

*Học sinh làm bài vào giấy thi*

**A. LISTENING (5 pts)**

**Part 1. (2 pts)**

**Questions 1-4**

Look at the following reasons why different groups use social networks.

Match each group with the correct reason, **A-E**

Write the correct letter, **A-E**.

1 The elderly

2 Teenagers

3 Mothers

4 Single people

**List of reasons**

**A** Loneliness

**B** Popularity

**C** Reconnecting

**D** Entertainment

**E** Reassurance

**Questions 5-10**

Complete the table below

Write **NO MORE THAN THREE WORDS** for each answer.

| Social networking site | Pros                                         | Cons                      | Future                         |
|------------------------|----------------------------------------------|---------------------------|--------------------------------|
| SoPals                 | 5. _____ popular in different countries      | Harvests data on users    | Moving into 6. _____ postings. |
| EverywhereUs           | A network for 7. _____                       | 8. _____ is poor          | Continue to grow               |
| Sweet                  | Targeted at 9. _____<br>Most media supported | Childish design<br>No app | Expand to other<br>10. _____   |

**Part 2. (1 pt)**

**For questions 10-15, listen to a radio interview with a chef about the process of eating and choose the correct answer A, B, C or D which fits best according to what you hear.**

**11. Heston mentions eating fish from a paper plate with a plastic knife and fork**

A. because it is something listeners may have done.

B. because doing so made him think about the process of eating.

C. as an example of an unpleasant eating experience.

D. as an example of what influences the eating experience.

**12. What does Heston say about taste?**

A. Fat should be considered a taste.

B. Taste and flavor are separate from each other.

C. The sense of smell is involved in it.

D. The number of taste buds gradually decreases.

**13. The experiment involving salt and other food shows that**

A. it is possible to taste something that you can't smell.

- B. the sense of smell is not as powerful as other senses.
- C. food can taste better when you can't smell it.
- D. the flavor of food can change as you eat it.

**14. The story about the trainee waiters illustrates that**

- A. certain colors are more appealing than others.
- B. something can seem to taste good because of its appearance.
- C. one sense can strongly influence another.
- D. some people can perceive taste better than others.

**15. What does Heston say about bitterness?**

- A. It can give a false impression that something is harmful.
- B. It can become the main reason why people like something.
- C. Reactions to it can change over time.
- D. Its function is widely misunderstood.

**Part 3: (2 pts)**

**You will hear part of a TV programme in which an economics professor talks about credit card spending. For questions 16-25, complete the sentences with NO MORE THAN TWO WORDS AND/ OR A NUMBER.**

Credit card (16) \_\_\_\_\_ in the UK are now estimated to be about 60 billion euros.

Approximately (17) \_\_\_\_\_ of 18-34-year-olds owe more than €11,500.

Professor Grey says that today's society is much more (18) \_\_\_\_\_ than it used to be.

People spend more freely now because (19) \_\_\_\_\_ companies persuade them to.

Many consumers are attracted to low-costs or (20) \_\_\_\_\_ cards.

The presenter says that many adverts for credit cards seem to be aimed at people in their (21) \_\_\_\_\_

In the 1990s, the British government forced university students to take out (22) \_\_\_\_\_ to pay for their studies.

A typical university graduate today might have a debt of €16,000 before they have ever become part of (23) \_\_\_\_\_.

The shame of having (24) \_\_\_\_\_ has almost disappeared because owing money has become the norm.

These graduates have a very poor understanding of how to (25) \_\_\_\_\_.

**B. LEXICO- GRAMMAR (3pts)**

**Part 1. Choose the best answer to each of the following questions. (2pts)**

1. "What happened to your car?"

"It \_\_\_\_\_ some troublemakers while I was in the supermarket".

- A. had been spray-painted by
- B. spray-painted
- C. has spray-painted
- D. was spray-painted by

2. Yesterday was a great day for sailing. The weather \_\_\_\_\_ better.

- A. shouldn't be
- B. couldn't have been
- C. mightn't have been
- D. shall never be

3. "Is Jane still in detention? It's after four."

"Yes. She \_\_\_\_\_ leave until Mr Grant says she can."

A. may                                      B. ought to                                      C. dare not                                      D. should

4. Some doctors are confident that vaccines for COVID-19 will be available down the \_\_\_\_\_, but they also admit that they still have a long way to go.

A. track                                      B. road                                      C. path                                      D. trail

5. Only good books can stand the test of \_\_\_\_\_ and keep their popularity.

A. age                                      B. time                                      C. life                                      D. era

6. I'll have a \_\_\_\_\_ at fixing the television if somebody asked me.

A. try                                      B. shot                                      C. light                                      D. run

7. They've finished building the roof, and next week they're having the water \_\_\_\_\_.

A. laid up                                      B. laid on                                      C. laid by                                      D. laid into

8. I really must catch \_\_\_\_\_ some sleep. I'm exhausted.

A. up with                                      B. up in                                      C. up on                                      D. up

9. The doctor says if you keep taking these pills, you'll be \_\_\_\_\_ in no time.

A. null and void                                      B. up and about  
C. spick and span                                      D. good and ready

10. Are the developers aware of the environmental \_\_\_\_\_ of building the dam in that location?

A. accumulations                                      B. implementation                                      C. ramifications                                      D. speculation

11. That run-down factory is a \_\_\_\_\_ on the landscape of the town.

A. blur                                      B. shift                                      C. tract                                      D. blot

12. She objected to the paper's sensationalistic \_\_\_\_\_ of the celebrity couple's divorce.

A. controversy                                      B. coverage                                      C. contribution                                      D. conscience

13. The \_\_\_\_\_ between the gang members and police officers resulted in jail terms for the young people.

A. circulation                                      B. interaction                                      C. altercation                                      D. injunction

14. In her new position, she is \_\_\_\_\_ only to the vice-president of marketing.

A. accountable                                      B. credible                                      C. hailed                                      D. credited

15. The truth about the accident remains \_\_\_\_\_ in secrecy.

A. shifted                                      B. shuttered                                      C. shrouded                                      D. showered

16. It really gets my \_\_\_\_\_ when Kate plans my evening for me and keeps the plan as a surprise.

A. fox                                      B. goat                                      C. coat                                      D. beetle

17. The thief put on the expensive boots and, with a \_\_\_\_\_ air, walked calmly out of the shop!

A. steadfast                      B. nonchalant                      C. churlish                      D. malicious

18. If you suffer from migraines, you may get a terrible headache along with \_\_\_\_\_ as sight can often be affected during an attack.

A. double vision                      B. sixth sense                      C. brain drain                      D. hazy memory

19. You say that Rose has \_\_\_\_\_ abilities, but I don't believe anyone can predict the future.

A. physical                      B. sensory                      C. neurological                      D. psychic

20. His talent meant he could create wondrous things, but his \_\_\_\_\_ meant he hardly ever felt like working.

A. adversity                      B. lethargy                      C. ineptitude                      D. tactlessness

**Part 2. Write the correct form of each bracketed word (1 pt)**

**The Role of Education in the Developing World**

Levels of illiteracy and **1. (number)** \_\_\_\_\_ remain startlingly high in the developing world and will continue to be so until the West provides or sponsors new education initiatives. These for young people as well as lifelong learning programs will also help to breach the gulf that separates the working classes from their ruling elite, a **2. (privilege)** \_\_\_\_\_ few who enjoy the trappings of Western wealth and the lifestyle that goes with it, while those in their midst are completely **3. (occupy)** \_\_\_\_\_ with the daily struggle for survival. Furthermore, we must promote a culture of **4. (tolerate)** \_\_\_\_\_ of corruption and help to create a new generation for whom education rather than a(n) **5. (scruple)** \_\_\_\_\_ nature will reap the true rewards. Education will also help to bridge the cultural gap separating the West from its brethren in the developing world. The impoverished slums and shanty towns are a hotbed of religious and political **6. (extreme)** \_\_\_\_\_, but hopefully education will serve to create a better sense of understanding between all the peoples of the world, **7. (respect)** \_\_\_\_\_ of background. Cooperation between people from the different cultures of the West and the developing world will also, hopefully, help to reduce levels of prejudice, bigotry xenophobia and racial **8. (tense)** \_\_\_\_\_. And, last but not by any means least, educating women will **9. (power)** \_\_\_\_\_ them to claim their rightful place in the social hierarchy in up-to-now male-dominated cultures. Their **10. (aspire)** \_\_\_\_\_ can shift realistically higher, and young female students can hope to go on to become tomorrow's politicians, diplomats and political leaders, or whatsoever they choose.

**C. READING**

**Part 1. Read the text and decide which answer A, B, C or D best fits each gap. (1pt)**

**Long hours and health don't mix**

Women are much healthier when they take it easy, reveals a new survey. Those who work long hours are more likely than men to (1) \_\_\_\_\_ in unhealthy behaviour such as eating snacks, smoking and drinking caffeine. (Long hours have no such (2) \_\_\_\_\_ on men.) One positive benefit of long hours for both sexes, however, is that alcohol (3) \_\_\_\_\_ is reduced.

The study, funded by the Economic and Social Research Council, is part of a wider study by psychologists from the University of Leeds, into the effects of stress on eating. 'Stress causes people to (4) \_\_\_\_\_ for unhealthy high-fat and high-sugar snacks in (5) \_\_\_\_\_ to healthier food choices,' says researcher Dr Daryl O'Connor of the University of Leeds. 'People under stress eat less than usual in their main meals, including their vegetable (6) \_\_\_\_\_, but shift their preference to high-fat, high-sugar snacks instead.

'Our (7) \_\_\_\_\_ are disturbing in that they show stress produces harmful changes in diet and (8) \_\_\_\_\_ to unhealthy eating behaviour,' continues Dr O'Connor. 'An overwhelming (9) \_\_\_\_\_ of evidence shows the importance of maintaining a balanced diet in (10) \_\_\_\_\_ of reducing the risk of

cancer and cardiovascular diseases and that means eating a low-fat diet and five portions of fruit and vegetables a day.

- |     |                 |                |                |                 |
|-----|-----------------|----------------|----------------|-----------------|
| 1.  | A. indulge      | B. satisfy     | C. yield       | D. tempt        |
| 2.  | A. contact      | B. clash       | C. conflict    | D. impact       |
| 3.  | A. beverage     | B. consumption | C. expenditure | D. acceptance   |
| 4.  | A. choose       | B. select      | C. design      | D. opt          |
| 5.  | A. difference   | B. option      | C. preference  | D. priority     |
| 6.  | A. intake       | B. influx      | C. emission    | D. immersion    |
| 7.  | A. instructions | B. rulings     | C. findings    | D. institutions |
| 8.  | A. sends        | B. makes       | C. guides      | D. leads        |
| 9.  | A. lump         | B. body        | C. sack        | D. packet       |
| 10. | A. moments      | B. sessions    | C. terms       | D. senses       |

**Part 2. Read the text and use only ONE word to fill in each gap. (1pt)**

If you haven't been to Rose Garden for a long time, you're in for (1) \_\_\_\_\_ a surprise. In fact, it (2) \_\_\_\_\_ little resemblance to the Rose Garden of old. In its (3) \_\_\_\_\_, it was a bustling market square that sold fruit and vegetables, but if you (4) \_\_\_\_\_ there today, you'll find it has become one of the city's most popular tourist destinations. Saturday is the best time of all to go, when there are people strolling round the square and browsing (5) \_\_\_\_\_ the many shops. You can find everything from arts and crafts, original clothing and T-shirts, (6) \_\_\_\_\_ leather goods and handmade jewellery, all of which are very much (7) \_\_\_\_\_ demand by tourists and residents (8) \_\_\_\_\_. Whether or not you have plenty of money to spend, you can eat well in a number of restaurants, (9) \_\_\_\_\_ from Thai to Mexican, or, of course, you may be in the mood for a snack, and a pint in a local club. Should you want that special present for someone, a street artist will paint your portrait, but bear in mind that this could take up a great (10) \_\_\_\_\_ of your time.

**Part 3: Read the following passage and choose the best answer. (1 pt)**

**Ancient Egyptian Sculpture**

In order to understand ancient Egyptian art, it is **vital** to know as much as possible of the elite Egyptians' view of the world and the functions and contexts of the formal art produced for them. Without this knowledge we can appreciate only the formal content of Egyptian art, and we will fail to understand why it was produced or the concepts that shaped it and caused it to adopt its distinctive forms. In fact, a lack of understanding concerning the purposes of Egyptian art has often led it to be compared unfavorably with the art of other cultures: Why did the Egyptians not develop sculpture in which the body turned and twisted through space like classical Greek statuary? Why do the artists seem to get left and right confused? And why did they not discover the geometric perspective as European artists did in the Renaissance? The answer to such questions has nothing to do with a lack of skill or imagination on the part of Egyptian artists and everything to do with the purposes for which they were producing their art.

The majority of three-dimensional representations, whether standing, seated, or kneeling, exhibit what is called frontality: they face straight ahead, neither twisting nor turning. When such statues are viewed in isolation, out of their original context and without knowledge of their function, it is easy to criticize them for their rigid attitudes that remained unchanged for three thousand years. Frontality is, however, directly related to the functions of Egyptian statuary and the **contexts** in which the statues were set up. Statues were created not for their decorative effect but to play a primary role in the cults of the gods, the king, and the dead. They were designed to be put in places where these beings could manifest themselves in order to be the recipients of ritual actions. Thus it made sense to show the statue looking ahead at what was happening in front of it, so that the living performer of the ritual could interact with the divine or deceased recipient. Very often such statues were enclosed in rectangular shrines or wall niches whose only opening was at the front, making it natural for the statue to display frontality. Other statues were designed to be placed within **an architectural setting**, for instance, in front of the monumental entrance gateways to temples known as pylons, or in pillared courts, where **they** would be placed against or between pillars: their frontality worked perfectly within the architectural context.

Statues were normally made of stone, wood, or metal. Stone statues were worked from single rectangular blocks of material and retained the compactness of the original shape. The stone between the arms and the body and between the legs in standing figures or the legs and the seat in

seated ones was not normally cut away. From a practical aspect this protected the figures against breakage and psychologically gives the images a sense of strength and power, usually enhanced by a supporting back pillar. By contrast, wooden statues were carved from several pieces of wood that were pegged together to form the finished work, and metal statues were either made by wrapping sheet metal around a wooden **core** or cast by the lost wax process. The arms could be held away from the body and carry separate items in their hands; there is no back pillar. The effect is altogether lighter and freer than that achieved in stone, but because both perform the same function, formal wooden and metal statues still display frontality.

1. The word "**vital**" in the passage is closest in meaning to \_\_\_\_\_.  
 A. attractive                      B. essential                      C. usual                      D. practical
2. Paragraph 1 suggests that one reason ancient Egyptian art has been viewed less favorably than other art is that ancient Egyptian art lacks \_\_\_\_\_.  
 A. realistic sense of human body proportion  
 B. a focus on distinctive forms of varying sizes  
 C. the originality of European art  
 D. examples of formal art that show the human body in motion
3. In paragraph 1, the author mentions all of the following as necessary in appreciating Egyptian art EXCEPT an understanding of \_\_\_\_\_.  
 A. the reasons why the art was made  
 B. the nature of aristocratic Egyptian beliefs  
 C. the influences of Egyptian art on later art such as classical Greek art  
 D. how the art was used
4. According to paragraph 2, why are Egyptian statues portrayed frontally?  
 A. to create a psychological effect of distance and isolation  
 B. to allow them to fulfill their important role in ceremonies of Egyptian life  
 C. to provide a contrast to statues with a decorative function  
 D. to suggest the rigid, unchanging Egyptian philosophical attitudes
5. The word "**context**" in the passage is closest in meaning to \_\_\_\_\_.  
 A. connection                      B. influence                      C. environment                      D. requirement
6. The author mentions "**an architectural setting**" in the passage in order to \_\_\_\_\_.  
 A. suggest that architecture was as important as sculpture to Egyptian artists  
 B. offer a further explanation for the frontal pose of Egyptian statues  
 C. explain how the display of statues replaced other forms of architectural decoration  
 D. illustrate the religious function of Egyptian statues
7. The word "**they**" in the passage refers to \_\_\_\_\_.  
 A. statues                      B. gateways                      C. temples                      D. pillared courts
8. According to paragraph 3, why were certain areas of a stone statue left uncarved?  
 A. to prevent damage by providing physical stability  
 B. to emphasize that the material was as important as the figure itself  
 C. to emphasize that the figure was not meant to be a real human being  
 D. to provide another artist with the chance to finish the carving
9. The word "**core**" in the passage is closest in meaning to \_\_\_\_\_.  
 A. material                      B. layer                      C. center                      D. frame
10. According to paragraph 3, which of the following statements about wooden statues is true?  
 A. Wooden statues were usually larger than stone statues  
 B. Wooden statues were made from a single piece of wood.  
 C. Wooden statues contained pieces of metal or stone attached to the front.  
 D. Wooden statues had a different effect on the viewer than stone statues.

**Part 4. Read and answer the questions (2 pts)**

**How should reading be taught?**

**A.** Learning to speak is automatic for almost all children, but learning to read requires elaborate instruction and conscious effort. Well aware of the difficulties, educators have given a great deal of thought to how they can best help children learn to read. No single method has triumphed. Indeed, heated arguments about the most appropriate form of reading instruction continue to polarize the teaching community.

**B.** Three general approaches have been tried. In one, called whole-word instruction, children learn by rote how to recognise at a glance a vocabulary of 50 to 100 words. Then they gradually acquire other words, often through seeing them used over and over again in the context of a story. Speakers of most languages learn the relationship between letters and the sounds associated with them (phonemes). That is, children are taught how to use their knowledge of the alphabet to sound out words. This procedure constitutes a second approach to teaching reading – phonics.

Many schools have adopted a different approach: the whole-language method. The strategy here relies on the child's experience with the language. For example, students are offered engaging books and are encouraged to guess the words that they do not know by considering the context of the sentence or by looking for clues in the storyline and illustrations, rather than trying to sound them out. Many teachers adopted the whole-language approach because of its intuitive appeal. Making reading fun promises to keep children motivated, and learning to read depends more on what the student does than on what the teacher does. The presumed benefits of whole-language instruction – and the contrast to the perceived dullness of phonics – led to its growing acceptance across America during the 1990s and a movement away from phonics.

**C.** However, many linguists and psychologists objected strongly to the abandonment of phonics in American schools. Why was this so? In short, because research had clearly demonstrated that understanding how letters related to the component sounds in words is critically important in reading. This conclusion rests, in part, on knowledge of how experienced readers make sense of words on a page. Advocates of whole-language instruction have argued forcefully that people often derive meanings directly from print without ever determining the sound of the word. Some psychologists today accept this view, but most believe that reading is typically a process of rapidly sounding out words mentally. Compelling evidence for this comes from experiments which show that subjects often confuse homophones (words that sound the same, such as 'rose' and 'rows'). This supports the idea that readers convert strings of letters to sounds.

**D.** In order to evaluate different approaches to teaching reading, a number of experiments have been carried out, firstly with college students, then with school pupils. Investigators trained English-speaking college students to read using unfamiliar symbols such as Arabic letters (the phonics approach), while another group learned entire words associated with certain strings of Arabic letters (whole-word). Then both groups were required to read a new set of words constructed from the original characters. In general, readers who were taught the rules of phonics could read many more new words than those trained with a whole-word procedure.

Classroom studies comparing phonics with either whole-word or whole-language instruction are also quite illuminating. One particularly persuasive study compared two programmes used in 20 first-grade classrooms. Half the students were offered traditional reading instruction, which included the use of phonics drills and applications. The other half were taught using an individualised method that drew from their experiences with languages; these children produce their own booklets of stories and developed sets of words to be recognised (common components of the whole-language approach). This study found that the first group scored higher at year's end on tests of reading and comprehension.

**E.** If researchers are so convinced about the need for phonics instruction, why does the debate continue? Because the controversy is enmeshed in the philosophical differences between traditional and progressive (or new) approaches, differences that have divided educators for years. The progressive challenge the results of laboratory tests and classroom studies on the basis of a broad philosophical skepticism about the values of such research. They champion student-centred learning and teacher empowerment. Sadly, they fail to realise that these very admirable educational values are equally consistent with the teaching of phonics.

**F.** If schools of education insisted that would-be reading teachers learned something about the vast research in linguistics and psychology that bears on reading, their graduates would be more eager to use phonics and would be prepared to do so effectively. They could allow their pupils to apply the principles of phonics while reading for pleasure. Using whole-language activities to supplement phonics instruction certainly helps to make reading fun and meaningful for children, so no one would want to see such tools discarded. Indeed, recent work has indicated that the combination of literature-based instruction and phonics is more powerful than either method used alone.

Teachers need to strike a balance. But in doing so, we urge them to remember that reading must be grounded in a firm understanding of the connections between letters and sounds. Educators who deny this reality are neglecting decades of research. They are also neglecting the needs of their students.

### Questions 1-5

Reading Passage 3 has six sections, **A-F**.

Choose the correct heading for sections **B-F** from the list of headings below.

#### List of Headings

- i** Disagreement about the reading process
- ii** The roots of the debate
- iii** A combined approach
- iv** Methods of teaching reading
- v** A controversial approach
- vi** Inconclusive research
- vii** Research with learners
- viii** Allowing teachers more control
- ix** A debate amongst educators

*Example*

Section A **ix**

- 1** Section B
- 2** Section C
- 3** Section D
- 4** Section E
- 5** Section F

### Questions 6-10

Do the following statements agree with the information given in Reading Passage 3?

Write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

**6.** The whole-language approach relates letters to sounds.

**7.** Many educators believe the whole-language approach to be the most interesting way to teach children to read.

**8.** Research supports the theory that we read without linking words to sounds.

**9.** Research has shown that the whole-word approach is less effective than the whole-language approach.

**10.** Research has shown that phonics is more successful than both the whole-word and whole-language approaches.

**Part 5:** You are going to read four different opinions from leading scientists about the future of fuel. For questions 1-10 choose from the writers A-D. The writers may be chosen more than once. (1 pt)

#### **A. Howard Bloom, Author**

Even though most people are convinced that peak oil has already passed, to me, peak oil is just a hypothesis. There is a theory that carbon molecules can be found in interstellar gas clouds, comets and in space ice, and if this is the case, our planet could ooze oil forever. And even if we stay



earthbound, those who say we have raped the planet of all its resources are wrong. There's a huge stock of raw materials we haven't yet learned to use. There are bacteria two miles beneath our feet which can turn solid granite into food. If bacteria can do it, surely we creatures with brains can do it better. As far as the near future of energy is concerned, I believe the most promising alternative fuels are biofuels, such as ethanol. It's an alcohol made from waste products such as the bark of trees, woodchips, and other 'waste materials'. And that's not the only waste that can create energy. My friend in the biomass industry is perfecting an energy-generation plant which can run on human waste. We produce that in vast quantities, and it's already gathered in centralised locations.

### **B. Michael Lardelli, Lecturer in Genetics at The University of Adelaide**

Nothing exists on this planet without energy. It enables flowers and people to grow and we need it to mine minerals, extract oil or cut wood and then to process these into finished goods. So the most fundamental definition of money is as a mechanism to allow the exchange and allocation of different forms of energy. Recently, people have been using more energy than ever before. Until 2005 it was possible to expand our energy use to meet this demand. However, since 2005 oil supply has been in decline, and at the same time, and as a direct result of this, the world's economy has been unable to expand, leading to global recession. With the world's energy and the profitability of energy production in decline at the same time, the net energy available to support activities other than energy procurement will decrease. We could increase energy production by diverting a large proportion of our remaining oil energy into building nuclear power stations and investing in renewable forms of energy. However, this is very unlikely to happen in democratic nations, because it would require huge, voluntary reductions in living standards. Consequently, the world economy will continue to contract as oil production declines. With energy in decline, it will be impossible for everyone in the world to become wealthier. One person's increased wealth can only come at the expense of another person's worsened poverty.

### **C. Jeroen van der Veer, chief executive of Royal Dutch Shell**

People are understandably worried about a future of growing energy shortages, rising prices and international conflict for supplies. These fears are not without foundation. With continued economic growth, the world's energy needs could increase by 50% in the next 25 years. However, I do not believe that the world is running out of energy. Fossil fuels will be able to meet growing demand for a long time in the future. Taking unconventional resources into account, we are not even close to peak oil. The priority for oil companies is to improve efficiency, by increasing the amount of oil recovered from reservoirs. At present, just over a third is recovered. We can also improve the technology to control reservoir processes and improve oil flow. However, these projects are costly, complex and technically demanding, and they depend on experienced people, so it is essential to encourage young people to take up a technical career in the energy industry. Meanwhile, alternative forms of energy need to be made economically viable. International energy companies have the capability, the experience and the commercial drive to work towards solving the energy problem so they will play a key role. But it is not as simple as merely making scientific advances and developing new tools; the challenge is to deliver the technology to people worldwide. Companies will need to share knowledge and use their ideas effectively.

### **D. Craig Severance, blogger**

What will it take to end our oil addiction? It's time we moved on to something else. Not only are world oil supplies running out, but what oil is still left is proving very dirty to obtain. The Deepwater Horizon oil spill occurred precisely because the easy-to-obtain oil is already tapped. If we don't kick oil now, we will see more disasters as oil companies move to the Arctic offshore and clear more forests. The cheap petroleum is gone; from now on, we will pay steadily more and more for our oil - not just in dollars, but in the biological systems that sustain life on this planet. The only solution is to get on with what we will have to do anyway - end our dependence on it! There are many instances in which oil need not be used at all. Heat and electricity can be produced in a multitude of other ways, such as solar power or natural gas. The biggest challenge is the oil that is used in transportation. That doesn't mean the transportation of goods worldwide, it's the day-to-day moving around of people. It means we have to change what we drive. The good news is that it's

possible. There are a wide range of fuel-efficient cars on offer, and the number of all-electric plug-in cars is set to increase. For long distance travel and freight, the solution to this is to look to rail. An electrified railway would not be reliant upon oil, but could be powered by solar, geothermal, hydro, and wind sources. There is a long way to go, but actions we take now to kick our oil addiction can help us adapt to a world of shrinking oil supplies.

#### WHICH WRITER

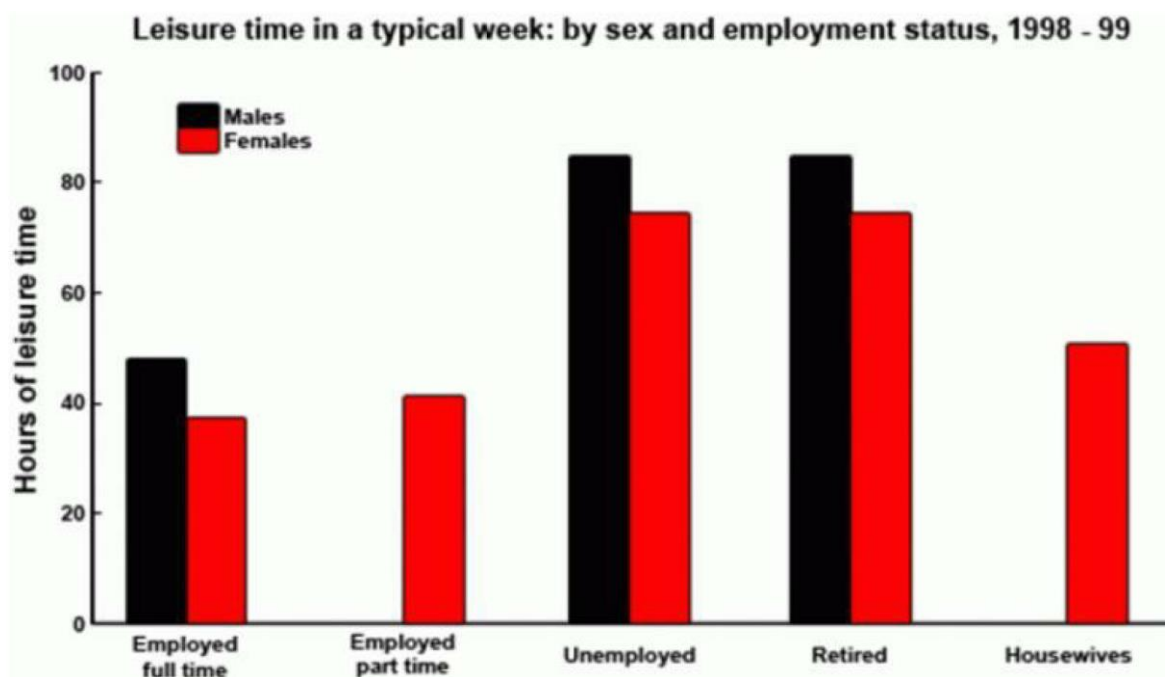
1. believes oil will be available for many more years.
2. believes that from now on, less oil is available.
3. believes there are ways to obtain energy that we have not yet discovered.
4. sees a great potential in natural fuels.
5. believes the fuel crisis will cause the poor to become poorer.
6. sees energy and the economy as intrinsically linked.
7. believes we should reduce our dependance on oil immediately.
8. believes that people need to be attracted to working in the energy industry.
9. believes that it is unlikely that governments will invest a lot of money into alternative energy.
10. believes that future oil recovery will lead to more environmental disasters.

#### D. WRITING

##### *Part 1. Graph description (2 pts)*

The chart below shows the amount of leisure time enjoyed by men and women of different employment status.

Write a report (about 150 words) for a university lecturer describing the information shown below.



##### *Part 2. Write an essay to answer the following question. (4pts)*

Some people think that a sense of competition in students should be encouraged. Others believe that students who are taught to co-operate rather than compete become more useful adults.

Discuss both these views and give your own opinion.

Write about 250 words.