

PART 3: Answer the questions below. Write NO MORE THAN THREE WORDS AND/OR NUMBERS for each answer. (10 points)

1. How did the traveller hear about the New York?
2. What surprised the traveller about New York's airport?
3. What happened in London?
4. What could the traveller see from the flat?
5. Which people showed the traveller around New York?

PART 4: Listen to a recording about a growth mindset and complete the summary by writing NO MORE THAN THREE words and/or a number in each gap. (20 points)

Growth mindset has acquired 1. _____ these days with studies indicating greater success for those who embrace efforts and learning than those who are merely supportive of 2. _____. Similarly, deceptive behaviours are found in companies encouraging talent game while higher rates of innovative developments, greater 3. _____ as well as more dedicated staff are reported in companies supporting growth. However, a growth mindset can also be misinterpreted.

One common misconception is to dismiss the evolutionary nature of growth and to mistake features such as a 4. _____ or receptiveness for a growth mindset. Next, people might misinterpret endeavors as a sure component of a growth mindset while not attaching enough significance to 5. _____ which involve the lessons learnt, progress made and processes engaged in. Finally, organisations may solely announce their goals to achieve 6. _____ without 7. _____ and _____.

All in all, organisations that encourage a growth zone value learning and support certain levels of 8. _____. In such environments, not 9. _____ but _____ is espoused, and the concept of "growth" must be truly delivered to employees through actions. The fixed mindset that triggers 10. _____ in response to negative feedback might be an obstacle to growth thinking; therefore, the key is to get insight into what a growth mindset truly means and how to put it into practice.

SECTION B. LEXICO- GRAMMAR (30 points)

Part 1. Choose the best option A, B, C, or D to complete the following sentences. (20 points)

1. - Why didn't you stop the car? There's a 'stop' sign over there! You _____ us all!
A. could have killed B. can't have killed C. will kill D. mustn't kill
2. Not only _____ more brittle than hard maples, but they are also less able to withstand high winds.
A. soft maples are B. soft maples
C. they are soft maples D. are soft maples
3. That book is by a famous anthropologist. It's about the people in Samoa _____ for two years.
A. that she lived B. that she lived among them
C. among whom she lived D. where she lived among them
4. _____ in this national park declined from a few thousand to a few hundred in ten years.
A. For a number of tigers B. That the number of tigers
C. The number of tigers D. A number of tigers
5. The shapes of snow crystals depend largely _____ temperature and humidity are.
A. how high its B. on how the height of the
C. on how high the D. that the height of the
6. The runner was far ahead for most of the race, but at the end she won only _____.
A. larger than life B. on the dot C. by a whisker D. a notch above
7. The luxurious office accentuated the manager's position _____. It enhanced his power and his sense of his own worth. And it made other people feel small.
A. on the pecking pole B. in the nibbling line
C. at the nipping post D. in the packing order
8. I was in the _____ of despair before I heard the good news.
A. depths B. profundities C. bottoms D. holes
9. This is the _____ timetable for the conference. It may change later
A. conditional B. indefinite C. provisional D. indeterminate
10. Some find it hard to _____ themselves to the new working condition.

A. apply B. accommodate C. habituate D. conduct

11. The contemporary dialogue for me struck a slightly _____ note.

A. disembodied B. discordant C. dismissive D. disconcerting

12. Both of the jobs I've been offered are fantastic opportunities – I'm in such _____!

A. a constituency B. a deviation C. an arrhythmia D. a quandary

13. The starter motor was _____ again, which got on my nerves.

A. firing away B. playing up C. sounding out D. harping on

14. By now the passengers were getting _____ with the delay.

A. palmed off B. fobbed off C. browned off D. nodded off

15. The immigrants from this country will not be given the right of _____ in Britain when the new legislation comes into force.

A. abode B. abess C. baptism D. lodging

16. The President has gotten used to being _____ by his political opponents whenever a new policy is proposed.

A. blasted off B. ripped off C. zonked out D. sniped at

17. Breaking his leg dealt a _____ to his chances of becoming a professional footballer.

A. thump B. strike C. hit D. blow

18. Having lost her home, Lucy got _____ a gang of people who hang around causing trouble.

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

19. I forgot my glasses so I'm as blind as a(n) _____.

A. bat B. owl C. racoon D. beaver

20. I didn't _____ to be a millionaire- I just wanted to run a successful business.

A. crop up B. wind down C. set out D. tide over

Part 2: Give the correct form of each given word to complete the following sentences. (10 points)

1. He was made headmaster as a _____ till a new man could be appointed. **STOP**

2. Yet again, it was a _____ which she would need to explain and correct. **FALSE**

3. Sometimes, the leaves of _____ plants clash with the colours of their own flowers. **VARIANT**

4. Roads became _____ for lack of maintenance. **PASS**

5. I've not been sleeping well since the house was ransacked, and it's made me very _____. **EDGE**

6. It occurred to him that it might be easier to find _____ employment in Cornwall. **GAIN**

7. His _____ towards other people had made him very unpopular. **CIVIL**

8. In Paris, proud _____ never went out of fashion. **INTELLECT**

9. I met my old friend at the supermarket this morning, which was quite _____. **FORTUNE**

10. It has the effect too of keeping to the _____ the meanings recognized by participants. **FRONT**

SECTION C. READING (60 POINTS)

Part 1: Read the text below and think of the word which best fits each space. Use only ONE word in each space. (15 points)

The World Cup is a competition which encourages men and women (1) _____ to talk about football. (2) _____ over the world, fans root for their team and their country, and it's hard not to get (3) _____ up in the enthusiasm. Even people who are (4) _____ normally into football, or never watch it, express interest, especially if their national team is (5) _____ part.

On the other hand, however, it is usually the male members of the population who avidly follow the fate of their favourite team from week to (6) _____ throughout the year, year (7) _____ year out.

Players and supporters of opposing teams are regarded as the enemy; colours and emblems, like uniforms, display (8) _____ their loyalties lie. Feelings of comradeship are strong (9) _____ supporters of the same side, and the game (10) _____ hinges on tactics and strategy. Moreover, violence and acts of destruction often surface in the (11) _____ of hooliganism. The similarities (12) _____ football and war are striking. (13) _____ do football fans become so fanatical in (14) _____ support of teams? Is (15) _____, perhaps, among some members of the population, a deep-rooted craving for battle even in times of peace?

Part 2: You are going to read an extract from the Hollywood film industry. 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. (7points)

In the years after the Second World War, the Hollywood film industry underwent a major transformation. Increased competition from foreign films, falling numbers of cinema audiences, and attacks on the studio structure by government agencies led to a loss of revenue which crippled the American industry, and forced it into rapid and profound change.

1.	
----	--

This phenomenon cannot simply be blamed on the rise of television, as it began five years before television existed as a viable alternative to movie-going. After the Second World War, there was a demographic and cultural shift in urban America that profoundly altered the leisure patterns of US society.

2.	
----	--

The Hollywood studios were not oblivious to these population shifts. They saw the need to provide new theatres, and, once the necessary building materials became available, they began the process of constructing 4,000 drive-ins throughout the USA. The drive-in theatre offered a pleasant, open space where movie fans in parked cars could watch double features on a massive screen. By June 1956, at the very height of the drift away from the urban environment to green belt areas, and of the baby-boom, more people in the USA went to the drive-ins than to the traditional 'hard-top' theatres.

3.	
----	--

Meanwhile, the shift of movie houses to where the audience was now located created another problem for the shaking foundations of the Hollywood studios. The disappearance of the division between 'first-run' houses in town centres showing prestige pictures, and local neighbourhood cinemas, changed the pattern of film demand, necessitating a major change in the organization of film production.

4.	
----	--

Even before the war, Hollywood studios had been up in arms about attempts to break up their vertically integrated systems of production, distribution and exhibition. They appealed the case all the way to the Supreme Court; but 1948 proved to be the end of the road, and, in what became known as the 'Paramount decision', the court ruled for the divorce of production and exhibition, and the elimination of unfair booking practices.

5.	
----	--

However, the studios still retained a significant measure of direct control through international distribution. The 'Paramount decision' wounded Hollywood, but did not break it. Although the major companies would have adjusted far better to the new conditions had they retained their theatres, they still held sway as long as they produced what exhibitors and audiences wanted .

6.	
----	--

In 1939, Technicolor had lit up the screen in *Gone with the Wind*, but throughout its early years had only been employed for a select group of features, principally historical epics and lavish musicals. Just over a decade later, Technicolor lost its market monopoly as a result of antitrust laws, and the giant Eastman Kodak soon surged into the market, introducing Eastman Color, which required only one, not three, separate negatives. The studios brought out Eastman Color under a variety of names, and by the early 1960s virtually all Hollywood movies were being made in colour.

7.	
----	--

However, theatres which contracted for the new process were required to employ three full-time projectionists and invest thousands of dollars in new equipment, and this financial outlay proved too much for most.

The missing paragraphs

A A further blow to the stability of the studio system was delivered by the government. The years immediately after the war saw the culmination of federal antitrust action against the Hollywood studios: a campaign that had started in the 1930s, but had been temporarily halted by the war.

B So Hollywood looked to innovation and new technology to tempt patrons back to the theatres. Films were designed on a spectacular scale, clearly superior to the black and white video images broadcast into the home. The first of the 'new' film technologies, colour, had long been available to the movie industry.

C People were cashing in the savings bonds accumulated during the war and buying houses in the suburbs, accelerating a trend which had begun at the turn of the century. This took away the heart of the film-going audience. Suburbanization also raised the cost of going out to the movies; upon relocation it became inconvenient and expensive to travel to the centre of town simply to see a film.

D A more permanent solution arrived with the shopping centre theatre. As new malls opened in record numbers, the locus of movie attendance permanently shifted. With acres of free parking and ideal access for the car, shopping centres generally included a multiplex with five or more screens.

E In 1952, the Hollywood studios went one step further, and made their movies bigger. Cinemas offered spectacular widescreen effects by melding images from three synchronized projectors on a vast curved screen. To add to the sense of overwhelming reality, it also included multi-track stereo sound.

F What the Hollywood studios needed was a widescreen process without the added complications of 3-D, or the prohibitive investment of Cinerama. Fox's CinemaScope seemed to be the answer: a widescreen process which used an anamorphic lens to expand the size of the image.

G Perhaps the most important watershed in the Hollywood system began in the middle of the last century. Certainly, by the early 1960s, attendances at US movie houses were half what they had been during the glory days, and thousands of flourishing theatres had closed forever.

H During Hollywood's 'golden age', the major studios had directly controlled their own destinies by owning the most important theatres. Now they were legally obliged to sell these off, and split their companies in two; the 'golden age' was over and a new age loomed.

Part 3. Read the passage and do the tasks below. (13 points)

CONTROLLING DEATHWATCH BEETLES

All of the organisms that damage timber in buildings are part of the natural process that takes dead wood to the forest floor, decomposes it into humus, and recycles the nutrients released back into trees. Each stage in this process requires the correct environment and if we replicate this in our buildings then the organisms belonging to that part of the cycle will invade. A poorly maintained roof is, after all, just an extension of the forest floor to a fungus.

The first fact to remember about deathwatch beetles in your building is that they have probably been there for centuries and will continue long after you have gone. Beetle damage in oak timbers is a slow process and if we make it slower by good maintenance then the beetle population may eventually decline to extinction. The second fact is that natural predation will help you. Spiders are a significant predator and will help to keep the beetle population under control. They will speed up the decline of a beetle population in a well-maintained building.

The beetles fly to light and some form of light trap may help to deplete a population. The place in which it is used must be dark, so that there is no competing light source, and the air temperature must rise above about 17°C during the emergence season (April to June) so that the beetles will fly. Beetle holes do not disappear when the beetles have gone so it is sometimes necessary to confirm active infestation if remedial works are planned. This is generally easy with beetle damage in sapwood because the holes will look clean and have

sharp edges, usually with bore dust trickling from them. Infestation deep within modified heartwood is more difficult to detect, particularly because the beetles will not necessarily bite their own emergence holes if plenty of other holes are available. This problem may be overcome by clogging the suspected holes with furniture polish or by covering a group of holes tightly with paper or card. Any emerging beetles will make a hole that should be visible, so that the extent and magnitude of the problem can be assessed. Unnecessary pesticide treatments must be avoided.

Sometimes a building cannot be dried enough to eradicate the beetles or a localised population will have built up unnoticed. A few scattered beetles in a building need not cause much concern, but dozens of beetles below a beam-end might indicate the need for some form of treatment if the infested timber is accessible. Insecticides formulated as a paste can be effective - either applied to the surface or caulked into pre-drilled holes - but the formulations may only be obtainable by a remedial company.

Surface spray treatments are generally ineffective because they barely penetrate the surface of the timber and the beetles' natural behaviour does not bring it into much contact with the insecticide. Contact insecticides might also kill the natural predators.

Heat treatments for entire buildings are available and the continental experience is that they are effective. They are also likely to be expensive but they may be the only way to eradicate a heavy and widespread infestation without causing considerable structural degradation of the building.

Two other beetles are worth a mention.

The first is the House Longhorn Beetle (*Hylotrupes bajulus*). This is a large insect that produces oval emergence holes that are packed with little cylindrical pellets. The beetles restrict their activities to the sapwood of 20th century softwood, although there is now some evidence that they will attack older softwood. The beetle larvae can cause considerable damage but infestation has generally been restricted to the southwest of London, possibly because they need a high temperature before the beetles will fly. Old damage is, however, frequently found elsewhere, thus indicating a wider distribution in the past, and infested timber is sometimes imported. This is an insect that might become more widespread because of climate change.

The second is the Lyctus or powderpost beetle. There are several species that are rather difficult to tell apart. These beetles live in the sapwood of oak. The beetles breed rapidly so that many cylindrical beetles may be present and the round emergence holes resemble those of the furniture beetle. This is, and has always been, a pest of newly-installed oak. Timbers with an exploded sapwood surface are frequently found in old buildings and the damage will have occurred during the first few decades after the timbers were installed. Our main interest with these beetles is that they seem to have become more common of late. Beetle infestation within a few months of a new oak construction will be Lyctus beetles in the sapwood and not furniture beetles. The problem can be avoided by using oak with minimal sapwood content. The beetle infestation will cease after a few years but spray treatment may be necessary if an infestation is heavy.

Questions 1-4

Complete each sentence with the correct ending **A - H** below.

Write the correct ending **A - H** in spaces **1-4** below.

- 1 .One species of the beetle population may spread
- 2 .You can detect the presence of beetles
- 3 .You may kill household spiders
- 4 .Beetles will disappear at a faster rate

- A If the building is kept in good condition.
- B If you clog the suspected holes with furniture polish, paper or card.
- C If the temperature rises to above about 17°C during the emergence season.
- D If you use a contact insecticide
- E If it was installed a few decades earlier
- F if changes in weather patterns continue.
- G If the use of surface treatments is avoided.
- H If the wood has a low sapwood concentration.

Questions 5-9

Do the following statements agree with the information given in Reading Passage. In spaces 5 - 9 below, 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

5. Infestation by beetles deep within modified heart wood can be identified by the type of hole visible.
6. Clogging a hole with furniture polish or paper will trap the beetle inside permanently.
7. Paste insecticides are less effective than any other kind.
8. Surface spray treatments are sometimes effective for the House Longhorn Beetle
9. Heat treatments tend to cause less damage than other treatments.

Questions 10-13

Choose the correct letter A, B, C or D.

10. The point the writer makes about deathwatch beetles is that
 - A they must be eliminated quickly.
 - B only natural predation will keep them under control.
 - C with good maintenance it may be possible to eliminate them.
 - D they are here to stay and do great damage.
11. One way to trap deathwatch beetles is to attract them to
 - A daylight.
 - B a totally dark environment.
 - C a constantly warm environment.
 - D a light trap in a dark place.
12. Surface spray treatments are not effective because
 - A the beetles are immune to them.
 - B they do not reach the beetles.
 - C they react poorly to wooden surfaces.
 - D they attract other harmful creatures.
13. Damage by the House Longhorn Beetle is sometimes found further afield than London because
 - A temperatures have increased.
 - B the timber was not local timber.
 - C there was no effective treatment previously.
 - D the type of timber has changed.

Part 4. Read the following passage and choose the best answer to each of the following questions. (10 points)

“Physical and Chemical Properties and Changes”

-> Sugar, water, and aluminum are different substances. Each substance has specific properties that do not depend on the quantity of the substance. Properties that can be used to identify or characterize a substance—and distinguish that substance from other substances are called *characteristic properties*. They are subdivided into two categories: physical properties and chemical properties.

The characteristic physical properties of a substance are those that identify the substance without causing a change in the composition of the substance. They do not depend on the quantity of substance. **(A) [■]** Color, odor, density, melting point, boiling point, hardness, metallic luster or shininess, ductility, malleability, and viscosity are all characteristic physical properties. For example, aluminum is a metal that is both ductile and malleable. **(B) [■]** Another example of a physical property is water. Whether a small pan of water is raised to its boiling point or a very large kettle of water is raised to its boiling point, the temperature at which the water boils is the same value, 100 degrees C or 212 degrees F. **(C) [■]** Similarly, the freezing point of water is 0 degrees C or 32 degrees F. These values are independent of quantity. **(D) [■]**

Characteristic properties that relate to changes in the composition of a substance or to how it reacts with other substances are called chemical properties. The following questions **pertain** to the chemical properties of a substance.

1. Does it burn in air?
2. Does it decompose (break up into smaller substances) when heated?
3. What happens when it is placed in an acid?
4. What other chemicals will it react with, and what substances are obtained from the reaction?

Characteristic physical and chemical properties—also called *intensive properties*—are used to identify a substance. In addition to the characteristic physical properties already mentioned, some intensive physical properties include the tendency to dissolve in water, electrical conductivity, and density, which is the ratio of mass to volume.

Additional intensive chemical properties include the tendency of a substance to react with another substance, to tarnish, to corrode, to explode, or to act as a poison or carcinogen (cancer-causing agent).

Extensive properties of substances are those that depend on the quantity of the sample, including measurements of mass, volume, and length. **Whereas intensive properties help identify or characterize a particular kind of matter, extensive properties relate to the amount present.**

If a lump of candle wax is cut or broken into smaller pieces, or if it is melted (a change of state), the sample remaining is still candle wax. When cooled, the molten wax returns to a solid. In these examples, only a physical change has taken place; that is, the composition of the substance was not affected.

->When a candle is burned, there are both physical and chemical changes. After the candle is lighted, the solid wax near the burning wick melts. This is a physical change; the composition of the wax does not change as it goes from solid to liquid. Some of the wax is drawn into the burning wick where a chemical change occurs. Here, wax in the candle flame reacts chemically with oxygen in the air to form carbon dioxide gas and water vapor. In any chemical change, one or more substances are used up while one or more new substances are formed. The new substances produced have their own **unique** physical and chemical properties.

The apparent disappearance of something, like the candle wax, however, is not necessarily a sign that we are observing a chemical change. For example, when water evaporates from a glass and disappears, it has changed from a liquid to a gas (called water vapor), but in both forms it is water. This is a phase change (liquid to gas), which is a physical change. When attempting to determine whether a change is physical or chemical, one should ask the critical question: Has the fundamental composition of the substance changed? In a chemical change (a reaction), it has, but in a physical change, it has not.

1. According to paragraph 1, what do physical properties and chemical properties have common?

- (A) They are both used to create most of the substances.
- (B) They include basic substances like sugar and water.
- (C) They are classified as characteristic properties of substances.
- (D) They change in proportion to the amount of the substance.

Paragraph 1 is marked with an arrow [->].

2. The word **pertain** in the passage is closest in meaning to

- (A) compare
- (B) relate
- (C) explain
- (D) change

3. According to the passage, a carcinogen

- (A) explodes under pressure
- (B) conducts electricity
- (C) causes cancer
- (D) tarnishes in air

4. Which of the sentences below best expresses the information in the highlighted statement in the passage?

- (A) Properties that are classified as intensive identify the type of substance and the extent of it present in the surrounding matter.
- (B) The quantity of a substance influences its extensive properties, but the characteristics of the substance define the intensive properties.
- (C) Where the intensive and extensive properties are found in substances is important in identifying their characteristics.
- (D) Both intensive and extensive properties tend to have quantitative rather than qualitative characteristics present.

5. In paragraph 8, the author contrasts the concepts of physical and chemical changes by

- (A) listing several types for each concept
- (B) providing clear definitions for them
- (C) identifying the common characteristics
- (D) using a wax candle as an example

Paragraph 8 is marked with an arrow [->].

6. The word **unique** in the passage is closest in meaning to

- (A) distinctive
- (B) idealized
- (C) primary
- (D) significant

7. What can be inferred about phase changes?

- (A) They are always chemical changes. (B) They are sometimes physical changes.
(C) They are dependent on extensive properties. (D) They usually produce new substances.

8. According to the passage, the classification of characteristic properties as "physical" or "chemical" is determined by

- (A) whether there has been a change in the structure of the substance
(B) what happens when the quantity of the substance is increased
(C) their classification as either extensive or intensive samples
(D) the disappearance of a substance from one form to another

9. All of the following are mentioned as characteristic physical properties EXCEPT

- (A) dissolving in water (B) carrying an electrical charge
(C) resisting continuous flow (D) decomposing when heated

10. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

It can be made into wire or thin, flexible sheets.

Where could the sentence best be added? (A) (B) (C) (D)

Part 5: Read the text below and answer questions (15 points).

A One of the biggest temptations for someone new to the travel game is to look at everything through rose-tinted glasses, and this typically comes out in their writing. They paint everything to be magical and perfect, and their stories are laid out in romantic, flowery language. But the reality is that over time the road will lose its lustre, and any reader who knows that is going to see right through your prose. Not to mention that the harsh realities of a place are often just as interesting as the poetry used to describe it - probably even more interesting. Look over what you've written, and if it seems as if you've just written a brochure, you might want to have another look. It might be your limited perspective that is causing the issue - perhaps you're still caught up in the magic of the road. Or perhaps you are too caught up in selling the romance of travel.

B Although getting off the beaten track is always a good idea when travelling, travel writers nonetheless feel they need to capture the biggest sites that everyone comes to a specific country to see. So, even if they are the more adventurous type, they end up going to the same places that everyone else goes to. It may depend on what audience you're writing for, but the best advice is always to head in the opposite direction to everyone else and just see what happens. In another country, the seemingly mundane often creates the most interesting, humorous and exciting moments. If you are stuck to the biggest attractions by assignment, always look for another angle and point out things that others miss. Rolf Potts' story about trying (and failing) to crash the set of *The Beach* when it was being filmed in Thailand (featured in his book *Marco Polo Didn't Go There*) was far better than many other travel stories I've ever read.

C An extremely valuable habit for a writer to form, especially in this genre, is the habit of taking notes. Travel is exciting, and while you are caught up in the moment, it is easy to think to yourself that there is no way it will slip from the forefront of your mind. But as the day winds down, you will find yourself sitting in front of your laptop screen, trying your hardest to grasp the best details out of what happened. Carry a small notebook on you at all times. And don't only take it out when you think you are going to do something worthy of a story, because you never know when good fodder for a story will jump out of nowhere.

D Writers always want to seem like an authority on their subject, but when you are a travel writer, always experiencing new places and new things, you will never be the complete authority on anything. Don't be afraid to reveal your awkward moments, your embarrassments and your mishaps. These are the things that other readers who have travelled can relate to and it makes you seem more human.

E Finally, if you want to produce good content on the road, you should be willing to take risks - if your idea of world travel is sitting in world-class resorts with a bottle of sunblock in one hand and a cold ice tea in the other, you will be waiting a long time for anything interesting to happen. Hop on the backs of motorbike taxis where death on the road seems a certainty. Eat eyeballs, barbecued rats, giant fried beetles and anything else they throw on your plate. Sample that home-made whisky from the dusty bottle some farmer hands you

while touring through the middle of nowhere. Go hang-gliding in the Swiss Alps. In short, get out there and live the road. Bad things will happen here and there, but the same would be true if you never left your home. And all the other adventures you have in between, well, those are the dreams that good travel writing (and life) are made of.

In which section are the following mentioned?

- 1.- the desirability of conveying a more personal message
- 2.- the danger of writing in too transparent a fashion
- 3.- the downside of subjecting yourself to an uneventful travel experience
- 4.- the idea of being restricted by work commitments
- 5.- the need to adopt a more reckless approach
- 6.- the advantages of being prepared for an idea to pop up
- 7.- the dangers of writers getting carried away by their own enthusiasm
- 8.- the technique of trying to see things from a different perspective
- 9.- the need to earmark something significant
- 10.- the realization that writers are not infallible

SECTION D. WRITING (60 points)

Part 1. Read the following text and use your own words to summarize it. Your summary should be about 140 words long. You MUST NOT copy the original. (15 pts.)

The word 'stress' refers to a feeling of panic that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

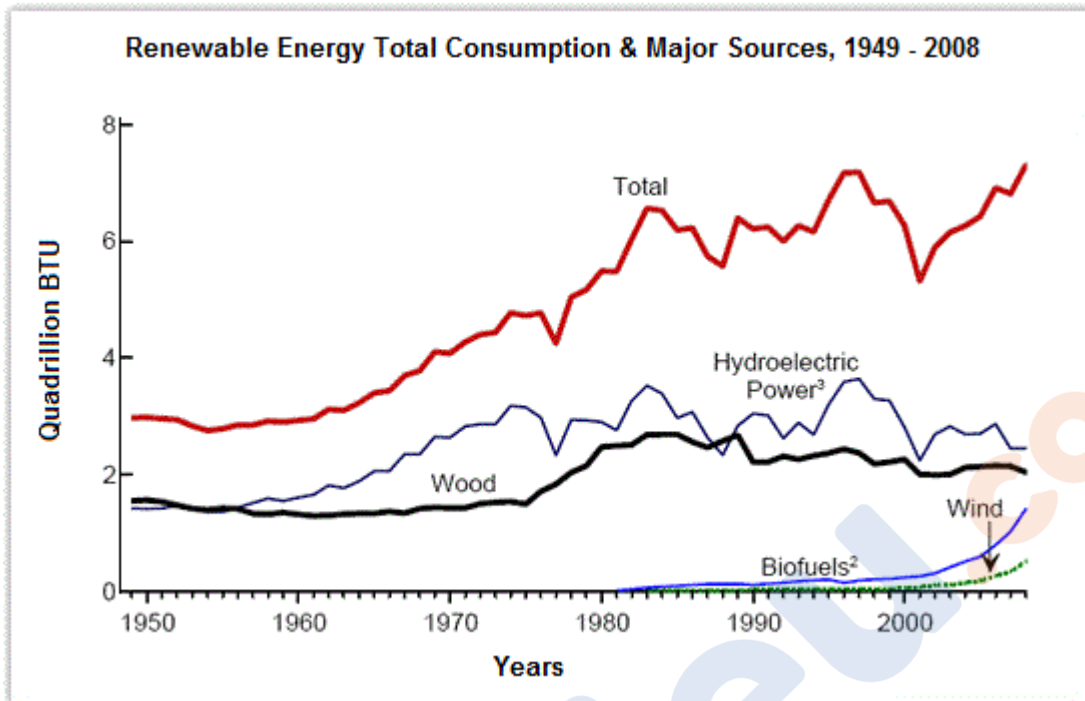
Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

Part 2: The diagram shows the consumption of renewable energy in the USA from 1949-2008.

Write a 150-word report for a university lecturer identifying the main trends and making comparisons where relevant.

» You should write at least 150 words.



Part 3: Write an essay of about 300 words to express your opinion on the following issue. (30 points)

More and more students are choosing to study at colleges and universities in a foreign country. Do the benefits of studying abroad outweigh the drawbacks?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Môn thi: **TIẾNG ANH**Thời gian thi: **180 phút** (không kể thời gian giao đề)

Ngày thi: 30.08.2022

ĐÁP ÁN**SECTION A. LISTENING (50 points)****PART 1 (10 points)**

1 D 2 B 3. C 4. B 5. C

PART 2 (10 points)

1.F 2.T 3.T 4.F 5.T

PART 3. (10 points)

- 1.(from) friends
- 2.lots of foreigners
- 3.(they) changed planes
4. crowds, bad weather
- 5.her friends' neighbours

PART 4: (20 points)

1. buzzword proportions
2. innate gifts
3. organizational support
4. positive outlook
5. outcomes
6. lofty values
7. real, attainable policies (real and attainable are in EITHER order)
8. risk taking
9. competition, collaboration (the order of two words is fixed)
10. insecurity or defensiveness (in EITHER order)

SECTION B. LEXICO- GRAMMAR (30 points)**Part 1. (20 points)**

1.A 2. D 3. C 4. C 5. D 6. C 7. D 8. A 9. C 10. B
 11. B 12. D 13. B 14. B 15. A 16. D 17. D 18. A 19. A 20. C

Part 2 (10 points)

- 1.Stopgap
- 2.Falsehood
- 3.Variegated
- 4.Impassable
- 5.Edgy
- 6.gainful
- 7.Incivility
- 8.Intellectualism
- 9.Fortuitous
- 10.forefront

III. READING (60 points)**Part 1: (15 points)**

- 1.alike
2. All
3. Caught
4. Not
5. Taking
6. Week
7. In
8. Where
9. Among(st)
10. Itself
11. Form
12. Between
13. Why
14. Their
15. There/it

Part 2: (7 points)

1. G 2. C 3. D 4. A 5. H 6. B 7. E

Part 3 (13 points)

- 1.F 2. B 3. D 4. A
5. F 6. F 7. F 8. NG 9. T
10. C 11. D 12. B 13. B

Part 4 (10 points)

- | | | | | |
|------|------|------|------|-------|
| 1.C | 2. B | 3. C | 4. B | 5. D |
| 6. A | 7. B | 8. A | 9. D | 10. B |

Part 5 (15 points)

- | | | | | |
|------|------|------|------|-------|
| 1.D | 2. A | 3. E | 4. B | 5. E |
| 6. C | 7. A | 8. B | 9. C | 10. D |

IV. WRITING (60 pts)**Part 1: Summary (15 points)****Content**

- The summary MUST cover the main points
- The summary MUST NOT contain personal opinions.

Language use

The summary:

- should show attempts to convey the main ideas of the original text by means of paraphrasing (structural and lexical use)
- should demonstrate correct use of grammatical structures, vocabulary, and mechanics (spelling, punctuations, ...)
- should maintain coherence, cohesion, and unity throughout (by means of linkers and transitional devices)

Part 2: Writing description (15 points)**Content**

- The report MUST cover the following points:
 - * Introduce the charts (1 pt) and state the overall trends and striking features (1 pt)
 - * Describe main features with relevant data from the charts and make relevant comparisons (5 pt)
- The report MUST NOT contain personal opinions

Language use (8 pt)

The report:

- should demonstrate a wide variety of lexical and grammatical structures,
- should have correct use of words (verb tenses, word forms, voice...) and mechanics (spelling, punctuations...)

Part 3: Write an essay of about 350 words about the following issue. (30 points)

The mark given to part 3 is based on the following criteria:

1. Organization (5 pt)

- Ideas are well organized and presented with coherence, cohesion and unity.
- The essay is well-structured:
 - * Introduction is presented with clear thesis statement.
 - * Body paragraph are written with unity, coherence and cohesion. Each body paragraph must have a topic sentence and supporting details and examples when necessary.
 - * Conclusion summarizes the main points and offers personal opinions (prediction, recommendation, consideration ...) on the issue.

2. Content (15 pt)

- All requirements of the task are sufficiently addressed.
- Ideas are adequately supported and elaborated with relevant and reliable explanations, examples, evidence....

3. Language use (10 pt)

- Demonstration of a variety of topic-related vocabulary.
- Excellent use and control of grammatical structures (verb tenses, word forms, voice...) and mechanics (spelling, punctuations...).