

Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each the numbered blanks.

My first job was a sales assistant at a large department store. I wanted to work part-time, because I was still studying at university and I was only able to work (26) _____ nights a week. I came across the advertisement in the local newspaper. I remember the interview as though it were yesterday. The personnel manager sat behind a large desk. He asked me various questions which surprised me because all I wanted was to work in sales. An hours later, I was told that I had got the job and was given a contract to go over. I was to be trained for ten days before I took my post. Also, as a member of staff, I was (27) _____ to some benefits, including discounts.

When I eventually started, I was (28) _____ for the toy section. I really enjoyed it there and I loved demonstrating the different toys. I was surprised at how friendly my colleagues were, too. They made working there fun even when we had to deal with customers (29) _____ got on our nerves. (30) _____, working there was a great experience which I will never forget.

(Source: <https://goagl/wkAgnA>)

- Question 26.** A. A little B. little C. much D. a few
Question 27. A. catered B. given C. entitled D. supplied
Question 28. A. responsible B. responsibly C. responsibility D. responsibilities
Question 29. A. which B. why C. when D. who
Question 30. A. In contrast B. However C. Moreover D. On the whole

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each question.

Pollution emitted in industrial areas represents a threat to human health and the surrounding natural resources. We have a tendency to believe that the production processes are the only source of environmental damage, and often forget about the possible long-term effects of harmful production practices. We may think that the closure of these huge industrial areas would improve the quality of the environment. Unfortunately, this ignores the threat of the remaining waste, which is abandoned and poorly stored. It represents an even bigger danger because it stands neglected as it degrades and leaks into the earth without any control at all.

Changes in the water chemistry due to surface water contamination can effect all levels of an ecosystem. It can effect the health of lower food chain organisms and, consequently, the availability of food up through the food chain. It can damage the health of wetlands and damage their ability to support healthy ecosystems, control flooding, and filter pollutants from storm water runoff. The health of animals and humans are affected when they drink or bathe in contaminated water. In addition, water-based organisms, like fish and shellfish, can pile up and concentrate contaminants in their bodies. When other animals or humans eat these organisms, they receive a much higher dose of contaminants than they would have if they had been directly exposed to the original contamination.

Contaminated groundwater can adversely affect animals, plants and humans if it is removed from

the ground by manmade or natural processes. Depending on the geology of the area, groundwater may rise to the surface through springs or seeps, flow laterally into nearby rivers, streams, or ponds, or sink deeper into the earth. In many parts of the world, groundwater is pumped out of the ground to be used for drinking, bathing, other household uses, agriculture, and industry.

Contaminants in the soil can harm plants when they take up the contamination through their roots. Ingesting, inhaling, or touching contaminated soil, as well as eating plants or animals that have accumulated soil contaminants can adversely impact the health of humans and animals.

Air pollution can cause breathing – related problems and other bad health effects as contaminants are **absorbed** from the lungs into other parts of the body. Certain air contaminants can also harm animals and humans when they contact the skin. Plants rely on breathing for their growth and can also be effected by exposure to contaminants moved in the air.

Question 31. What is the topic of this passage?

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|-------------------------------------|------------------------------------|
| A. Sources of environmental damage. | B. The pollution from the city. |
| C. Bad effects of industrial waste. | D. The quality of the environment. |

Question 32. According to the passage, the industry is likely to be thought as _____.

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|---------------------------------|----------------------------------|
| A. a danger to the environment. | B. the only source of pollution. |
| C. the utmost harmful activity. | D. a threat to human health. |

Question 33. The word “it” refers to _____.

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|------------------------|--------------------------------------|
| A. the remaining waste | B. a danger |
| C. the environment | D. the threat of the remaining waste |

Question 34. Which of the followings affect an ecosystem as the whole?

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|--------------------------------|------------------------------|
| A. surface water contamination | B. groundwater contamination |
| C. soil contamination | D. air contamination |

Question 35. Which of the followings is NOT badly affected by contaminated groundwater?

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|----------|-----------|----------|------------|
| A. human | B. Plants | C. rocks | D. animals |
|----------|-----------|----------|------------|

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each question.

Successful students often do the followings while studying. First, they have an overview before reading. Next, they look for important information and pay greater attention to it (which often needs jumping forward or backward to process information). They also relate important points to one another. Also, they activate and use their **prior** knowledge. When they realize that their understanding is not good, they do not wait to change strategies. Last, they can monitor

understanding and take action to correct or “fix-up” mistakes in comprehension.

Conversely, students with low academic achievement often demonstrate ineffective study skills. They tend to assume a passive role in learning and rely on others (e.g, teachers, parents) to monitor their studying. For example, low – achieving students often do not monitor their understanding of content, they may not be aware of the purpose of studying, and they show little evidence of looking back, or employing “fix-up” strategies to fix understanding problems.

Students who struggle with learning new information seem to be unaware that they must extend beyond simply reading the content to understand and remember it. Children with learning disabilities do not plan and judge the quality of their studying. Their studying may be disorganized. Students with learning problems face challenges with personal organization as well. They often have difficulty keeping track of materials and assignments, following directions, and completing work on time. Unlike good studiers who employ a variety of study skills in a flexible yet purposeful manner, low – achieving students use a restricted range of skills. **They** can not explain why good study strategies are important for learning, and they tend to use the same, often ineffective, study approach for all learning tasks, ignoring task content, structure of difficulty.

Question 36. What is the topic of the passage?

- A. Successful and low – academic achieving students.
- B. Successful learners and their learning strategies.
- C. Study skills for high school students.
- D. Effective and ineffective ways of learning.

Question 37. The word “prior” is closest in meaning to _____.

- A. Important
- B. Earlier
- C. forward
- D. good

Question 38. According to the passage, what can be learnt about passive students?

- A. They depend on other people to organize their learning.
- B. They are slow in their studying.
- C. They monitor their understanding.
- D. They know the purpose of studying

Question 39. Which of the followings is NOT an evidence of monitoring studying?

- A. being aware of the purpose of studying.
- B. fixing up mistakes in the understanding
- C. monitoring their understanding of content.
- D. looking at their backs.

Question 40. According to the passage, to learn new information, low – achieving students do NOT _____.

- A. Just understand it B. Simply remember it
C. relate it to what they have known D. read it

Question 41. In compared with low – achieving students, successful students use _____.

- A. Aimless study techniques.
- B. Various study skills.
- C. restricted strategies.
- D. inflexible study ways.

Question 42. The underlined pronoun “they” refers to _____.

- A. Study strategies B. Study skills C. low – achieving students D. good studiers.