Dweck introduces the idea that individuals' beliefs about ability can shape their learning outcomes

Question 39.

- A. whose focused and sustained effort helps to improve performance over time
- B. which involves focused and sustained effort to improve performance
- C. involved in focused and sustained effort to improve performance effectively
- D. which involves focused and sustained effort, improving performance over time

Question 40.

- A. they are more likely to overcome challenges and achieve their full potential
- B. the likelihood of overcoming challenges and achieving their full potential is greatly diminished
- C. they stand a slim chance of overcoming challenges and achieving their full potential
- D. overcoming challenges and achieving their full potential seems increasingly unlikely

---THE END---