

SECTION I. LISTENING (50 points)

Part 1. You will hear part of an environmental science lecture about microplastics. For questions 1-10, write NO MORE THAN TWO WORDS AND/OR A NUMBER to complete the note below. Write your answer in the corresponding numbered boxes provided.

MICROPLASTICS

Where microplastics come from

- fibres from (1) _____ during washing
- the breakdown of large pieces of plastic waste into (2) _____
- waste from industry
- the action of vehicle tyres on the roads

Effects of microplastics

- They cause injuries to the mouths of small creatures or get stuck in their (3) _____.
- They enter the food chain in things that human consume like salt, seafood and both (4) _____ and _____ water.
- They might not affect human health, but they are already banned from skin cleaning product and toothpaste.
- Microplastics enter the soil through the air, rain and (5) _____.

Microplastics in the soil – a study by Anglia Ruskin University

- Earthworm can improve the quality of soil by (6) _____ into it when they eat.
- The research aimed to study the effect of microplastics on the growth of plants.
- The study found that microplastics caused:
 - quick (7) _____ in earthworms
 - lower (8) _____ rate in grass seeds
 - a rise in the level of (9) _____ in the soil

The study concluded:

- Soil should be seen as an important natural process.
- Microplastics (10) _____ the soil, damaging both ecosystem and society.

Your answers:

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

Part 2. Listen to a report on an ecological disaster in Sri Lanka and answer the questions. For question 11-15, write NO MORE THAN FIVE WORDS from the recording for each answer in the corresponding numbered boxes provided.

11. How is the condition of the ship when it is sinking off Sri Lanka's west coast?

12. What are ready to be used to deal with possible risks?

13. What have waters been dirtied by?

14. What may cause plastic pellets to drift to Indonesia?

15. According to Sri Lanka, what is the reason for the disaster?

Your answers:

11.	14.
12.	15.
13.	

Part 3. You will hear a podcast about fake news. For questions 16-20, listen and decide whether these statements are True (T) or False (F). Write your answer in the corresponding numbered boxes provided.

16. The speaker states that fake news travels as fast as the truth.

17. In the past, major outlets gathered information from secondary resources more often than today.

18. Circular reporting happens when a publication repeats the re-report stories from other outlets.

19. Routine vaccination of children causes autism.

20. Websites that allow users to edit content often contribute to circular reporting.

Your answers:

16.	17.	18.	19.	20.
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Part 4. You will hear an interview with a young film director, Lauren, talking about her life and work. For questions 21-25, choose the answer (A, B, C or D) which fits best according to what you hear. Write your answer in the corresponding numbered boxes provided.

21. Lauren was prompted by her teachers to to pursue a film-making career because they _____.

- A. believed that she had potential.
- B. found her early attempts highly original.
- C. were impressed by how motivated she was.
- D. appreciated her ability to work within a budget.

22. What is Lauren's opinion of criticism towards film schools?

- A. She believes that such critics would benefit from joining it.
- B. She defends the record of the one that she attended.
- C. She agrees that it's less useful for certain types of work.
- D. She regrets that it's the only option for poorer students.

23. Lauren didn't shoot a full-length film sooner because

- A. she wanted to be sure of her ability first.
- B. she was previously unsuccessful with them.
- C. she didn't get any offers from studios.
- D. she couldn't find financial support for it.

24. What does Lauren say about the characters in her films?

- A. She tries to surprise her audience with them.
- B. She likes them to fit into well-defined types.
- C. She accepts that the men may be more interesting.
- D. She sets out to make them as complicated as possible.

25. How does Lauren feel about giving talks at schools?

- A. unsure whether to reveal her humble background
- B. concerned that she might give the kids unrealistic ambitions
- C. slightly uncomfortable with the idea of being a role model
- D. worried that she may not command the respect of the students

Your answers:

21.	22.	23.	24.	25.
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SECTION II. LEXICO-GRAMMAR (30 points)

Part 1. Choose the best option to complete each of the following questions. Write your answer in the corresponding numbered boxes provided.

1. Greg's face was _____ when he reported the loss of his car.
 A. vivid B. somber C. animated D. antiquated
2. When the mother entered the room, her kids were _____ over the last piece of cake.
 A. consulting B. discussing C. squabbling D. participating
3. We used to _____ all sorts of things when our parents went out.
 A. get through to B. get over C. get up to D. get on with
4. If I don't write you a note to say you have a doctor's appointment, the teacher will think you are playing _____.
 A. truant B. the fool C. for time D. hard to get
5. Trespassing on private property is _____ by law.
 A. proscribed B. warranted C. prescribed D. eliminated
6. The "robbers" turned out to be clowns; the setup was a _____.
 A. mystery B. mix-up C. fracas D. hoax
7. He said he didn't get the job done because he was incapacitated; in truth, he was _____ and slothful.
 A. indigent B. indolent C. indulgent D. incapable
8. The smell of the burnt cabbage was so _____ that it spread to every room.
 A. pervasive B. effusive C. extensive D. diffuse
9. Mr Horrid was a terrible teacher and obviously not _____ for teaching.
 A. cut in B. cut on C. cut up D. cut out
10. Dean offered his thanks but was waved away as the threesome continued to _____ the book, reminiscing over days long past and names forgotten.
 A. hanker after B. stream into C. riddled with D. pore over
11. Anthony went into the meeting _____, determined not to let his opponent win.
 A. with a bang B. with bells on
 C. with his own fair hands D. with guns blazing
12. The little country hotel served them a meal fit for _____.
 A. a king B. a lord C. an emperor D. a queen
13. Miss Diligent did nine hours' _____ studying a day for her exam.

A. solid

B. heavy

C. powerful

D. big

14. He needed to make sure that the staffs each knew to _____ service level agreement's between both organizations.

A. pertain to

B. pander to

C. adhere to

D. resort to

15. That man were required to _____ his property as a penalty after being involved in a bribery scandal.

A. forfeit

B. confiscate

C. assess

D. sell

Your answers:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.

Part 2. Identify 5 mistakes in the following passage and correct them. Write your answer in the corresponding numbered boxes provided. (0) has been done as an example.

Line	BLUE WHALES
0	Blue whale is a largest animal on earth by considerable measure. In fact, the blue whale
1	is believed to be the largest animal ever to have lived - dwarfed even the biggest
2	dinosaur. Surprisingly, despite growing to an incredible 33.5 meters in length, these shy,
3	gentle creatures of the deep are notoriously difficult to find and little is known about
4	them. What is known, however, is a tragedy. In the 20th century, industrial whaling
5	nearly wiped away these beautiful giants. Whalers slaughtered some 250,000 blue
6	whales, with the result that, at least, only 10,000 remain today and the population is not
7	expected to recover. Thankfully, blue whales may no longer be targeted by whalers.
8	Disastrously, though, they face an equally sinister man-made threat: noise pollution. To
9	humans, the world beneath the waves may seem quiet. To the blue whale, it is anything
10	like a quiet place. Modern shipping, military sonar activity, seismic surveying and
11	undersea mining have made the ocean a deafening place. Blue whales use sound to
12	communicate, navigate and, crucially, find mates. A blue whale that was born in 1940
13	would have been able to communicate with another over a 1,000-mile distance. Today, it
14	can only communicate over a 100-mile distance. Noise pollution means that blue whales
15	are struggling to find mates across the vast ocean waters. This could only have a
16	converse effect on their already dangerously low numbers.
17	

Your answers:

Line	Mistake	Correction
0	a	the

Part 3. Fill in each gap with the correct form of the words in brackets. Write your answer in the corresponding numbered boxes provided.

21. The article is _____ and is fair to both sides of the dispute. **(ROUND)**
22. The _____ of certain characters to language in this play betrays their desire to mark social status linguistically. **(SENSE)**
23. Presses are set to roll tonight for a special _____ edition of the magazine. **(MEMO)**
24. Warned by a(n) _____ of catastrophe, they turned back at the last minute from boarding a plane that was shortly to crash. **(SENTIENT)**
25. If only we could use our understanding of criminal mechanisms to prevent cybercrime, not just penalize _____ after the fact. **(DO)**
26. Even as Manuel reprimanded them during his speech, many sat there _____ napped or kept busy with other things. **(INTEREST)**
27. Who among us can possibly keep up with the _____ thirst for novelty demanded and dominated by the toy industry? **(SATIETY)**
28. This play was uncomfortably _____ of having somebody sit down next to you in the metro and tell you their life story. **(REMIND)**
29. Solar irradiance is 60% greater during peak months than during months around the winter _____. **(SUN)**
30. A long-time supporter of devolution while an economic modernizer, he provides _____ analysis of heavy industry's demise. **(SENTIENT)**

Your answers:

21.	26.
22.	27.
23.	28.
24.	29.
25.	30.

SECTION III. READING COMPREHENSION (60 points)

Part 1. Read the following passage and choose the correct answer A, B, C, or D to complete each blank. Write your answer in the corresponding numbered boxes provided.

BUSINESS WAS BAD

Sales were non-existent. I was (56) _____ at the bank. I'd (57) _____ up huge debts and the man who sold me the shop was threatening to (58) _____ me because I hadn't paid him.

I had expected (59) _____ troubles when I took over the shop – all new businesses have problems in the beginning – but in the eleven months I had been open I had never had a customer. I'd tried everything to (60) _____ up business – ads in the local newspaper, mid-season sales, sponsoring the local football team – but nothing I'd tried had worked. I was at my (61) _____ end. A friend suggested I seek professional advice. He reassured me that his friend, Mr. Stott, would help me (62) _____ the problem of disappointing sales. So there I was in the city, sitting across from Mr. Stott, a management consultant. "Now you live here in Willonga, a desert town, and you bought the local bakery, but you didn't keep it on as a bakery," he said. "No, I saw a(n) (63) _____ in the market and changed the focus of the business." I replied. "And things aren't going as well as they could be," he continued, sitting back in his chair. "Don't worry, Mr. Redston, it's not unusual to (64) _____ into difficulties on first setting up a business. I'm sure we'll be able to (65) _____ everything out." He put on his glasses. "So what is it that you sell?" he asked. "Sand," I replied. "I sell sand."

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|------------------|--------------|--------------|-------------|
| 56. A. overspent | B. overtaken | C. overdrawn | D. overdone |
| 57. A. put | B. run | C. stepped | D. eaten |
| 58. A. sue | B. condemn | C. claim | D. charge |
| 59. A. balancing | B. teething | C. growing | D. opening |
| 60. A. draw | B. work | C. drum | D. bring |
| 61. A. brain's | B. wits' | C. nerves' | D. mind's |
| 62. A. tarnish | B. tackle | C. sort | D. drum |

63. A. gap B. space C. opening D. opportunity
 64. A. walk B. come C. bump D. run
 65. A. bring B. iron C. smooth D. sort

Your answers:

56.	57.	58.	59.	60.
61.	62.	63.	64.	65.

Part 2. Read the text below and think of the word which best fits each space. Use only ONE word in each space. Write your answer in the corresponding numbered boxes provided.

ENJOY THE BENEFITS OF STRESS

Are you looking forward to another busy week? You should be according to some experts. They argue that the stress encountered in (66) _____ daily lives is not only good for us, but essential to survival. They say that the response to stress, which creates a chemical called adrenalin, helps the mind and body to act quickly in (67) _____.

Animals and human beings use it to meet the hostile conditions (68) _____ exist on the planet. Whilst nobody denies the pressures of everyday life, what is surprising is that we are (69) _____ to develop successful ways of dealing with them. (70) _____ the experts consider the current strategies to be inadequate and often dangerous. They believe that (71) _____ of trying to manage our response to stress with drugs or relaxation techniques, we must exploit it.

Apparently, research shows that people (72) _____ create conditions of stress for (73) _____ by doing exciting and risky sports or looking for challenges, cope much better with life's problems. Activities of this type (74) _____ been shown to create a lot of emotion; people may actually cry or feel extremely uncomfortable. But there is a point (75) _____ which they have succeeded and know that it was a positive experience. This is because we learn through challenge and difficulty.

Your answers:

66.	67.	68.	69.	70.
71.	72.	73.	74.	75.

Part 3. Read the passage and choose the best answer A, B, C, or D to each question. Write your answer in the corresponding numbered boxes provided.

SIMPLE – IT'S ALL IN THE MIND

Tony Buzan is his own best advertisement when he claims that his latest book can teach you not only how to be brilliant with words, but also to be fitter, live longer and be happier. He has

transformed himself from a promising but not outstanding schoolboy into a man with an IQ at genius level, who has contributed to more than 80 books on the brain and is consulted by universities, business organisations and governments. Some 250 million people worldwide have already benefited from his Mind Maps, a diagrammatic learning tool that helps the brain to store and recall information. [A]

In his latest book, *Head First*, subtitled, '10 ways to **tap into** your natural genius', he redefines intelligence to include not only the familiar **verbal, numerical and spatial benchmarks** measured by IQ tests, but other skills such as creative, social, spiritual and physical intelligence, to which he gives equal weight. Developing these, he claims, will bring confidence, self-awareness and personal fulfilment. And with this transformation will come physical benefits – less stress, a stronger immune system and even a longer life. It is estimated that we use around one per cent of our brain, so there is plenty of scope for improvement. 'I have fallen into the usual traps of thinking that IQ was the be-all and end-all, that being academic was better than being artistic and that art and music were unteachable gifts,' admits Buzan, 58. "Bit by bit, I have come to know better. This book is a compact history of my revelations".

The first moment of truth came when Buzan was at primary school. After scoring 100 per cent in a nature test, he found himself top of the A-stream. His best friend knew far more about ecology than Buzan, but was bottom of the D-stream. 'That started me wondering. Later, I became aware that many of the so-called intelligent people I knew did not seem very bright at all. [B] They were brilliant at words and numbers, but not particularly interesting to be with, or happy with themselves or even successful. [C] I began working with children and found that many were like my best friend. [D] For instance, I spoke to a boy of eight who had been marked down in an 'intelligence test' for ticking a picture of the earth when asked which image was the odd one out – sun, moon, lemon or earth. When I asked him why he had done this, he looked at me as if I were an idiot and said: 'Because the earth is the only one that is blue.' At that point I wondered who was the fool – the eight-year-old 'slow learner' or the university lecturer. If we had measured the process by which the child had reached his answer – instead of the expected response – we would have realised the beautiful, sophisticated intelligence behind it.'

Identifying and developing this kind of undervalued intelligence is Buzan's mission. His starting point is that all people have the potential to excel if they can only rid themselves of the barriers placed in their way by upbringing, education and society's belief systems and expectations. The first obstacle to overcome is lack of self-belief. Buzan describes how his marks in maths soared at secondary school after he was told he was in the top one per cent of the population in the subject.

‘I realised that what I thought about my ability in a subject affected how well I did.’ The second hurdle is the conviction most of us have that certain skills – art, music and numerical ability – are gifts from heaven, conferred only on the naturally talented few. Buzan disputes this, claiming that all we have to do is learn the appropriate ‘alphabet’. If we can learn to copy, he insists, we can learn to draw. ‘It is the same with music. The most sophisticated musical instrument is the human voice. Many people think they cannot sing. But everybody sings without realising it. It’s called talking. Listen to somebody speaking a foreign language of which you know no vocabulary; it is pure music.’ Buzan’s third lesson is the recognition that we are all intelligent; otherwise, we could not survive. ‘There is only one true intelligence test,’ he says, ‘and that is life on planet Earth. Sitting in a room answering questions is not as difficult as survival. Every day, we are confronted with new problems that we learn to handle.’

Head First offers a template for each of the 10 kinds of intelligence, including a definition, an outline of its benefits and lots of exercises. ‘Think of each of your multiple intelligences as a finger on a pair of wonderfully **adept** and agile piano-playing hands. You can play life’s music with just two fingers, but if you use all 10 you can play a concerto where each one supplements and enhances the others. The Moonlight Sonata will sound OK with two fingers. But it sounds much better with 10.

76. What is implied about Tony Buzan in the first paragraph?

- A. His views have caused a certain amount of controversy.
- B. Some of the claims he makes are rather exaggerated.
- C. It is hard to understand why he has been so successful.
- D. His theories are supported by his own life story.

77. What is said about the book Head First in the second paragraph?

- A. Buzan accepts that some people may disagree with some of the views expressed in it.
- B. In it Buzan argues against beliefs he previously held.
- C. It suggests that IQ tests are of no real value.
- D. Its main focus is on the relationship between intelligence and physical condition.

78. The phrases “**verbal, numerical and spatial benchmark**” in paragraph 2 are mentioned to _____.

- A. analyze the contents of his latest book “Head First”
- B. question the template for kinds of intelligence
- C. illustrate some of the criteria of intelligence

D. appreciate the value of the book “Head First”

79. What does the phrase “**tap into**” in paragraph 2 mostly mean _____.

- A. boost B. scour C. sift D. unravel

80. Buzan uses the boy who ticked a picture of the earth as an example of_____.

- A. People who are more interesting than many people considered to be intelligent.
B. People whose intelligence is not allowed to develop fully.
C. People with an attitude that prevents them from being considered intelligent.
D. People whose intelligence is likely to develop later in life.

81. Which of the following square brackets [A], [B], [C] and [D] best indicates where in the paragraph the sentence “**They were amazing, but they were not able to express their brilliance at school.**” can be inserted?

- A. [B] B. [C] C.[D] D. [A]

82. Buzan thinks that one thing that prevents people from excelling is_____.

- A. their habit of focusing too much on trivial aspects of everyday life.
B. their belief that too much effort is required to acquire certain skills.
C. their failure to realize how much natural intelligence they have.
D. their tendency to be easily discouraged by the comments of others.

83. Buzan uses the Moonlight Sonata to illustrate his belief that_____.

- A. his book can benefit everyone who reads it.
B. some things are not as difficult to learn as they may seem.
C. it is desirable but not essential for people to develop their intelligence.
D. his definitions of intelligence are simple enough for everyone to understand.

84. Which of the following best summarises the view expressed by Tony Buzan in the article as a whole?

- A. Too much emphasis in life is placed on how intelligent people are.
B. Most people are inclined to underestimate their own intelligence.
C. Intelligence is something that it is unwise to generalise about.
D. Conventional views on what constitutes intelligence are inaccurate.

85. What does the word “**adept**” mentioned in paragraph 5 pertain to?

- A. skillful B. awkward C. advisable D. skittish

Your answers:

76.	77.	78.	79.	80.
81.	82.	83.	84.	85.

Part 4. Read the following passage then do the tasks that follow. Write your answer in the corresponding numbered boxes provided.

A. Sometime in the early Cretaceous period of the Earth's history, hunting wasps of a certain type became bees by adopting a vegetarian diet: they began to rely more and more on the pollen of plants as a source of protein for themselves and their offspring, as an alternative to insects. In so doing, they accidentally transported pollen on their bodies to other plants of the same species, bringing about pollination. The stage was thus set for a succession of ever-closer mutual adaptations of bees and flowering plants. In particular, flowers began to reward bees for their unwitting role in their reproduction by providing richer sources of pollen and another source of nutrition, nectar.

B. Today about 15 per cent of our diet consists of crops which are pollinated by bees. The meat and other animal products we consume are ultimately derived from bee- pollinated forage crops, and account for another 15 per cent. It follows that around one third of our food is directly or indirectly dependent on the pollinating services of bees. On a global basis, the annual value of agricultural crops dependent on the pollination services of bees is estimated at £1,000 million (US\$1,590 million). Much of this pollination is due to honey bees, and in monetary terms it exceeds the value of the annual honey crop by a factor of fifty.

C. But the apparently harmonious relationship between bees and plants conceals a conflict of interests. Although flowers need bees and vice versa, it pays each partner to minimise its costs and maximise its profits. This may sound like an extreme case of attributing human qualities to non-human species, but using the marketplace and the principles of double-entry book keeping as metaphors may give US some insights into what is really going on between bees and flowering plants. In the real world, both flower and bee operate in a competitive marketplace. A community of retailers, the flowers, seek to attract more or less discriminating consumers, the bees. Each flower has to juggle the costs and benefits of investing in advertising, by colour and scent, and providing rewards, nectar and pollen, clearly a species which depends on cross-pollination is on a knife-edge: it must provide sufficient nectar to attract the interest of a bee, but not enough to satisfy all of its needs in one visit. A satiated bee would return to its nest rather than visit another flower. The bee, on the other hand, is out to get the maximum amount of pollen and nectar. It must assess the quality and quantity of rewards which are on offer and juggle its energy costs so that it makes a calorific profit on each foraging trip. The apparent harmony between plants and bees is therefore not all that it seems. Instead, it is an equilibrium based on compromises between the competing interests of the protagonists.

D. This sounds remarkably like the ideas of the 18th-century economist Adam Smith. In his book, *The Wealth of Nations*, Smith postulated that in human society the competitive interactions of different 'economic units' eventually resulted in a balanced, or 'harmonious' society. One might predict, therefore, that economists would find the relationships between bees and plants of some interest. This is the case in Israel, where economists are collaborating with botanists and entomologists in a long-term study of the pollination biology of the native flora, in an attempt to understand the dynamics of the relationship between communities of bees and plants.

E. This sort of study is of more than passing academic interest. It is important that authorities understand the dynamic relationships between plants and their pollinators. This is especially true when, say, devising conservation policies. A good example comes from the forests of tropical South America. Here, as in all rainforests, there is a high diversity of tree species. There may be more than 120 per acre, but in a given acre there may only be one or two individuals of any one species: These trees are pollinated by large, fast-flying bees. There is evidence that certain types of bees learn the distribution of these scattered trees and forage regularly along the same routes. This is called 'trap-lining' and the bees forage for up to 23 km from their nests. The bees are therefore acting as long distance pollinators.

F. An issue of current concern in tropical forest conservation is that of trying to estimate the minimum sustainable size of islands' of forest reserve in areas where large-scale felling is taking place. There is much discussion on seed dispersal distances. But this is only one half of the equation, so far as the reproduction of trees is concerned. There is another question that must be addressed in order to calculate whether proposed forest reserves are close enough to the nearest large tract of forest: 'what is the flight range of these long-distance foragers?' We need to know much more about bees and their relationships with plants before this question can be answered.

G. Bees, then, are vital to our survival. Furthermore, much of the visual impact of human environments derives from vegetation, and most vegetation is dependent on bees for pollination. Thus, as pollinators of crops and natural vegetation, bees occupy key positions in the web of relationships which sustain the living architecture of our planet.

Questions 86 – 90

Reading Passage has seven paragraphs, **A-G**

Choose the correct heading for paragraphs A, B, D, E and F from the list of headings below.

List of Headings

i Parallels between bee and human activities

- ii An evolutionary turning point
- iii A lack of total co-operation
- iv The preservation of individual plant species
- v The commercial value of bees
- vi The structure of flowering plants
- vii The pursuit of self-interest
- viii The need for further research

86. Paragraph A _____

87. Paragraph B _____

88. Paragraph D _____

89. Paragraph E _____

90. Paragraph F _____

Questions 91-95

Complete the sentences below.

*Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.*

91. Hunting wasps used to feed on other _____, rather than on vegetation.

92. Flowering plants started to reward bees with rich pollen and an additional food in the form of _____.

93. If the process of _____ is to take place effectively, bees need to travel from one flower to another before going back to the nest.

94. Bees need to balance the _____ of each trip against the calorific rewards they obtain.

95. The bees that pollinate large forests regularly practise an activity known as _____.

Your answers:

86.	87.	88.	89.	90.
91.	92.	93.	94.	95.

Part 5. You are going to read an extract from a magazine which has been divided into eight sections. For questions 96-105, choose from the sections (A-H). The sections may be chosen more than once. In which section of the article are the followings mentioned? Write your answer in the corresponding numbered boxes provided.

In which section of the article are the following mentioned?	Your answers
96. evidence that an increasing number of people wish to learn traditional dance	96.
97. the influence of another art form on the growing interest in traditional dance	97.
98. a negative reaction to a particular form of traditional dance	98.
99. the belief that modern dancing reduces communication between people	99.
100. dance allowing interaction between people who would otherwise be unlikely to meet	100.
101. a reference to certain young people's contempt for traditional forms of dance	101.
102. reasons why people who usually dislike dancing sometimes do it anyway	102.
103. examples of ways in which dancing can offer psychological advantages	103.
104. the fact that the British have never been acclaimed as good dancers	104.
105. a particular individual being responsible for traditional dancing's decreasing popularity	105.

LET'S DANCE

We do it when we feel good and we feel good when we do it

A. Who really doesn't like dancing? Can even the most bad-tempered dance-floor-avoider last an entire lifetime without a shameless display at a wedding, for a particularly good goal, or refrain from a secret shuffle around the privacy of their living room? Dance can take many forms: whether it comes as an impulsive release of energy and emotion, or within a skilful display of choreography after much rehearsal; to dance is as fundamental to humans as breathing. The great dancer Martha Graham wasn't overstating it when she said, 'Dance is the hidden language of the soul, of the body.' The first human art form, dancing is an innate celebration of physical existence, something automatic to us, a language that can be spoken by anyone and understood by everyone. Beyond speech, learnt behaviour, or even conscious thought, we do it when we feel good, and we feel good when we do it.

B. It's a little sad, then, for Britons, that as a nation, our reputation as dancers has historically earned us no points and no recognition. Always ever so slightly embarrassed by fun, Britain has failed to give dancing the status and support it deserves. But times, and dance-floors, are changing. More and more of us are returning home from foreign adventures with glowing memories of cultures in

which dance, including traditional forms, are a vital part of life, and musical cross-pollination has accustomed our ears to exotic dance rhythms from all over the world.

C. Cinema too has had an effect. *Evita*, *The Tango Lesson* and *Strictly Ballroom* all celebrated traditional dance artistry, and we can expect the profile of the incredible Argentine style to skyrocket after several new releases. Yet for many years, the modern pop music played in British night clubs was the only kind the young generation would dance to, and formal ballroom dancing, and Latin styles were perceived as embarrassingly old-fashioned and bizarre. These kinds of traditional dance were dismissed as something to be practised by old people in shiny, spangly outfits.

D. Lyndon Wainwright, of the British Dance Council, lays the decline of traditional dancing squarely at the fast feet of the actor John Travolta, who as disco dancer Tony Manero in *Saturday Night Fever* struck an iconic, swaggering solitary figure up on stage. But now dancing in all its different styles has made a revival. Behind its rebirth lies a confluence of factors: the global village, delight in the accessories - the glittery hair and the extravagant costumes, and boredom with the loud unfriendliness of modern dance clubs.

E. On an average week in London, the entertainment guide *Time Out* usually lists around 50 Latin dance nights, many of them offering tuition. Meanwhile, traditional dance schools too have started to report significant attendance rises. 'In just traditional ballroom and Latin styles, we know that 240,000 amateur tests were taken last year,' Wainwright says, 'The schools tell me business is booming, with salsa and Argentine tango especially on the rise.' For those unconvinced, he points to the following: 'An evening's dancing is as good for you as a three-hour hike. It pumps blood up your legs, so it's good for your heart, and it helps posture and breathing, too. And you don't get that kind of fun on an exercise bike.'

F. Dance is also good therapy too, busting stress, promoting relaxation and, with the mastery of a new skill, brings self-confidence and a sense of achievement. There is nothing more notable about the Greek philosopher Socrates than that he found time, when he was an old man, to learn music and dancing, and thought it well spent, the French philosopher Michel de Montaigne once mused.

Professor Cary Cooper, of UMIST, says that dancing allows people to have physical contact in a safe, sanctioned environment, that it literally puts people in touch. All humans need tactile contact. The touch of another person affirms that we are real, that we are alive.

G. Whether you're in it purely for the social contact or the romance, there's no denying that traditional dancing offers unparalleled opportunities to interact with a range of partners we would not normally encounter, in a forum where your partner's skill, aptitude and passion for dancing

count for far more than their age, gender and class. 'We live extremely insecure, isolated lives' Cooper says, 'More and more of us in Britain leave our native communities, work long hours, sacrifice our relationships, neglect our social lives. Today, clubbing, with its deafening music, solo dancing and heavy competitiveness, provides less and less social contact, and becomes an avoidance activity. Now people are embracing the old forms again. Traditional dancing allows people to reconnect with others.'

H. However, one step forward, another back; not all are ready to welcome recent developments. One venue in Suffolk has banned line-dancing at its USA- style Country and Western nights, despite the fact that it has been practised in the USA ever since European migrants introduced it in the 1800s. The DJ Vic Stamp, 77, fumed 'I'm not against line-dancing but I resent them gate-crashing and taking up all the dance floor. There is nothing worse than dancing round the floor and bumping into people doing a line dance. It stops your rhythm.' Oh dear. Perhaps he should follow the advice offered by the Indian sage, Krishnamurti: 'You must understand the whole of life, not just one little part of it. That is why you must ... sing, and dance ... for all that is life.'

Your answers:

96.	97.	98.	99.	100.
101.	102.	103.	104.	105.

SECTION IV. WRITING (60 points)

Part 1. Read the following extract and use your own words to summarize it. Your summary should be between 100 and 120 words.

There are several key technologies which will, without doubt, affect the nature of work in the twenty- first century, one of which is virtual reality. Appealing to several of your senses at once, this marvel of science presents images that respond instantaneously to your movements. It allows people to behave as if they were somewhere completely different; this could be a place which existed hundreds of years ago, or a completely fictional one. At present, you need to wear bizarre-looking goggles to receive the images. However, as computers become smarter these will be replaced by more lightweight ones, which will be able to superimpose synthesised images onto the real world.

Complex tasks are already being performed using multimedia applications, some of them in hazardous environments such as space, or inside nuclear reactors. Pilots now train in virtual reality cockpits; these merge three-dimensional graphics with the view out of the window and contain sound systems that provide prompts to tell them about their surroundings. In the not-so-distant

future, surgeons will be conducting delicate operations on patients, the latter possibly being thousands of miles away, while architects will stroll through buildings and environments still in the first stage of design.

As software evolves, complex systems may be simplified into models which are no longer beyond human comprehension. New ranks of specialists will clearly be needed to enable both expert and amateur alike to access and utilise such applications. Clearly, the job opportunities thus created for those trained in this sphere will be immense.

(Adapted from 'Beyond the CV' by H. Vandervelde)

Part 2. The table below shows the type of accommodation chosen by foreign students studying English in the city of Melbourne and other related information.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant. You should write about 150 words.

Foreign Student Accommodation in the City of Melbourne

Type of Accommodation	% of students	Au \$ per week	Average distance from city centre in kms	Rating for English language development	Overall rating
Homestay	31	175	15	*****	****
Staying with relatives	11	65	20	**	**
Shared student flat	34	195	5	***	*****
Student hostel	15	160	4	**	*
One-room apartment	8	250	5	*	**
Own home	1		20	*	****

Part 3. Essay Writing

Write an essay of at least 350 words on the following topic:

Some people think that it is good for a country's culture to import foreign movies and TV programmes. Others think that it is better to produce these locally. Discuss both views and give your opinion.

- THE END -

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