

Passage 1

**THE CONTEXT, MEANING AND SCOPE OF TOURISM**

Once the exclusive province of the wealthy, travel and tourism have become an institutionalized way of life for most of the population. In fact, McIntosh and Goeldner (1990) suggest that tourism has become the largest commodity in international trade for many nations and, for a significant number of other countries, it ranks second or third. For example, tourism is the major source of income in Bermuda, Greece, Italy, Spain, Switzerland, and most Caribbean countries. In addition, Hawkins and Ritchie, quoting from data published by the American Express Company, suggest that the travel and tourism industry is the number one ranked employer in the Bahamas, Brazil, Canada, France, (the former) West Germany, Hong Kong, Italy, Jamaica, Japan, Singapore, the United Kingdom, and the United States. However, because of problems of definition, which directly affect the statistical measurement, it is not possible with any degree of certainty to provide precise, valid, or reliable data about the extent of worldwide tourism participation or its economic impact. In many cases, similar difficulties arise when attempts are made to measure domestic tourism.

**Questions 1-3 Complete the sentences below.**

**Choose NO MORE THAN THREE WORDS from the passage for each answer.**

**Write your answers in boxes 1-3 on your answer sheet.**

1. In Greece, tourism is the most important .....
2. The travel and tourism industry in Jamaica is the major .....
3. The problems associated with measuring international tourism are often reflected in the measurement of .....

Passage 2

***AUTUMN LEAVES***

***Canadian writer Jay Ingram investigates the mystery of why leaves turn red in the fall***

A. Chlorophyll, although exquisitely evolved to capture the energy of sunlight, can sometimes be overwhelmed by it, especially in situations of drought, low temperatures, or nutrient deficiency. Moreover, the problem of oversensitivity to light is even more acute in the fall, when the leaf is busy preparing for winter by dismantling its internal machinery. The energy absorbed by the chlorophyll molecules of the unstable autumn leaf is not immediately channelled into useful products and processes, as it would be in an intact summer leaf. The weakened fall leaf then becomes vulnerable to the highly destructive effects of the oxygen created by the excited chlorophyll molecules.

B. Even if you had never suspected that this is what was going on when leaves turn red, there are clues out there. One is straightforward: on many trees, the leaves that are the reddest are those on the side of the tree which gets most sun. Not only that, but the red is brighter on the

upper side of the leaf. It has also been recognised for decades that the best conditions for intense red colours are dry, sunny days and cool nights, conditions that nicely match those that make leaves susceptible to excess light. And finally, trees such as maples usually get much redder the more north you travel in the northern hemisphere. It's colder there, they're more stressed, their chlorophyll is more sensitive and it needs more sunblock.

C. What is still not fully understood, however, is why some trees resort to producing red pigments while others don't bother, and simply reveal their orange or yellow hues. Do these trees have other means at their disposal to prevent overexposure to light in autumn? Their story, though not as spectacular to the eye, will surely turn out to be as subtle and as complex

**Write your answers (ONE WORD ONLY) in boxes 4-7 on your answer sheet.**

**Why believe the 'light screen hypothesis'?**

- The most vividly coloured red leaves are found on the side of the tree facing the (4).....
- The(5).. ..... surfaces of leaves contain the most red pigment. . Red leaves are most abundant when daytime weather conditions are (6) and sunny
- The intensity of the red colour of leaves increases as you go further (7).....

### **Passage 3**

#### **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. 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 o 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 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.

**Questions 8-11 Complete the sentences below.**

**Choose NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in boxes 8-11 on your answer sheet**

8. One study found a strong connection between children's IQ and the availability of.....at home.
9. Children of average ability seem to need more direction from teachers because they do not have ....
10. Meta-cognition involves children understanding their own learning strategies, as well as developing.....
11. Teachers who rely on what is known as .....often produce sets of impressive grades in class tests.