

**BẢN CHÍNH**

ĐỀ THI CHÍNH THỨC

Môn thi:

TIẾNG ANH

Thời gian thi: 180 phút (không kể thời gian giao đề)

Ngày thi: 06/01/2016

Đề thi có 12 trang

SỐ PHÁCH

- Thí sinh không được sử dụng tài liệu, kể cả từ điển.
- Giám thị không giải thích gì thêm.

**I. LISTENING (50 points)****HƯỚNG DẪN PHẦN THI NGHE HIỂU**

- Bài nghe gồm 4 phần; mỗi phần được nghe 2 lần, mỗi lần cách nhau 05 giây; mở đầu và kết thúc mỗi phần nghe có tín hiệu. Thí sinh có 20 giây để đọc mỗi phần câu hỏi.
- Mở đầu và kết thúc bài nghe có tín hiệu nhạc. Thí sinh có 03 phút để hoàn chỉnh bài trước tín hiệu nhạc kết thúc bài nghe.
- Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.

**Part 1. Listen to part of a conversation between a manager of a shop and a new employee, Penny. For questions 1-5, choose the correct answer A, B, C or D. Write your answers in the corresponding numbered boxes provided. 0 has been done as an example.**

**Example:** 0. Penny's interview took place \_\_\_\_\_

A. yesterday      B. last week      C. two weeks ago      D. last month

1. The department where Penny will work \_\_\_\_\_

A. has a new name      B. sells ladies' dresses  
C. sells children's clothes      D. gives advice on fashion

2. The section next to the one Penny will work in is called "\_\_\_\_\_".

A. The Youngster      B. The Youngset      C. The Young Set      D. The Young Star

3. How much is Penny paid for an average hour?

A. \$8.50      B. \$6.50      C. \$6.15      D. \$2.00

4. Penny will have a break of total \_\_\_\_\_ every working day.

A. 75 minutes      B. 60 minutes      C. 45 minutes      D. 15 minutes

5. New employees like Penny are entitled to \_\_\_\_\_.

A. off-work training      B. an annual four-week holiday  
C. daily training      D. an annual three-week holiday

**Your answers**

0. B	1.	2.	3.	4.	5.
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**Part 2. Listen to a report on Korean education. For questions 6-10, complete the following tasks.**

**For questions 6-7, choose TWO letters from A-E.**

**Which TWO things are mentioned as factors putting students under study pressure in Korea?**

6. \_\_\_\_\_

7. \_\_\_\_\_

- A. regular school at night  
B. double-shift schooling  
C. formidable parents  
D. lack of human resources  
E. lack of natural resources

**For questions 8-10, choose THREE letters from A-G.**

**Which THREE things are mentioned as a result of too much emphasis on non-stop studying in Korea?**

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

- A. maximum scores in formal exams  
B. extraordinary single-mindedness  
C. construction of power plants  
D. worldwide renowned brands  
E. internationally recognised qualifications  
F. huge investment in education  
G. top student suicidal rate among industrial nations

**Part 3. Listen to part of a news bulletin about the Trans-Pacific partnership, known as the TPP. For questions 11-15, give short answers to the questions. Write NO MORE THAN THREE WORDS AND/OR A NUMBER taken from the recording for each answer in the space provided.**

11. What proportion of global GDP do the combined 12 economies make up?

\_\_\_\_\_

12. What is given as an example of methods to promote trade between nations?

\_\_\_\_\_

13. What state-owned company in Chile is mentioned as a 'protected market'?

\_\_\_\_\_

14. In order to ensure fair competition among businesses, what kind of standards must the nations involved meet besides environmental ones?

\_\_\_\_\_

15. What are the TWO factors blamed for higher prices of medicine worldwide?

\_\_\_\_\_

**Part 4. Listen to a student called Mara Barnes giving a presentation about the language of the Piraha people who live in the Amazon basin. For questions 16-25, complete the summary. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the space provided.**

#### THE LANGUAGE OF THE PIRAHA

Mara defines the way of life of the Piraha people as fitting into the (16) \_\_\_\_\_ category.

Mara explains that because most speakers of Piraha are (17) \_\_\_\_\_, the language is not under imminent threat.

Professor Everett was surprised to discover that the Piraha language has no words for ideas like (18) "\_\_\_\_\_" or "number".

From his experiments, Professor Everett found that the Piraha people couldn't understand the concept of number because (19) \_\_\_\_\_ were not needed in their daily lives.

Mara thinks that the Piraha language sounds more like (20) \_\_\_\_\_ than speech.

The (21) \_\_\_\_\_ used in the Piraha language are thought to have originated in another local language.

As the Piraha have no written language, very few storytelling traditions, and no decorative art traditions, and concentrate on their present needs, they do not have a (22) \_\_\_\_\_.

Professor Everett gives the example of the Piraha's superior (23) \_\_\_\_\_ to support his idea that they are not unintelligent.

Different from Professor Chomsky's ideas about a universal grammar, Professor Everett thinks that the (24) \_\_\_\_\_ of Piraha is not determined by the inborn system of grammar.

According to Mara, not many people can (25) \_\_\_\_\_ or \_\_\_\_\_ Professor Everett's theory because the Piraha language is hard to learn.

## II. LEXICO-GRAMMAR (20 points)

**Part 1. For questions 26-39, choose the correct answer A, B, C, or D to each of the following questions and write your answers in the corresponding numbered boxes provided.**

26. It's \_\_\_\_\_ to complete a journey by public transport in total silence as there are usually several conversations going on at once.  
A. irregular      B. infrequent      C. scarce      D. rare
27. At night, a fog often descends over the river, creating a(n) \_\_\_\_\_ atmosphere.  
A. magical      B. eerie      C. attractive      D. sober
28. For cash-rich, time-poor workers, \_\_\_\_\_ breakfast consumption has become the preferred option.  
A. on-the-run      B. on-the-spot      C. on-the-road      D. on-the-go
29. "Promise me that not a word of what you have seen or heard here tonight will ever pass your \_\_\_\_\_."  
A. lips      B. mouth      C. teeth      D. tongue
30. In his speech, the Managing Director \_\_\_\_\_ the innovative work of the design team.  
A. cast doubt on      B. paid tribute to      C. put paid to      D. got set on
31. It is suggested by most doctors that people with hypertension should not take in \_\_\_\_\_ food.  
A. affluent      B. rich      C. wealthy      D. lavish
32. A qualified coach \_\_\_\_\_, the performance of the national team has greatly improved.  
A. invited      B. was invited      C. inviting      D. be invited
33. You may be \_\_\_\_\_ to put all the eggs in one basket; you need to save for a rainy day.  
A. inadvisable      B. well-advised      C. ill-advised      D. advisable
34. Portugal scored a goal in the ninetieth minute, \_\_\_\_\_ the referee blew the whistle.  
A. at that point      B. in when      C. in which      D. at which point
35. You can go and buy the tickets for us and I'll see \_\_\_\_\_ the luggage until you get back.  
A. out      B. about      C. around      D. to
36. That dilapidated house may want \_\_\_\_\_ a lot if any tenant is to live in it.  
A. decorating      B. to decorate      C. to decorating      D. decorated
37. The polar explorers have to plan everything carefully so as to leave nothing to \_\_\_\_\_.  
A. opportunity      B. luck      C. chance      D. possibility
38. One of the biggest advantages of living in the town over living in the village is that it's close to shops, banks, schools and other \_\_\_\_\_.  
A. proprieties      B. services      C. amenities      D. utilities
39. The 21st Conference of the Parties has just been \_\_\_\_\_ in Paris to discuss the global climate change treaty.  
A. gathered      B. collected      C. assembled      D. convened

### Your answers

26.	27.	28.	29.	30.	31.	32.
33.	34.	35.	36.	37.	38.	39.

**Part 2. For questions 40-45, write the correct form of each bracketed word in the numbered space provided in the column on the right. 0 has been done as an example.**

Perhaps the most vivid illustration of our gift for (0) \_\_\_\_\_ (RECOGNIZE) is the magic of caricature – the fact that the sparest cartoon of a familiar face, even a single line dashed off in two seconds, can be identified by our brains in an instant. It is often said that a good caricature looks more like a person than the person themselves. As it happens, this notion, (40) \_\_\_\_\_ (INTUITION) though it may sound, is actually supported by research. In the field of vision science, there is even a term for this seeming paradox – the caricature effect – a phrase that hints at how our brains (41) \_\_\_\_\_ (PERCEPTION) faces as much as perceive them.

Human faces are all built pretty much the same: two eyes above a nose that's above a mouth, the features varying from person to person generally by mere millimetres. So what our brains look for, according to vision scientists, are the (42) \_\_\_\_\_ (LIE) features – those characteristics that deviate most from the ideal face we carry around in our heads, the running average of every "visage" we have ever seen. We code each new face we encounter not in absolute terms, but in the several ways it differs (43) \_\_\_\_\_ (MARK) from the mean. In other words, we accentuate what is most important for recognition and largely ignore what is not. Our perception fixates on the (44) \_\_\_\_\_ (TURN) nose, the sunken eyes or the (45) \_\_\_\_\_ (FLESH) cheeks, making them loom larger. To better identify and remember people, we turn them into caricatures.

### Your answers

0. recognition

40. \_\_\_\_\_

41. \_\_\_\_\_

42. \_\_\_\_\_

43. \_\_\_\_\_

44. \_\_\_\_\_

45. \_\_\_\_\_



### III. READING (50 points)

**Part 1. For questions 46-55, fill each of the following numbered blanks with ONE suitable word and write your answers in the corresponding numbered boxes provided.**

#### SUCCESSFUL TRAVEL WRITING

One of the biggest temptations for someone new to the travel game is to look at everything through rose-tinted (46)\_\_\_\_\_, and this typically comes out in their writing. They paint everything to be magical and perfect, and their stories are laid out in romantic, flowery language. But the reality is that over time the road will lose its lustre, and any reader who knows that is going to see right through your prose. Not to mention that the harsh (47)\_\_\_\_\_ of a place are often just as interesting as the poetry used to (48)\_\_\_\_\_ it – probably even more interesting. Look over what you've written, and if it seems as if you've just written a brochure, you might want to have (49)\_\_\_\_\_ look. It might be your limited (50)\_\_\_\_\_ that is causing the issue – perhaps you're still caught up in the magic of the road. Or perhaps you are too caught up in selling the romance of travel.

Although getting (51)\_\_\_\_\_ the beaten track is always a good idea when travelling, travel writers nonetheless feel they need to capture the biggest sites that everyone comes to a specific country to see. So, even if they are the more adventurous type, they end up (52)\_\_\_\_\_ to the same places that everyone else goes to. It may depend on what audience you're writing for, but the best advice is always to head in the opposite (53)\_\_\_\_\_ to everyone else and just see what happens. In another country, the seemingly mundane often creates the most interesting, humorous and exciting moments. If you are stuck to the biggest attractions (54)\_\_\_\_\_ assignment, always look for another angle and point out things that (55)\_\_\_\_\_ miss.

**Your answers**

46.	47.	48.	49.	50.
51.	52.	53.	54.	55.

**Part 2. Read the following passage and answer questions 56-70.**

#### SINGLE-GENDER EDUCATION: A CASE MADE?

**A**

All modern democracies, instilled as they are with the ethics of freedom and equality of the sexes, nevertheless offer the option of single-sex education. This separates the genders into their own classrooms, buildings, and often schools. Traditionally, women had to fight hard and long to achieve equal opportunities in education, and the single-gender controversy is mostly in relation to them. The question is whether this educational system advances or retards their cause, and there are supporters on both sides, each convinced that the case is made.

**B**

Given that the word 'segregation' has such negative connotations, the current interest in single-gender schooling is somewhat surprising. In the same way that a progressive society would never consider segregation on the basis of skin colour, income, or age, it seems innately wrong to do this on gender. Yet in the real world and the society in which we live, segregation of some sort happens all the time. Clubs inevitably form, for example, of clerical workers, of lawyers, of the academically gifted, and of those skilled in music or the arts. Exclusionary cliques, classes, and in-groups are all part of everyday life. Thus, it may simply be an idealistic illusion to condemn single-gender settings on that basis alone, as do many co-educational advocates.

**C**

This suggests that single-gender education must necessarily be condemned on other grounds, yet the issue is complicated, and research often sinks into a morass of conflicting data, and, occasionally, emotional argument. Thus, one study comes out with strong proof of the efficacy of single-gender schooling, causing a resurgence of interest and positive public sentiment, only to be later met with a harshly-titled article, 'Single-Sex Schooling: The Myth and the Pseudoscience', published and endorsed by several respected magazines. Similarly, the arguments on both sides have apparent validity and often accord, on the surface at least, with common sense and personal observation. What then can parents do?

**D**

Proponents of separating the genders often argue that it promotes better educational results, not only in raw academic scores but also in behaviour. The standard support for this is the claim of innate gender differences in the manner in which boys and girls learn and behave in educational settings. Separation allows males to be taught in a 'male way' and in accordance with the 'male' developmental path, which is said to be very different to the female one. Such claims demand hard evidence, but this is difficult to come by, since statistics are notoriously unreliable and subject to varying interpretations.

**E**

Of course, one of the key factors that leads to superior performance at single-gender schools is often the higher quality of the teachers, the better resources at hand, and the more motivated students, often coming as they do from wealthier or more privileged backgrounds. Single-gender schools are often the most prestigious in society, demanding the highest entry marks from their new students, who, in turn, receive more deference and respect from society. When taking these factors into account, large-scale studies, as well as the latest findings of neuroscientists, do not support the claims of superior results or persistent gender differences, respectively. Those who make such claims are accused of emphasizing favorable data, and drawing conclusions based more on anecdotal evidence and gender stereotyping.

**F**

Yet the single-sex educationalists come out with other positives. One of the most common is that girls are free from the worry of sexual harassment or negative behaviour originating from the presence of boys. Girls are said to develop greater self-confidence and a preparedness to study subjects, such as engineering and mathematics, which were once the exclusive province of males. Conversely, boys can express a greater interest in the arts, without the possible jibe, 'that's a girls' subject'. But logically, one senses such stereotyping could equally come in single-gender settings, since it is the society outside of school, with all its related expectations, that has the greatest influence.

**G**

Among this welter of conflicting argument, one can, at least, fall back on one certainty – that the real world is co-gendered, and each side often misunderstands the other. Supporters of co-education argue that positive and co-operative interaction between the genders at school reduces such divisions by de-emphasizing gender as a factor of concern. In theory, stereotypes are broken down, and inclusion is emphasized, providing benefits for society as a whole. But such sentiments, admittedly, do sound as if we are retreating into self-promotional propaganda. In other words, these statements are just glib and unreal assertions, rather than a reflection of what actually happens in the co-educational classroom.

**H**

The key point is whether the interaction in co-educational settings is indeed positive and co-operative. Some would say it could equally be the opposite, and surely it must occasionally be so (if we abandon the rosy picture painted in the previous paragraph). But I would say that interaction, whether good or bad, whether academically enhancing or retarding, still constitutes education, and of a vital nature. It presents exactly the same subset of challenges that students, male or female, will ultimately have to deal with in the real world. This is the most important point, and would determine my choice regarding in which educational setting I would place my children.

**For questions 56-63, choose the correct heading for paragraphs A-H. There are TWO extra headings that you do not need to use. Write your answers in the corresponding space provided.**

List of Headings		Your answers	
i.	Another argument in favour	56. Paragraph A	_____
ii.	Conflicting evidence	57. Paragraph B	_____
iii.	Negatives are positives	58. Paragraph C	_____
iv.	An emotional argument	59. Paragraph D	_____
v.	Does it help or not?	60. Paragraph E	_____
vi.	Looking at the other side	61. Paragraph F	_____
vii.	A counter-argument	62. Paragraph G	_____
viii.	It's happening anyway	63. Paragraph H	_____
ix.	The problems with genders		
x.	An argument in favour		

**For questions 64-70, complete the sentences, using NO MORE THAN THREE WORDS taken from the passage. Write your answers in the corresponding numbered boxes provided.**

64. Advocates of single sex education base their arguments on grounds of improved learning outcomes in terms of grades and \_\_\_\_\_.
65. Supporting statistics for single sex education need a long way to validate since they are frequently criticized for being ambiguous and \_\_\_\_\_.
66. Single sex school students usually enjoy greater social \_\_\_\_\_.
67. One of the most outstanding merits of single sex education is that school girls can be protected against \_\_\_\_\_ – misconduct from boys.
68. Supporters of single sex education are often criticized for backing up their claims with \_\_\_\_\_ in addition to typical gender differences.

69. The arguments in favour of co-education basing on its contribution to social well-being are refuted as being \_\_\_\_\_ and failing to reflect classroom reality.
70. According to the author, interaction in a co-educational class creates real-life \_\_\_\_\_ to be tackled by students in future life.

**Your answers**

64.	65.	66.	67.
68.	69.	70.	

**Part 3. Read the following passage and answer questions 71-84.**

**Seven paragraphs have been removed from the passage. For questions 71-77, choose from paragraphs A-H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered boxes provided.**

### ART FOR ALL?

There were more than a few **eyebrows raised** when Martin Creed's installation, "The Lights Going On and Off", was unveiled at this year's Turner Prize show at Tate Britain. The museum's curator of communications, Simon Williams, declared that the work signified "the movement towards the dematerialisation of art since the 60s", but most of the general public seemed to reckon that an empty room with a light flickering on and off was a pretentious conceit. Yet even those who loathed the piece still tried to engage with it as a work of art.

71. \_\_\_\_\_

There are still some who **mutter darkly about the perils of dumbing down**, but the upside is that many more people are gaining the confidence to appreciate works they might previously have considered dull or incomprehensible.

72. \_\_\_\_\_

A recent survey published by Artworks, the National Children's Art Awards, revealed that average yearly spending on art materials in English and Welsh schools had fallen from an already dangerously low figure to a derisory one. Five to seven-year-olds were allocated a mere £1.18 per head, while 11 to 18-year-olds fared little better with an average annual budget of £2.68.

73. \_\_\_\_\_

If you went into a museum or gallery back in the 1970s, you would have found **a dusty regime** run by an elite for an elite. A curator would have gathered a collection of artifacts or pictures into a gallery, and unless the visitor was **steeped in art history**, he or she would have little idea of why any particular group of objects had been grouped together in the same room, as there was no explanation or interpretation on offer.

74. \_\_\_\_\_

A case in point is the newly reopened British Galleries, housing a collection of objects from 1500-1900, at the Victoria & Albert Museum in London. In many museums, the education team is brought in as an afterthought to tidy up after the curator and the designer have decided on the exhibits and the layout. But for the British Galleries, the education team was in on the act from the outset.

75. \_\_\_\_\_

Museums outside London often have to fight harder for recognition and in many ways have an even greater part to play in the cultural fabric of the community than their grander counterparts. The National Museum of Photography Film & Television in Bradford is an example. Situated in the second poorest ward in the country, it has become a focal point for the north-east, attracting people from all sections of the community.

76. \_\_\_\_\_

"In countries such as Italy and France, opera has always been a popular musical form," says Mark Tinkler, artistic director. "It's only in the US and the UK that it has been branded elitist. We believe it is something that should be available to everyone so, as well as providing workshops in schools, we perform in places such as Hemel Hempstead and Thames Ditton where opera is seldom, if ever, staged."

77. \_\_\_\_\_

At its best, art represents the highest form of human achievement; at its worst, it is tame, unchallenging and hollow. To engage or not to engage? Now, more than ever, the choice is ours.

A. "We wanted to be clear about what the galleries were trying to say about the history of art and design and to ensure we catered for our target audience," says Christopher Wilk, chief curator. "Art galleries have tended to appeal to the analytical learner who likes to absorb information from a plaque, but we have gone out of our way to arrange exhibits in a variety of ways so that the galleries can be understood and absorbed by everyone."



B. Unsurprisingly, then, and because art counts for nothing in the performance league tables, schools have largely **washed their hands of the subject** and in the process a generation of schoolchildren have had their access, both to practical artistic experience and to a wider appreciation of aesthetics, severely compromised. But where the schools have failed, arts organizations, museums, galleries and the media have tried to step in.

C. But for all the success in efforts to reach a wider public, a note of caution is also required. Even in times of prosperity, arts budgets are tight and in times of recession they are often slashed. Arts organizations are fighting for every penny and many are **struggling on a shoestring** to continue to offer a first-rate programme; no one can take their survival for granted.

D. They want meaning on a plate, served up the way it has always been. They often seem to want demonstration of familiar skills. Some people are afraid, both of the feelings art provokes and of having their preconceptions of what art ought to be upset.

E. Twenty-five years ago we tended to take a very different view. Art meant high art. If it wasn't a Mozart opera, a Shakespeare play or a Rembrandt painting, then it wasn't art: it was popular culture. Today **the distinctions have become increasingly blurred**. Circus skills, pop music, even TV soaps, are now all recognized as legitimate art forms.

F. While painting, film and theatre may have opened up to a wider public, there are still some art forms, such as opera, that are still regarded in some quarters as inaccessible. But this too is changing. The Royal Opera House has taken to providing a running English translation of its foreign language works, but more importantly there are a number of small opera groups, such as English Pocket Opera (EPO), which are dedicated to making the art form more accessible.

G. You might have thought that it was the education system that had inspired this latter-day culture revolution. But even though there has been a lot of talk coming out of government about creativity in schools, little more than window dressing has emerged.

H. There is still a minority of curators and critics who believe that the art should stand alone and speak for itself, but most now recognize that museums have a duty to inform, as our national treasures belong to all of us.

#### Your answers

71.	72.	73.	74.
75.	76.	77.	

**For questions 78-84, choose the best answer A, B, C or D. Write your answers in the corresponding numbered boxes provided.**

78. The phrase "**eyebrows raised**" is used to show that the installation of Martin Creed met with \_\_\_\_\_.  
 A. disapproval      B. amazement      C. interest      D. disagreement
79. According to the passage, people who "**mutter darkly about the perils of dumbing down**" are \_\_\_\_\_.  
 A. ignorant of them      B. pessimistic about them  
 C. desperate about them      D. unaware of them
80. A museum or gallery in the 1970s was described as "**a dusty regime**" or a(n) \_\_\_\_\_ system.  
 A. innovative      B. complicated      C. chaotic      D. outdated
81. A visitor who is "**steeped in art history**" is most likely to be a(n) \_\_\_\_\_ in the field.  
 A. enthusiast      B. rookie      C. novice      D. expert
82. As stated in the passage, schools that "**washed their hands of the subject**" of arts \_\_\_\_\_ their responsibility for it.  
 A. shifted      B. assumed      C. disclaimed      D. shouldered
83. All of the following are close in meaning to the expression "**struggling on a shoestring**" EXCEPT \_\_\_\_\_.  
 A. paying through the nose      B. making both ends meet  
 C. eking a living      D. leading a frugal existence
84. The phrase "**the distinctions have become increasingly blurred**" is used to indicate that \_\_\_\_\_.  
 A. there is no difference in legitimate art forms  
 B. there is no longer a clear-cut discrepancy between art and popular culture  
 C. the paintings by Rembrandt are no longer clear to see  
 D. a Mozart opera or a Shakespeare play is not considered high art any more

#### Your answers

78.	79.	80.	81.
82.	83.	84.	

**Part 4. Read the text below and answer questions 85-95.**

**FOUR WOODS**

**A. Oak**

Oak wood has a density of about  $0.75 \text{ g/cm}^3$ , great strength and hardness, and is very resistant to insect and fungal attack because of its high tannin content. It also has very appealing grain markings, particularly when quarter-sawn. Oak planking was common on high status Viking long ships in the 9th and 10th centuries. The wood was hewn from green logs, by axe and wedge, to produce radial planks, similar to quarter-sawn timber. Wide, quarter-sawn boards of oak have been prized since the Middle Ages for use in interior paneling of prestigious buildings such as the debating chamber of the House of Commons in London, and in the construction of fine furniture. Oak wood, from *Quercus robur* and *Quercus petraea*, was used in Europe for the construction of ships, especially naval men of war, until the 19th century, and was the principal timber used in the construction of European timber-framed buildings.

Today oak wood is still commonly used for furniture making and flooring, timber frame buildings, and for veneer production. Barrels in which wines, sherry, and spirits such as brandy, Scotch whisky and Bourbon whiskey are aged are made from European and American oak. The use of oak in wine can add many different dimensions to wine based on the type and style of the oak. Oak barrels, which may be charred before use, contribute to the colour, taste, and aroma of the contents, imparting a desirable oaky vanillin flavour to these drinks. The great dilemma for wine producers is to choose between French and American oakwoods. French oaks give the wine greater refinement and are chosen for the best wines since they increase the price compared to those aged in American oak wood. American oak contributes greater texture and resistance to ageing, but produces more violent wine bouquets. Oak wood chips are used for smoking fish, meat, cheeses and other foods.

**B. Elm**

Elm wood was valued for its interlocking grain, and consequent resistance to splitting, with significant uses in wagon wheel hubs, chair seats and coffins. The elm's wood bends well and distorts easily, making it quite pliant. The often long straight trunks were favoured as a source of timber for keels in ship construction. Elm is also prized by bowyers; of the ancient bows found in Europe, a large portion of them are elm. During the Middle Ages elm was also used to make longbows if yew was unavailable.

The first written references to elm occur in the Linear B lists of military equipment at Knossos in the Mycenaean Period. Several of the chariots are of elm, and the lists twice mention wheels of elm wood. Hesiod says that ploughs in Ancient Greece were also made partly of elm.

The density of elm wood varies between species, but averages around 560 kg per cubic metre.

Elm wood is also resistant to decay when permanently wet, and hollowed trunks were widely used as water pipes during the medieval period in Europe. Elm was also used as piers in the construction of the original London Bridge. However, this resistance to decay in water does not extend to ground contact.

The Romans, and more recently the Italians, used to plant elms in vineyards as supports for vines. Lopped at three metres, the elms' quick growth, twiggy lateral branches, light shade and root-suckering made them ideal trees for this purpose. The lopped branches were used for fodder and firewood. Ovid in his *Amores* characterizes the elm as "loving the vine", and the ancients spoke of the "marriage" between elm and vine.

**C. Mahogany**

Mahogany has a straight, fine and even grain, and is relatively free of voids and pockets. Its reddish-brown color darkens over time, and displays a reddish sheen when polished. It has excellent workability, and is very durable. Historically, the tree's girth allowed for wide boards from traditional mahogany species. These properties make it a favorable wood for crafting cabinets and furniture.

Much of the first-quality furniture made in the American colonies from the mid 18th century was made of mahogany, when the wood first became available to American craftsmen. Mahogany is still widely used for fine furniture; however, the rarity of Cuban mahogany and over harvesting of Honduras and Brazilian mahogany has diminished their use. Mahogany also resists wood rot, making it attractive in boat construction. It is also often used for musical instruments, particularly the backs, sides and necks of acoustic guitars and drum shells because of its ability to produce a very deep, warm tone compared to other commonly used woods such as maple or birch. Guitars often feature mahogany in their construction. Mahogany is now being used for the bodies of high-end stereo phonographic record cartridges and for stereo headphones, where it is noted for "warm" or "musical" sound.

**D. Beech**

Beech wood is excellent firewood, easily split and burning for many hours with bright but calm flames. Chips of beech wood are used in the brewing of Budweiser beer as a fining agent. Beech logs are burned to dry the malts used in some German smoked beers, giving the beers their typical flavour. Beech is also used to smoke Westphalian ham, various sausages, and some cheeses.

The European species *Fagus sylvatica* yields a utility timber that is tough but dimensionally unstable. It weighs about 720 kg per cubic metre and is widely used for furniture framing and carcass construction, flooring and engineering purposes, in plywood and in household items like plates, but rarely as a decorative wood. The timber can be used to build chalets, houses and log cabins.



Beech wood is used for the stocks of military rifles when traditionally preferred woods such as walnut are scarce or unavailable or as a lower-cost alternative.

The fruit of the beech tree is known as beechnuts or mast and is found in small burrs that drop from the tree in autumn. It is small, roughly triangular and edible, with a bitter, astringent taste. They have a high enough fat content that they can be pressed for edible oil. Fresh from the tree, beech leaves are a fine salad vegetable, as sweet as a mild cabbage though much softer in texture. The young leaves can be steeped in gin for several weeks, the liquor strained off and sweetened to give a light green or yellow liqueur called beechleaf noyau.

**For questions 85-95, identify in which section A, B, C, or D each of the following is mentioned. Write ONE letter A, B, C, or D in the corresponding numbered space provided. Each letter may be used more than once.**

According to the text, which wood ...	Your answers
contains something that prevents it from being attacked?	85. _____
is not spoken of as being used in military equipment?	86. _____
doesn't have the reputation of being pretty to look at?	87. _____
can be permanently submerged with little ill effect?	88. _____
can make a food or drink more valuable?	89. _____
is most likely to be found on stage at a rock concert?	90. _____
became associated with luxurious buildings?	91. _____
is very flexible and is therefore used where this is required?	92. _____
burns very well?	93. _____
was used as an agricultural aid?	94. _____
can alter its colour?	95. _____

#### IV. WRITING (60 points)

**Part 1. Read the following extract and use your own words to summarize it. Your summary should be between 140 and 160 words long.**

##### THE RISE OF ADJUNCTS

In an era of perpetual cost-cutting and budget-tightening, guaranteeing large numbers of academics lifetime employment with related benefits is increasingly untenable. The proportion of university teachers with tenure has slid from 75 per cent in 1960 to just 27 per cent today. Rising in their place are "professor adjuncts". Adjuncts are temporary, part-time employees who were initially brought in only occasionally as special guest lecturers or to provide cover for tenured professors on parental or research leave. Adjuncts teach individual classes and have no research or administrative responsibilities, and their contracts typically run for a single semester, after which they might be renewed. Over the last few decades, their use has been extended beyond these temporary exigencies, and adjuncts have become a permanent, institutionalized aspect of academic employment.

This has created several problems for adjunct professors, who are considered by some to make up a growing academic underclass. Firstly, because contracts are always temporary, adjuncts rarely qualify for insurance and health benefits, such as time off with remuneration for illness, in the same way as tenured professors. Secondly, recompense for adjuncts is often very low. In order to make a living from their work, adjuncts typically need to win contracts with multiple universities. As a consequence of this high teaching workload and the lack of paid research opportunities, adjuncts tend to find it hard to publish articles and win research grants, therefore making promotion increasingly unlikely with every year that passes (academic promotion is governed by what is known as a "publish or perish" culture).

The culture of using adjuncts also has flow-on effects for the quality of teaching that students receive. Because adjuncts come in only for classes, they do not have offices or office hours on campus and usually do not have the time to meet up with students in small groups or for one-on-one sessions. The disengagement between students and teachers can make it difficult for struggling students to find guidance outside of lectures. Adjuncts are also less "tied" to the universities they teach at and fail to accumulate reputations over time in the same way as full-time professors. As such, they are not as personally invested in the quality and outcome of their teaching. Finally, it has been reported that many adjuncts practice grade inflation – raising grades higher than deserved – in order to maintain their job security by keeping students pleased.

These problems are not because adjuncts are incompetent professors, but rather because of the structural pressures this type of work involves – precisely what the tenure system sought to overcome.

**Part 2. The graph below shows past, present, and projected future overweight rates in three selected areas.**

**Summarise the information by selecting and reporting the main features, and make comparisons where relevant.**

**Write at least 150 words.**

