

SECTION B. LEXICO - GRAMMAR (3.0 POINTS)

Part 1. Choose the option A, B, C or D which best completes each sentence. Record your answers in YOUR ANSWER box at the end of this part.

1. When _____ is not known exactly.
 A. was writing invented B. the invention of writing
 C. it was invented writing D. writing was invented
2. _____, the teachers knew it was time to stop.
 A. To hear the bell B. When heard the bell
 C. Hearing the bell D. To have been heard the bell
3. What happened _____ their car broke down on the motorway so they could not arrive the conference on time.
 A. to be that B. was that C. being that D. to that
4. Tonight, I _____ a presentation in front of a lot of people tomorrow, so I'd better get started.
 A. should have prepared B. ought to be prepared
 C. would rather prepared D. am supposed to prepare
5. Energy from the sunlight can be used to _____ electricity.
 A. generate B. tamper C. compile D. filter
6. His classmates dissolved into _____ of laughter when they saw his haircut.
 A. spells B. fits C. sets D. bouts
7. In this assignment, the evaluator will _____ your work and subsequently provide you with detailed feedback on how to enhance your writing.
 A. assess B. judge C. measure D. test
8. Harry has a garden which is _____ mine.
 A. double as large B. semi-larger C. twice as large as D. as two-time as large
9. I felt my space had been _____ when my cousin came to stay.
 A. invaded B. intruded C. usurped D. conquered
10. The project was a huge success – the response _____ better.
 A. mustn't have been B. wouldn't be C. didn't have to be D. couldn't have been

❖ **YOUR ANSWER:**

1	2	3	4	5	6	7	8	9	10

Part 2. Give the correct form the word provided to fill each gap.

1. Our _____ (FLY) from Hanoi to Sydney took 10 hours.
2. Plants draw minerals and other _____ (NUTRITION) from the soil.
3. My teachers emphasize the need for regular _____. (ATTEND)
4. Many efforts have been made in order to save _____ (DANGER) species.
5. It's hard to know what my sister is going to do because she is so _____. (PREDICT)
6. When I was young, I used to create _____ (IMAGINE) friends to talk to.
7. Watch how he does it carefully and then do _____. (LIKE)
8. My sister has good _____ (PERSON) skills, so she can relate to teenagers very well.
9. Those countries are _____ (DEPEND) on other countries for most of their food.
10. _____ (INSTALL) of the new system will take several days.

❖ **YOUR ANSWER:**

1.....	6.....
2.....	7.....
3.....	8.....
4.....	9.....
5.....	10

SECTION C. READING (5.0 POINTS)

Part 1: Read the text below and think of the word which best fits each space. Use only ONE word in each space.

New technologies, like all technologies, are morally neutral. (1) _____ their advent makes the world a better place or not depends on the uses to which they are (2) _____. And that, (3) _____ turn, depends upon the decisions of many people, especially of politicians, managers, trade (4) _____ leaders, engineers and scientists. The new technologies, cheap, flexible, dependent on knowledge and information as their main input, can (5) _____ human being from many of their current constraints for example constraints of resources and geography. (6) _____ the new technologies could also (7) _____ those with power to control their fellow citizens even more effectively than in the (8) _____ efficient dictatorships of the past. The new technological society will (9) _____ colossal demands on our imagination and ingenuity and on the capacity (10) _____ our institutions to respond to new challenges.

❖ **YOUR ANSWER:**

1.....	6.....
2.....	7.....
3.....	8.....
4.....	9.....
5.....	10

Part 2: You are going to read an extract from a newspaper article about coral reefs. Seven paragraphs have been removed from the extract. Choose from the paragraphs A-H the one which fits each gap 1-7. There is one extra paragraph which you do not need to use. Record your answer in YOUR ANSWER box at the end of this part.

If you're snorkeling around a coral reef, you'll see the local marine life in all its carnival colors. But the show clearly isn't just a tourist attraction. For the fish that live on the reef, it's more a matter of life and death. As with any other creature, the survival of a fish species depends on two things - food supplies and breeding success.

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1.

Seeing a coral reef in all its glory, you can't help feeling that fish have completely failed to solve this dilemma. The picture, however, only comes into focus when you take the fish's-eye view. For fish, according to Justin Marshall from the Vision, Touch and Hearing Research Centre at the University of Queensland in Brisbane, see things differently.

2.

This means that the carnival looks quite different to the marine life itself. To help him discover exactly how different it looks, Marshall has designed a unique underwater 'spectrophotometer', which analyzes the colors of things objectively in terms of their physical reflection. He is also measuring the light available in different micro-habitats.

3.

The general shift towards the blue end of the spectrum in underwater light explains why most nocturnal reef fish, such as the soldierfish, squirrelfish, and big-eyes, are mainly red in color. According to Marshall, some reef fish might see red, in which case they could capitalize on the color blindness of others and use red markings for private communication. But in most cases, red species are surprisingly inconspicuous.

4.

As any snorkeler will know, lots of reef fish display the sort of color combinations that suggest camouflage is the last thing on the fish's mind. The bright blues and yellows that are most common, however, are only conspicuous at a certain range. They fade to grey at a distance, because the colors are so close together that they merge.

5.

Wider color bands are perceptible at greater distances underwater. However, despite this increased visibility, the fish's-eye view is different from ours. Their visual acuity, especially in terms of color perception, presents a unique viewpoint of the underwater world.

6.

His observations also unveil the remarkable phenomenon known as 'the zebra effect'. In shoals of fish, individual distinctions blur as their collective patterns merge seamlessly into the background. This presents a challenge for predators attempting to discern individual targets. If this theory holds true, then a fish with bold blue and yellow markings can either advertise or hide itself by simply adjusting its behavior.

7.

In other words, one set of colors can send out very different signals depending on the setting. To complicate things further, most reef fish can vary their colors, whilst it is common for species to change color from night to day or as they grow older. Colors may even change with a fish's mood - whether it's fighting or fleeing from predators.

The missing paragraphs

- A. During the day, such fish hide in reef crevices. Once there, they may look obvious to human eyes, but to other fish, they blend into the dark background.
- B. This is because our visual system is a primate one, he says. It's very good at seeing yellows and reds versus greens. However, 30 metres below sea level there is no red light. So fish tend to see blues and ultraviolets well - and to be less sensitive to reds and yellows.
- C. The striking bands of colour seem to shout 'come and get me' to a potential mate when displayed against a plain background or close up. But put them up against a background of solid contrasting colours and they work on the same principle as the disruptive camouflage used for concealment of military equipment.
- D. The trouble is that eating and not being eaten both need stealth. Therefore, it is helpful for a fish to blend into the background. To attract a mate, on the other hand, requires a certain flamboyance.
- E. If this means that fish really can't see the difference, then it looks to him as though they have only two types of receptors for colour. This is a controversial claim, as others have argued that fish have four types of colour receptor.
- F. Together with information about the visual sensitivity of individual fish species and their behavior, this equipment enables researchers to perceive the underwater world through the eyes of fish. It's beginning to unveil how both flashy and timid species utilize vibrant colors to their advantage.
- G. Even in fish which sport fine stripes, such as parrotfish and wrasse, the different shades are distinct for only one metre and certainly no more than five. Beyond this, they too blend into the general sea colour around the reef.
- H. Most recently, Marshall has discovered that fish may see hardly any contrast between the blue of many species, such as tropical angelfish, and the color of the water around a tranquil reef. More surprisingly, says Marshall, a fish with blue and yellow stripes can be just as well camouflaged, as even this distinct pattern will merge into some backgrounds.

❖ YOUR ANSWER:

1	2	3	4	5	6	7

Part 3. Read the following passage and choose the correct answer (A, B, C or D).

Careless tourists scar ancient alpine rock art

Tens of thousands of ancient pictures carved into the rocks at one of France's most important tourist sites are being gradually destroyed. Scientists and researchers fear that the 36,000 drawings on rocks in Mont Bego in the French Alps are being damaged so rapidly that they will not survive for future generations. The mountain, believed to have once been a site for prayer and worship, is **scattered** with 4,000-year-old drawings cut into bare rock. They include pictures of cows with horns, cultivated fields, and various gods and goddesses. But as the popularity of the site increases, the pictures are being ruined by thoughtless graffiti.

Jean Clottes is the chairman of the International Committee on Rock Art. He says, "People think that because the pictures have been there so long they will always continue to be there. But if the damage continues at this rate there will be nothing left in 50 years." He describes seeing tourists stamping on the drawings, wearing away the rock and definition of the artwork as they do so. Some visitors, he says, even chop off parts to take home as souvenirs.

"When people think they can't take a good enough photograph, they rub the drawings to get a clearer picture," he said. The drawings are polished by the weather, and if the sun is shining and the visitors can't see them properly they simply rub and scrape them to make them look fresher.

Other researchers describe how people arrive carrying long sticks with sharp ends to scratch their own drawings, or even their names, into the rocks.

But experts are divided over the best way to preserve the drawings. Henry de Lumley, director of the Museum of Natural History in Paris, believes that the only way to save the site is to turn the whole mountain into a "no-go" area, preventing the public from going there except on guided tours. Otherwise, he says, not only will the site be completely destroyed but important research work will be reduced.

Clottes disagrees. "The measure proposed by Henry de Lumley is the most severe, and while it is the most effective, it is also certain to bring about protests from people who live there," he said. "The site was classified as a historic monument years ago by the Ministry of Culture, and we must do as much as possible to save what is there."

David Lavergne, the regional architect, also wants to avoid closing the site. "Henry de Lumley's idea isn't ideal," he said. "Our department feels that the best solution is to let people look at the site, but because the area is very big, it is difficult to prevent visitors from damaging it. I would prefer that everyone was able to look at it, but the main problem is financial. We do not have the funds to employ the necessary number of guards. We may have to consider charging a fee. There seems to be no prospect of government funding."

In Nice, Annie Echassoux, who also worked on researching the site, is alarmed that as the mountain becomes easier to reach - tourists can now avoid the three-and-a-half-hour walk by hiring vehicles - the damage will increase rapidly. She thinks that the only solution is to rope off the area and provide guides. "You can't say the plan can't go ahead because there is no money," she said. "That is not good enough. Money must be provided because the Ministry of Culture has classified this area as a historic site. If we don't take steps, we will be responsible for losing the drawings for the next generation."

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1. In the first paragraph, what does 'scattered' mean?
 - A. Carefully dispersed
 - B. Chaotically positioned
 - C. Sporadically arrayed
 - D. Strategically distributed
2. Jean Clottes says that people who visit the mountain....
 - A. do not believe the drawings are old.
 - B. believe they are allowed to paint there.
 - C. think the drawings should be left alone.
 - D. assume the drawings will not change.
3. Henry de Lumley is keen to...
 - A. set up research projects.
 - B. safeguard public rights.
 - C. keep out individual visitors.
 - D. ban traffic in the area.
4. What measure does Henry de Lumley propose to preserve the drawings?
 - A. Charging a fee for visitors to access the site
 - B. Turning the entire mountain into a restricted area
 - C. Encouraging tourists to take guided tours of the site
 - D. Providing funding for the employment of guards to protect the drawings
5. David Laverne would prefer to
 - A. arrange security to protect the site.
 - B. limit the number of visitors to the site.
 - C. reduce the overall area of the site.
 - D. use tourist fees to finance repairs on the site.
6. What is Annie Echassoux's main concern regarding the accessibility of the site?
 - A. The financial burden of implementing preservation measures
 - B. The potential increase in vandalism due to greater approachability
 - C. The classification of the area as a historic site by the Ministry of Culture
 - D. The lack of government support for protecting the drawings
7. Which word best describes Annie Echassoux's attitude?
 - A. determined
 - B. despairing
 - C. unforgiving
 - D. understanding
8. This article has been written about Mont Bego to
 - A. advertise the closure of the site.
 - B. warn visitors about the dangers of the site.
 - C. encourage scientists to visit the site.
 - D. describe fears about the future of the site.

❖ **YOUR ANSWER:**

1	2	3	4	5	6	7	8

Part 4. The following passage includes six paragraphs (A-F) and there are five pieces of information. Read and find the information from 1 to 5 in the suitable paragraph.

1. a reference to the influence of the domestic background on the gifted child
2. a reference to the damaging effects of anxiety
3. a reference to the attributes that help gifted students perform exceptionally
4. examples of classroom techniques which favour socially-disadvantaged children
5. implications for teaching methods to accommodate the diverse thinking processes of gifted individuals

Gifted children and learning

A. Internationally, 'giftedness' is most frequently determined by a score on a general intelligence test, known as an IQ test, which is above a chosen cutoff point, usually at around the top 2-5%. Children's educational environment contributes to the IQ score and the way intelligence is used. For example, a very close positive relationship was found when children's IQ scores were compared with their home educational provision (Freeman, 2010). The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc. Because IQ tests are decidedly influenced by what the child has learned, they are to some extent measures of current achievement based on age-norms; that is, how well the children have learned to manipulate their knowledge and know-how within the terms of the test. The vocabulary aspect, for example, is dependent on having heard those words. But IQ tests can neither identify the processes of learning and thinking nor predict creativity.

B. Excellence does not emerge without appropriate help. To reach an exceptionally high standard in any area very able children need the means to learn, which includes material to work with and focused challenging tuition, and the encouragement to follow their dream. There appears to be a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by the teacher often compensates for lack of internal regulation. To be at their most effective in their self-regulation, all children can be helped to identify their own ways of learning – metacognition – which will include strategies of planning, monitoring, evaluation, and choice of what to learn. Emotional awareness is also part of metacognition, so children should be helped to be aware of their feelings around the area to be learned, feelings of curiosity or confidence, for example.

C. High achievers have been found to use self-regulatory learning strategies more often and more effectively than lower achievers, and are better able to transfer these strategies to deal with unfamiliar tasks. This happens to such a high degree in some children that they appear to be demonstrating talent in particular areas. Overviewing research on the thinking process of highly able children, Shore and Kanevsky (1993) put the instructor's problem succinctly: 'If they [the gifted] merely think more quickly, then we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice'. But of course, this is not entirely the case; adjustments have to be made in methods of learning and teaching, to take account of the many ways individuals think.

D. Yet in order to learn by themselves, the gifted do need some support from their teachers. Conversely, teachers who have a tendency to 'overdirect' can diminish their gifted pupils' learning autonomy. Although 'spoon-feeding' can produce extremely high examination results, these are not always followed by equally impressive life successes. Too much dependence on the teachers risks loss of autonomy and motivation to discover. However, when teachers help pupils to reflect on their own learning and thinking activities, they increase their pupils' self-regulation. For a young child, it may be just the simple question 'What have you learned today?' which helps them to recognise what they are

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doing. Given that a fundamental goal of education is to transfer the control of learning from teachers to pupils, improving pupils' learning to learn techniques should be a major outcome of the school experience, especially for the highly competent. There are quite a number of new methods which can help, such as child-initiated learning, ability-peer tutoring, etc. Such practices have been found to be particularly useful for bright children from deprived areas.

E. But scientific progress is not all theoretical, knowledge is a so vital to outstanding performance: individuals who know a great deal about a specific domain will achieve at a higher level than those who do not (Elshout, 1995). Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise than intellectual skills, due to the great demands of effort and time needed for learning and practice. Creativity in all forms can be seen as expertise mixed with a high level of motivation (Weisberg, 1993).

F. To sum up, learning is affected by emotions of both the individual and significant others. Positive emotions facilitate the creative aspects of learning and negative emotions inhibit it. Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour. In Boekaerts' (1991) review of emotion the learning of very high IQ and highly achieving children, she found emotional forces in harness. They were not only curious, but often had a strong desire to control their environment, improve their learning efficiency and increase their own learning resources.

❖ YOUR ANSWER:

1	2	3	4	5

SECTION D. WRITING (6.0 POINTS)

Part 1. Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it. Write the answers on your answer sheet.

1. To get the 30% discount, you must buy all ten books at the same time.

✎ You can only

2. When my friend picked up his pen, he found that the nib had broken.

✎ On

3. I rarely wake up early in the morning .

✎ I'm not in

4. Something must be done quickly to solve the problem of global warming.

✎ Urgent

5. "Don't break my lego, Ben, or I will scream", said the boy.

✎ The boy

6. You may get hungry on the train, so take some cookies and milk.

✎ In

7. If someone understands this book chapter, they are smarter than I am.

✎ Anyone.....

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8. The house's collapse was a result of the faulty building work.

✎ It was

9. This is the first time I have ever seen a meteor shower.

✎ Never

10. I'm sure Mary didn't do it on purpose.

✎ Mary can't

Part 2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the given words.

1. Entry is free if you are under 16 years old.

✎ You can you are under 16 years old. (**WITHOUT**)

2. Her car license is valid until May 30th, 2024.

✎ The May 30th, 2024. (**EXPIRY**)

3. The truck driver acted quickly and avoided an accident.

✎ The an accident. (**PROMPT**)

4. Nick's colleagues ignored him after he reported one of them for leaving work early.

✎ Nick his colleagues for reporting one of them for leaving work early. (**SHOULDER**)

5. Their children continued waving until the bus could not be seen any more.

✎ Their children continued (**SIGHT**)

Part 3. Write an essay about 300 words on the following topic.

While some people consider global warming the most urgent environmental problem which we have at the moment, others believe that deforestation has a more devastating impact on our world. Discuss both sides and give your opinion.

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