

ĐỀ ĐỀ XUẤT

I. LISTENING (5.0 points)

- The listening section is in **FOUR** parts. You will hear each part **TWICE**. At the beginning of each part, you will hear a sound.
- There will be a piece of music at the beginning and at the end of the listening section. You will have **TWO** minutes to check your answers at the end of the listening section.
- All the other instructions are included in the recording.

Part 1. For questions 1-5, Listen to two friends discussing about the forthcoming exam, and decide whether the following opinions are expressed by only one of the speakers, or by both of them. Write your answers in the corresponding numbered provided.

Write: M for the **Male** speaker;

F for the **Female** speaker;

B for **Both** speakers agree.

1. Exams are an ineffective method for assessing knowledge.
2. Exams can hinder even the brightest minds.
3. Rest and recuperation aid one’s long-term memory.
4. Proper nutrition can boost cognitive ability.
5. Physical activity is good for dealing with anxieties.

Part 2. For questions 6-10, you will hear about five countries in Southeast Asia. Match each number (6-10) in Column I with the correct description (A–J) to make a correct statement according to what is stated or implied by the speakers. Write your answers in the corresponding numbered provided.

Column I	Column II
6. Cambodia	A. experiences four seasons with colorful autumn foliage.
7. Singapore	B. offers affordable hotels, transport, and friendly locals.
8. The Philippines	C. showcases quiet rural areas with low tourist visits.
9. Vietnam	D. presents modern luxury shopping, casinos, and expensive hotels.
10. Thailand	E. includes large rainforests and extensive river systems.

	<p>F. provides budget-friendly travel, rich culture, and historical sites.</p> <p>G. features warm climate, bustling markets, and many beautiful islands.</p> <p>H. contains vast deserts and ancient pyramids.</p> <p>I. attracts skiers and hikers to mountain resorts.</p> <p>J. has busy cities, diverse landscapes, and slow transport connections.</p>
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Part 3: For questions 11-15, you will hear an interview with Sharon Gravy, who has just published a book on youth culture and illness. Write the letter A, B, C or D in the numbered boxes provided to indicate the correct answer to each of the following questions according to what you hear.

11. Sharon's perspective on the diet habits of young people is that _____

- A. youngsters show no interest in food.
- B. eating disorders are not a major problem.
- C. they are too strict about what they eat.
- D. issues unrelated to food affect what they eat.

12. The rise in the number of cases of 'tinnitus' is alarming because _____

- A. people may be unaware they have it.
- B. it can be untreatable.
- C. its causes are not always clear.
- D. the condition only afflicts the young.

13. According to Sharon, when it comes to illnesses young people _____

- A. are often ignorant of potential treatments.
- B. ignore symptoms.
- C. do not care enough about prevention.
- D. are not prepared to pay for treatments.

14. As far as exposure to the sun is concerned, Sharon feels that many young people _____

- A. underestimate the risks.
- B. do not know that it can lead to skin cancer.
- C. should opt for sun ray lamp treatment.
- D. distrust statistics.

15. Sharon feels the number of problems would be fewer if young people _____

- A. joined more groups.
- B. showed more independence.
- C. were more adventurous.
- D. learned to recognise symptoms.

Part 4. For questions 16 – 25, listen to the recording about a new policy of President Donald Trump on foreign students and complete the following summary. Write NO MORE THAN

THREE WORDS taken from the recording for each space. Write your answers in the corresponding numbered provided.

The Trump administration has announced mandatory (16) _____ for foreign students applying to U.S. colleges, requiring (17) _____ to review anything you have posted online. This move is part of an escalating (18) _____ on international students, with U.S. embassies in India temporarily suspending new (19) _____ while awaiting further instructions from Secretary of State Marco Rubio. Prospective students are advised to go through their social media (20) _____, removing or privatizing any posts that could be seen as (21) _____ to the United States or President Trump. Any inconsistency between online posts and your student application can lead to (22) _____ during the vetting process. Critics, including Fanta, CEO of the Navsar Association of International Educators, argue that this vetting process is inefficient and taxpayer dollars spent on this are (23) _____. The temporary suspension of visa appointments does not affect those with (24) _____. These changes could disrupt enrollment plans for summer and (25) _____ and severely impact on university budgets that rely on international student's full tuition.

II. READING (8.0 points)

II.1. LANGUAGE IN USE (3 points)

Part 1. For questions 26-35, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the numbered boxes provided.

It's All Relative

You wake up to the alarm clock and press the 'snooze' for five more minutes' (26) _____ sleep. The alarm (27) _____ off again. You are waiting for a bus on a hot Sunday afternoon in the middle of nowhere, there's not a (28) _____ of shade. Compare five of the minutes in the latter case to those in the (29) _____. That, you might say, is relativity. Time is no longer the universal clock (30) _____ behind the universe; now it is the fourth dimension, as commonplace as height, width and length.

Still, you might argue the example of the alarm clock (31) _____ the late bus is one of (32) _____ subjective time, and any observer would see the same five minutes pass. This, however, is making the old assumption of the objective observer, the scientist, coolly (33) _____ figures in their notebook in a tiny, near-indecipherable hand. Lately this has been called more and more into (34) _____. Scientists have bad days too, and ones they wish would end so they could go home and put their feet up. The five minutes might (35) _____ for them.

- | | | | |
|----------------------|----------------|-------------|----------------|
| 26. A. restful | B. beauty | C. health | D. refreshment |
| 27. A. ticks | B. goes | C. rings | D. sounds |
| 28. A. morsel | B. pinch | C. scrap | D. speck |
| 29. A. previous | B. penultimate | C. last | D. former |
| 30. A. having ticked | B. ticked | C. can tick | D. ticking |

31. A. versus B. vice versa C. gratis D. per annum
32. A. purely B. formerly C. invariably D. momentarily
33. A. scribbling out B. jotting down C. noting up D. writing on
34. A. doubt B. question C. uncertainty D. possibility
35. A. get all the more tortuous B. be all the most tortuous
- C. get all the least tortuous D. be all the more tortuous

Part 2. For questions 36-40, read the passage, then fill in each of the numbered spaces with the correct form of the words given in the box. Write your answers in the numbered boxes provided. There are FOUR words that you don't need to use. The first one,(0), has been done as an example.

DISPENSE	LOOK	PREDICT	REAL	IMPLY
RESOURCE	EXPECT	SUCCESS	FULFILL	INCLINE

Why Good Things Happen to Positive Thinkers

There is a large body of evidence that suggests positive thinking is an almost (0) **indispensable** ingredient when it comes to success. Many scientists are even convinced that optimism constitutes a more important (36) _____ of academic achievement than IQ tests.

Psychologists define optimism not merely as a sunny (37) _____ on life, but as a belief in yourself and your ability to realise your goals. One key characteristic optimists appear to share is the ability to attribute failure (and success, to some extent) to factors outside of themselves. The optimist tends to regard failure as the result of something temporary and changeable, and therefore has the (38) _____ to focus on trying again while avoiding making the same mistakes as in the past.

Conversely, a pessimist may blame himself for his failure. He doubts his own (39) _____, and may conclude that he is incapable of accomplishing a given task. This becomes a (40) _____ prophecy, making it more difficult for pessimists to overcome the setbacks they encounter. Obviously this has significant implications for our chances of success in all areas of life.

Part 3. The passage below contains FIVE grammatical mistakes. For questions 41 – 45, UNDERLINE the mistakes and WRITE THEIR CORRECT FORMS in the numbered boxes provided. The first one has been done as an example.

To the locals, the Mediterranean are affectionately referred to like the big pond. Indeed, like a pond, it is a rich brew of cultures, peoples and influences. Western culture was born around the Mediterranean: Pharaohs ruled, the Bible was written, Greeks Hellenised, Roman Emperors conquered and European Crusaders fought. And when Europe was paralysed by the ravages of the Middle Ages, Arab and Ottoman warriors and merchants spread its influence all over the Mediterranean basin. They brought with them new knowledge and science, as well as new

ingredients, spices from the east and the other cooking techniques that changed Europe forever. Croissants, jam, pasta, marzipan, lemons, aubergines, spices and many more were either introduced and reintroduced into the European kitchen in the wake of Islam.

Mediterranean food is robust. The diet is based on the Holy Trinity of wheat, pulses and olive oil, with the addition of a vast variety of fresh fruit and fish; thus it contains all the elements requiring for healthy living. In moderation, the grape is an ever present fourth element, adding both to health and, certainly, to the conviviality of life. Although in each country the balance of flavour is unique, similar techniques reappear, ingredients are used in the same combinations and identical sauces crop up under different names.

Your answers:

E.g. is	41.	42.	43.	44.	45.
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II. 2. READING COMPREHENSION (5.0 points)

Part 1. For questions 46-55, read the following passage and fill in each of the numbered spaces with ONE suitable word. Write your answers in the corresponding numbered boxes provided.

Energy Management: recharge your life

These days, a great deal of emphasis is (46) _____ on developing time management skills in (47) _____ to achieve much more in even (48) _____ time. However, there is an underlying problem with focusing on time as a linear measurement to increase productivity, as it is finite in nature and not flexible (49) _____ to modify extensively. Energy, on the other hand, is (50) _____ renewable and sustainable. The key to getting more (51) _____ your day is identifying energy depleting behaviour thus (52) _____ yourself the ability to manage and renew your energy throughout a twenty-four hour period. The good news is that this is easier than it sounds. (53) _____ simple actions like taking a revitalising walk at lunch time or meditating for a few minutes after work could make the difference between feeling burnt (54) _____ or recharged and (55) _____ for action!

Your answers:

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

Part 2. Read the following passage and do the tasks that follow

THE UNREST BEHIND THE ROMANCE

According to Sydney Waterlow, the era of the Romantic movement was a turbulent time in Britain, politically and socially.

The greatest of Britain's lyric poets, the culmination of the Romantic movement in English literature, appeared in an age which, following on from a series of successful military campaigns that had established British power all over the world, was one of the gloomiest in the country's history. If in some ways the Britain of 1800–20 was ahead of the rest of Europe, in others it lagged far behind. The Industrial Revolution, which in time transformed a nation of peasants and traders into a nation of manufacturers, had begun; but its chief fruits as yet were increased materialism and greed, and politically the period was far from calm.

Alone of European peoples, the British had been untouched by the tide of Napoleon's conquests, which, when it receded from the Continent, at least left behind a framework of enlightenment institutions, while Britain's success in the Napoleonic wars only confirmed the grip of ruling aristocratic families on the nation which they had governed since the reign of Queen Anne. This consensus produced the humble and stimulated the high-spirited to violence, and is the reason why poets such as Byron, Landor, and Shelley, though by birth and fortune members of the ruling class, were pioneers of political, as much as of spiritual, rebellion. Unable to breathe the atmosphere of England, they were driven by their sensibilities to live in exile.

In their home country there was exhaustion after war; workmen being thrown out of employment; high taxes, rents and corn prices; and a sense of fear arising from the French Revolution, which had sent a wave of panic through the country which would last until about 1830. Suspicion of republican principles – which, it seemed, led straight to organised slaughter – frightened many good men, who would otherwise have been reformers, into supporting the establishment. The older generation of poets had been republicans in their youth. Wordsworth, for example, had said of the revolution that it was "bliss to be alive" in that dawn; Southey and Coleridge had even planned to found a communist-style society in the New World. Now all three were committed to the defense of order and property, as well as the Church and the throne. From their seclusion in the Lake District, Southey and Wordsworth praised the royal family and celebrated England as the home of freedom.

However, England had ruthlessly stamped out the Irish rebellion of 1798, forced Ireland by fraud into the union of 1800 and was strangling that island's industry and commerce. Catholics could neither vote nor hold office. In fact, at a time when the population of the United Kingdom was some 30 million, the right to vote was possessed by no more than a million, and the majority of the seats in parliament were the private property of rich men. Representative government did not exist, and whoever agitated for some measure of it was deported to Australia or forced to flee to America. Glasgow and Manchester weavers starved and rioted, but anyone not directly involved in such incidents didn't necessarily hear about them, as news publishers were tightly controlled. In 1812, bands of poor people were driven by hunger to steal to feed themselves, placing themselves in mortal danger, for death was still the punishment for the theft of a loaf or a sheep. The social organism had come to a deadlock - on the one hand a starved and angry populace, on the other a vast, powerful Church-and-king party, made up of all who had a stake in the country.

In 1820 Shelley wrote what might be described as a not quite successful piece of satirical drama, *Oedipus Tyrannus or Swellfoot the Tyrant*, inspired by the quarrel between the Prince Regent and his wife. When the Princess of Wales, Caroline of Brunswick-Wolfenbüttel, after having left her husband to live in Italy, returned soon after the prince became George IV to claim her position as queen, the royal differences became an affair of high national importance. The divorce case which followed encapsulated the times of the age. Shelley felt that sort of disgust which makes a man rave and curse under the attacks of some oppressive disease; if he laughs, it is the laugh of frenzy. In the play, which was suppressed soon after publication, he represents the men of England as starving and content to lap up whatever scraps their tyrant, the priests, and the soldiers will allow them. At the end, when the pigs rally around the triumphant princess, hunt down their oppressors, the reader cannot help feeling a little

sorry that Shelley does not permit a gentler mood into the work: there is an unrelentingly cruel quality in his humour, even if it is justified.

For questions 56 – 61, decide whether each of the following statements is True (T), False (F) or Not Given (NG). Write T, F, or NG in the corresponding numbered boxes provided.

56. Ireland and Britain agreed to a temporary union.

57. The British population was decreasing.

58. Newspapers made unrest seem more frequent than it was.

59. Stealing bread could lead to someone's execution.

60. Wordsworth and Southey once supported communist ideals in their youth.

61. Shelley received widespread recognition immediately after his play was performed.

Your answers:

56	57	58	59	60	61
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For questions 62 – 69, read the summary and fill each space with NO MORE THAN TWO WORDS from the passage. Write your answers in the corresponding numbered boxes provided.

The Subject of a Satirical Drama

Oedipus Tyrannus was (62) _____ a disagreement between the Prince Regent and the Princess of Wales which drew the attention of the nation. Although the couple had been living apart, Caroline came back to England to (63) _____ her place as the queen. This soon led to their divorce. Shelley felt extreme (64) _____ in response to the events, which he expressed in the play. The play was not successful; it didn't have a chance because it was (65) _____ right away. This was not surprising since he portrayed the English as pigs who finally rose up against their (66) _____. Critics have suggested that the play might have benefited from a (67) _____ and less cruelty in its style of satire. Shelley's (68) _____ towards the monarchy was evident throughout the drama, and his use of (69) _____ made the tone of the piece more bitter than humorous.

Your answers:

62	63	64	65
66	67	68	69

Part 3. In the passage below, six paragraphs have been removed. For questions 70 – 75, read the passage and choose from paragraph A-G which fits each gap. There is ONE extra paragraph which you don't need to use. Write the letters A-G in the corresponding numbered boxes provided.

The last stand of the Amazon

Novelist Edward Docx has spent almost a decade travelling to the Amazon, watching as multinational companies ravage the land he loves. Here is his heartfelt dispatch on the forest's final frontier - still home to as many as 100 uncontacted tribes

Deep in the Brazilian Amazon, there are no horizons and so the dawn does not break but is instead born in the trees – a wan and smoky blue. The crazed clamour of the night - growls, hoots, croaks - has died away and for a moment there is almost hush. This is also the only time of cool. Then, suddenly, the great awakening begins and the air is filled with a thousand different songs, chirps, squawks and screeches – back and forth, far and near, all around. Nothing anywhere can prepare you for this unique experience in a supremely challenging part of the world.

70

The Amazon rainforest is larger than Western Europe and the forest stretches over nine countries. There are approximately 1,250 tributaries that service the main river, 17 of which are more than 1,000 miles long. Roughly a fifth of the earth's oxygen is produced in the Amazon rainforest and more than two-fifths of all the species in the world live there. Surprisingly enough, oil is one of the main resurgent threats to the region.

71

Major disruption and destruction to the forest usually follows. Starting with seismic testing and then helicopters, roads, crews, and so on. And inevitably, there are catastrophic spills and accidents. Health studies have found that 98 percent of the children of the indigenous Achuar tribe have high levels of cadmium in their blood, and two-thirds suffer from lead poisoning. A lawsuit is currently being brought to court by some of their members due to the contamination of the region.

72

Beatriz Huertas Castillo, a writer and researcher, explains: 'They are indigenous peoples who, either by choice or by chance, live in remote isolation from their national societies. There are at least 14 such tribes in Peru. We think 69 in Brazil. Maybe 100 the Amazon area as a whole.' They are among the handful of peoples left alive on the planet who have next to no idea of what the world has become and who live as they have done for thousands of years.

73

'I spoke to Mashco-Piro women when they were first contacted,' says Castillo. 'And they were terrified of disease, of being slaughtered, of their children being taken into slavery. In the past, every encounter has brought terror for them - they have no immunity to our diseases and they were thought of as animals, even hunted. Now they see the loggers and the oil companies coming in a little further every year. And for them it's the same thing so they flee into neighbouring territories.'

The problems of this new threat, as explorer, writer and Amazon expert John Hemming explained, are these: the territories of tribes such as the Kayapo will be flooded; vast amounts of the greenhouse gas methane will be released, due to rotting vegetation; further roads and colonisation will happen in their wake; they change the flow and run of all the river systems, which affects untold numbers of aquatic species, meaning that more food will have to be imported for consumption, more roads will have to be built, and so grimly on.

'Since the 2004 peak of 27,000 sq km of forest destroyed, matters have improved with regard to deforestation,' he says when I call him at his home in Manaus, the great river city right in the heart of the Amazon. 'Last year we only lost 6,500 sq km.' However, that is still an area more than four times the size of Greater London. Time on the river is like time at sea. It's measured in the way the light changes the colour of the water. At dawn, there are mists and the river appears almost milky. By noon it is the colour of cinnamon. And then, in the evening, the low sun shoots streaks of amber and gold before the dusk rises up and everything turns to indigo. One such evening, we visited a fisherman. His grandfather had been among the first of his tribe to be contacted and his own sons were wearing football shirts; his eldest was training to be a guide. He put it like this: the Amazon matters because right now it is where humanity is making its biggest decisions – actualities that have an impact first on the lives of his children, but eventually on the lives of ours too. To have no view, I realised as I left, amounted to much the same as being a hypocrite.

MISSING PARAGRAPHS

A It is important to acknowledge though, that not everything is getting worse. Some of the campaigning in the past 20 years has worked and there are cautious grounds for hope. Paulo Adario, a veteran ecologist, is one of the individuals to have done most in the service of conservation, and he is happy to bring me up-to-date.

B There are hundreds of such tribes in the forest - many of them now enmeshed in 'integration projects' or other demoralizing fiascos - but those that most often capture international attention are the uncontacted. There is some dispute, however, as to what exactly is meant by the term.

C The best way to think about these few remaining isolated tribes is to imagine a series of concentric circles. There are the tribes that have regular relations with the outside. Then there are a good number of tribes who have very circumscribed dealings with the outside world. Then finally, in the heart of the forest, there are these few remaining peoples with none.

D Tribal leaders have even been to London to complain, saying that these dams will force their people from the land and threaten their way of life. There has also recently been an unprecedented operation to destroy the unlawful gold-mining dredgers that are now killing off river habitats by dredging up silt.

E The amount of land that has been covered by concessions for its extraction, together with gas, has increased fivefold in the last ten years - almost 50 percent of the entire Peruvian-owned Amazon. This means that the government has effectively sold off half of the rainforest it owns for this purpose and 75 percent is forecast by 2020.

F One reason we struggle to understand the region is that there is so much to take in. And because there has been some good news on the headline problem - deforestation - it has faded in our collective consciousness in the past few years. So, it's worth stepping back and reminding ourselves of some of the fundamentals.

G In other words, it is the incursions and what follows that have the most impact. But now another problem is causing acrimony, fear and dispute. More than 100 new hydroelectric dams are planned across Brazil and Peru, including the most controversial of all - the Belo Monte Project on the Xingu river.

Your answers:

70	71	72	73	74	75
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Part 4. For questions 76-85, read the following passage and write A, B, C, or D in the corresponding numbered boxes provided to indicate the correct answer which fits best according to what is stated or implied in the text.

Unlocking opportunities

James Pennywise describes his experience of becoming a locksmith

For me, becoming a locksmith has been a transformative journey. When I embarked on this career path, I never anticipated the vast array of challenges and fulfilling experiences that would await me. Locksmiths are responsible for installing, repairing and maintaining various types of locks, including those with mechanical and electronic systems. We also help people who cannot access their homes. Being a locksmith requires precision, attention to detail and a thorough understanding of all lock mechanisms. Nowadays, however, locksmiths specialise more and more in automotive locksmithing work, dealing with different types of vehicle locks, including traditional locks as well as 'transponder' and 'smart' locks, which are more modern types of locks. That work typically involves unlocking vehicles, making new keys and programming transponders.

My journey began with a burning curiosity for the inner workings of locks. I was always fascinated by their intricate mechanisms and the mysteries hidden behind their sturdy exteriors. To pursue my passion, I embarked on an extensive training process that involved acquiring technical knowledge and practical skills, and obtaining the necessary certifications. This training process began with my apprenticeship and continued after I had completed it. Getting a high school diploma or equivalent qualification is typically a good first step. Although not a mandatory requirement, a solid educational foundation can significantly enhance one's understanding of the field. After completing my basic education at school, I pursued specialised locksmithing courses from accredited institutions that covered various aspects of the trade, including lock installation, repair, picking and key duplication, and skills such as how to communicate effectively. I learned from locksmiths with whom I am still in contact today. As a result, I was equipped with the knowledge needed to understand the different types of locks, their vulnerabilities and the techniques used to manipulate them.

In addition to theoretical knowledge, hands-on experience is invaluable in this trade. [A] I sought opportunities to work as an apprentice under experienced locksmiths. [B] My apprenticeship allowed me to observe and learn from seasoned professionals so as to be able to hone my practical skills and deepen my understanding of real-life scenarios that locksmiths encounter. [C] I was fortunate enough to learn from several elite locksmiths that I encountered during my apprenticeship. [D] However, I didn't have that advantage and so was left no option but to go through the publicly available channels.

As a locksmith, every day is a new adventure filled with diverse challenges. One of the job's core responsibilities is to be on call and attend emergency 'lockouts' when needed. A significant portion of my work involves assisting individuals who have been locked out of their homes, cars or businesses. Responding promptly and effectively to these situations requires problem-solving skills, technical expertise and empathy for those in distress. People are usually not in the best of moods when I arrive, and to make matters worse they often have to pay out a hefty sum for the service. I don't like to feel that I have the right to demand lots of money, but this part of the job really is where locksmiths earn the majority of their money. To be honest, I think it's only fair that we get paid a fair wage, especially as when we are providing this service we might need to get out of bed in the middle of the night and race across town.

Crafting keys is another essential skill for locksmiths. Whether it's duplicating keys for customers or creating new keys when the originals are lost, this task demands precision and the ability to operate key-cutting machines accurately.

An additional aspect of the job that is very important today is security consultation. I often provide expert advice on state-of-the-art security systems and measures to protect homes, businesses or other properties. This involves assessing vulnerabilities, recommending appropriate locks, alarms and **access-control** systems, and educating clients on the latest security trends. Although I do not currently have any apprentices of my own to train, I would definitely be interested in pursuing that type of role at some point in the future.

Being a locksmith is not just about unlocking doors or duplicating keys; it's about being a trusted problem-solver, a reliable source of security advice and a compassionate helper in times of crisis. You will often find yourself in situations where your expertise and calm **demeanour** can bring immense relief to individuals facing lockouts or security concerns.

76. What does the writer say that locksmiths do more often now than they used to?

- A. repair specific types of locks
- B. work on locks for cars
- C. work carefully and accurately on locks
- D. help people with problems with technology

77. The writer thinks that staying at school

- A. is a quicker way to get an apprenticeship as a locksmith.
- B. helps you to make connections with people who can help you later.
- C. gives you the communication skills you need to help people that need it.
- D. makes it easier for you to learn how to be a locksmith.

78. The writer thinks that he owes his skill as a locksmith today to

- A. the experienced locksmiths who trained him.
- B. the fact he was chosen by a top locksmith to be his apprentice.
- C. help from relatives who had contacts in the industry.
- D. the training programme he took part in that is available to everybody.

79. What does the writer think about how much people have to pay for 'lockouts'?

- A. He understands why some people think they are paying too much.

- B. He sees it as an opportunity to earn a good amount of money quickly.
- C. He thinks it's necessary to charge a premium because it's a significant factor in a locksmith's income.
- D. He thinks people should pay more due to the compassion with which he helps them.

80. What educational aspect of his job does the writer mention?

- A. assisting people who have locked themselves out
- B. training young people who are his apprentices
- C. showing people the vulnerabilities of the keys he has cut for them
- D. sharing knowledge of how to protect property

81. The impression given of the writer is that he

- A. focuses more on the human aspects of his job than on the technical aspects.
- B. sees his work as more than just a series of mechanical tasks.
- C. would like to work in more hi-tech areas of locksmithing.
- D. is never irritated by having to get up in the night to help people.

82. Which of the following square brackets [A], [B], [C], or [D] best indicates where in the passage the sentence **“Many aspiring locksmiths seem to find an apprenticeship through their personal contacts, further adding to the profession’s mystique and the idea that knowledge is well-guarded and only revealed to a chosen few”** can be inserted?

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

83. What does the phrase **“access-control”** in paragraph 6 have the CLOSEST meaning to ____?

- A. Permission management B. Password creation
- C. Door replacement D. Equipment repair

84. What does the word **“demeanour”** in paragraph 7 have the CLOSEST meaning to ____?

- A. bearing B. identity C. comportment D. reputation

85. What does the passage mainly discuss?

- A. The historical development of locksmithing as a profession
- B. A personal account of pursuing a locksmith
- C. The advantages of using modern security systems over traditional locks
- D. A comparison between residential and automotive locksmith services

Your answers:

76	77	78	79	80	81	82	83	84	85
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Part 5. For questions 86-95, read the following passage and choose from the sections (A-E). the section may be selected more than once. Write the letter A, B, C, D or E in the corresponding numbered boxes provided.

LIFTING HIGHER EDUCATION TO LOFTIER HEIGHTS?

Academic John Brennan asks whether universities should leave on-the-job training to employers.

A. There is a lot of emphasis nowadays placed on the need for universities and business groups to get graduates “work ready” through vocational workplace training. This is to be welcomed but it is also to be questioned — about what it should mean in practice and how it should be applied. The concept is nothing new. I remember some years back being at a meeting about higher education and employment, attended by a number of employer representatives. I recall one employer remarking that of the many thousands of graduates that he had hired what he really wanted and expected was for each of them to have changed the nature of the job by the time they had left the role.

B. Rather than being concerned with how recruits would fit into existing organisational arrangements and master existing ways of doing things, here was an employer who expected graduates to change existing arrangements and ways of working. Who, rather than focusing on whether graduates had the right kinds of skills and competencies, acknowledged that he didn’t know what skills and competencies his workers would need in a few years’ time. The very point of hiring graduates was that he hoped to get people who would themselves be able to work out what was required and be capable of delivering it and a bold new future.

C. Of course, starting any job requires some work-specific knowledge and capability and when recruiting staff, graduate or non-graduate, employers have a responsibility to provide suitable induction and training. The responsibilities of higher education are different. They are about preparing for work in the long term, in different jobs and, quite possibly, in different sectors. This is preparation for work in a different world, for work that is going to require learning over a lifetime, not just in the first few weeks of that first job after graduation. Current initiatives set out a perfectly reasonable set of objectives for the ways in which higher education can help prepare students for their working lives. But much will depend on the interpretation and on recognising who — higher education or employer — is best equipped to contribute what.

D. In the rush to focus on “vocational training to improve graduate employability” academics need to remember that all higher education is vocational in the sense that it can help shape a graduate’s capacity to succeed in the workplace. In this way higher education is about life skills, not just job skills. Many years ago, Harold Silver and I wrote a book entitled *A Liberal Vocationalism*. It was based on a project we had just completed on the aims of degree courses in vocational areas such as accountancy, business and engineering. The book’s title intentionally conveyed the message that even vocational degree courses were about more than training for a job. There were assumptions about criticality, transferability of skills, creating and adapting to change and, above all, an academic credibility.

E. Degree courses in subjects such as history and sociology are preparations for employment as much as vocational degrees such as business and engineering. But the job details will not be known at the time of study. Indeed, they may not be known until several years later. Thus, the relevance of higher education to later working life for many graduates will lie in the realm of generic and transferable skills rather than specific competencies needed for a first job after graduation. The latter competencies are not unimportant but the graduate’s employer is generally much better equipped than a university to ensure that the graduate acquires them. Work experience alongside or as part of study can also help a lot. Higher education is for the long term. Universities, employers and students should realise that.

In which section are the following mentioned?

86. new proposals require an appropriate level of scrutiny?

87. academic subjects have benefits beyond their syllabuses?

88. business is investing in an unknown quantity in the pursuit of an uncertain goal?
89. responsibility for service provision needs to be correctly allocated?
90. educators need to make sure that they don't lose sight of an important point?
91. the issues discussed are a recurring theme that is yet to be agreed upon?
92. beliefs about the key topics of a study were alluded to in the heading of a publication?
93. industry is better suited to cover some issues than educational institutions?
94. original thinking is key in finding solutions to future challenges?
95. while obligations vary, they are still present for both parties?

Your answers:

86	87	88	89	90	91	92	93	94	95
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III. WRITING (5.0 points)

Part 1. Read the following extract and use your own words to summarise it. Your summary should be between 120 and 150 words.

Certain characteristics of the work setting have been associated with injury. These characteristics are known as task physical, or primarily, interaction between the worker and the work setting, and environmental, or primarily, interaction between the worker and the environment. Task physical characteristics in a workplace such as a modern office are likely to be related to posture, repetition, duration and recovery time. Environmental characteristics may be related to heat or cold stress, lighting and more rarely, noise.

Posture is the position of the body while performing work activities. Awkward posture is associated with an increased risk of injury. It is generally considered that the moment a joint deviates from the natural position, the greater the risk of injury and there are specific postures which have been associated with certain types of injury, for example, to the wrist while bending it up and down or from side to side. The neck can be injured by bending it forward or to the back, or side bending as when holding a telephone to the shoulder. Back injuries may occur when bending at the waist or twisting. With industrialisation, the trend regarding lighting has been to provide higher lighting levels. This has proven hazardous within certain work settings such as in offices in which problems of glare and sight problems have been associated with bright lighting. The current recommended trend is for low-level background light coupled with non-glare task lighting which can be controlled.

Noise is unwanted sound and can cause many problems in an industrial setting. In an office, however, noise levels that are well below thresholds that cause hearing loss may interfere with the ability of some people to concentrate, as indeed, can other factors such as mental loading, decision making or invariability of tasks.

Ergonomic solutions to these problems may include providing chairs with wrist and foot rests, moving work stations to minimise glare without shutting out daylight and providing window coatings and blinds to further reduce glare in some areas. These are only a few of the ways to ensure that workers can be more comfortable at their jobs and will be able to spend more time at their workstations.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

In some schools, students are allowed to choose their desk mates. Others believe teachers should decide.

[illegible]

