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DEPARTMENT

*Đang*  
*15/12/2021*

Họ và tên thí sinh (Candidate Name):

Chữ ký (Signature):

Ngày sinh (Date of birth):

Giới tính (Gender):

Số BD (Candidate Number):

**LANGUAGE OF INTERNATIONAL STUDIES**

*Time allowed: 120 minutes*

Read the following article retrieved from:

<http://www.timesonline.co.uk/>

**Questions That One Isn't Allowed to Ask**

Recently, Lawrence Summers, the president of Harvard University, got himself into a lot of hot water. Summers, who was trained as an economist, was speaking at a seminar for scientists. He had not written a speech; he spoke only from notes. His comments were supposed to be off the record. His topic was why there are not more women at the highest levels in science. Women make up 35.2 percent of the faculty in U.S. higher education. Furthermore, female students outnumber male students. However, they hold only 20 percent of the top positions in science. Summers warned his audience that his remarks would probably cause debate.

First, he admitted that there was undoubtedly prejudice in the hiring of women in university science departments. However, he said that he felt this was not the main reason that there were so few women in the jobs. He felt that the fact that some female scientists choose to spend critical research years at home with their children was another important factor. This comment was only mildly controversial. Then he moved on to more dangerous territory. He mentioned research by the University of Michigan sociologist Yu Xie and University of California-Davis colleague, Kimberlee A. Shauman. Xie and Shauman were studying women, although the median or average score for men and women was roughly the same in science tests, there were more men at the very bottom and at the very top of the range. Summers stated that one possible explanation for this discrepancy is genetics. He immediately added, "I'd like to be proven wrong on this one."

At that point, Professor Nancy Hopkins, a biology professor from the Massachusetts Institute of Technology (MIT), walked out. She later told the New York Times that she was offended by Summers' comment. "When he started talking about inborn differences in aptitude between men and women, I just couldn't breathe because this kind of bias makes me physically ill. Let's not forget that people used to say that women couldn't drive an automobile."

How can anyone who calls herself a scientist have such an emotional reaction to a scientific question? Steven Pinker, also from MIT, said, "Look, the truth cannot be offensive. Perhaps the hypothesis is wrong, but how would we ever find out whether it is wrong if it is 'offensive' even to consider it? People who storm out of a meeting at the mention of a hypothesis, or declare it taboo or offensive without providing arguments or evidence, don't get the concept of a university or free inquiry."

Is Summers' question ridiculous? Not at all. Every day scientists are discovering more and more about differences between male and female brains. One thing that is common across all populations and cultures is that males score better in tests of spatial and mathematical reasoning. Have you ever wondered why boys are more likely to be autistic? The cause is much more likely genetic than environmental.

Scientists have also discovered connections between certain behavioral traits and levels of testosterone. Both men and women have testosterone, but men have a lot more. Among testosterone-related characteristics are aggression, lack of focus, and edginess. Everyone accepts that 95 percent of all hyperactive kids are boys or that four times as many boys have learning disabilities. Science has also shown that boys have a greater difference between their right and left brains and worse linguistic skills. These are generalizations, of course. Many men are great linguists and model students, just as many women are great scientists and mathematicians.

Of course, it is difficult to talk about innate inequality. However, everyone accepts that people have varying degrees of intelligence, musical talent, and mathematical abilities. When Thomas Jefferson wrote, "All men are created equal," he didn't mean equal in ability. He was referring to political equality. Anything that science discovers about human nature should never be used to deny opportunities to different groups of people, nor should the desire for equality obstruct legitimate scientific inquiry and debate.



Adapted from "The Truth about men and women is too hot to handle" by Andrew Sullivan, with permission. Copyright © 2005 The Sunday Times, London.

**A. Match the meaning of the highlighted words (4 points)**

1. To exceed the number of; be more numerous than	<input type="checkbox"/>	a. obstruct
2. An element or cause that contributes to a result	<input type="checkbox"/>	b. aggression
3. An inherent ability, as for learning; a talent	<input type="checkbox"/>	c. offensive
4. To block or fill (a passage or opening) with obstacles or an obstacle	<input type="checkbox"/>	d. bias
5. Presumed to be true or real without conclusive evidence.	<input type="checkbox"/>	e. aptitude
6. Causing resentful displeasure; highly irritating or annoying	<input type="checkbox"/>	f. discrepancy
7. Hostile or destructive behavior or attitudes	<input type="checkbox"/>	g. factor
8. An opinion formed beforehand, esp an unfavourable one based on inadequate facts	<input type="checkbox"/>	h. prejudice
9. Mental tendency or inclination, especially an irrational preference or prejudice	<input type="checkbox"/>	i. outnumber
10. Divergence or disagreement, as between facts or claims; difference.	<input type="checkbox"/>	k. supposed

**B. Read the article and answer the following questions (8 points)**

1. What was Lawrence Summers' topic?
2. What two reasons did Summers give for his argument?
3. Why did Nancy show her strong objection towards Summers' argument?
4. Does Stephen Pinker agree with Nancy Hopkins? Why/why not?
5. How does the author feel about Summers' comments?
6. Name some differences that science has found in male and female brains?
7. How do you understand the sentence "All men are created equal" mean?
8. Does the writer believe that people are born equal in equality? Why/why not?

**C. Writing (8points)**

1. Read the paragraph carefully explain (i.e., paraphrase) the arguments presented in the reading among researchers. You may write from three to five sentences. (4 points)
2. Based on your background about gender equality and what you have learnt in class, present your ideas over the arguments presented in the reading. Do you agree or disagree with these arguments? State your reasons. You may write up to 10 sentences. (4 points)