

PRACTICE TEST 1 FOR THE NATIONAL ENGLISH CONTEST

I. LISTENING (5.0 points)

- The listening section is in *FOUR* parts. You will hear each part *TWICE*. At the beginning of each part, you will hear a sound.
- There will be a piece of music at the beginning and at the end of the listening section. You will have *TWO* minutes to check your answers at the end of the listening section.
- All the other instructions are included in the recording.

Part 1 and 2. You will hear five short extracts in which people are talking about their jobs,

TASK ONE

For questions 1–5, choose from the list (A–H) each speaker's job.

TASK TWO

For questions 6–10, choose from the list (A–H) what each speaker says they enjoy most about their job.

While you listen you must complete both tasks.

A air traffic controller

B engineer

C fashion buyer

D interior designer

E museum director

F shop assistant

G lawyer

H website designer

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5

A extending existing skills

B doing accounts

C keeping regular hours

D managing staff

E meeting new people

F satisfying customers

G travelling abroad

H working as a team

Speaker 1 6

Speaker 2 7

Speaker 3 8

Speaker 4 9

Speaker 5 10

Part 3. You will hear an interview in which an Irish-Australian writer called Patrick O'Reilly is talking about the Irish-Gaelic language. For question 11-15, choose the answer A, B, C, or D which fits best according to what you hear.

11 Why is the Irish language significant to Patrick?

- A It was spoken to him when he was a child.
- B It evokes city life in a particular era.
- C It came close to disappearing at one time.
- D It is a major part of his cultural heritage.

12 Why was Patrick keen to learn Irish?

- A He lacked a strong identity as an Australian.
- B He was reacting against other people's views.
- C He was aware that it would broaden his horizons.
- D He wanted to be actively involved in its revival.

13 According to Patrick, what makes Irish different from other languages in Australia?

- A It is impossible to show how it sounds.
 - B It is not a language published in Australia.
 - C It is used as a second language.
 - D It has not gone through a process of evolution.
- 14 What reason does Patrick give for Irish becoming fashionable?
- A Speaking languages fluently has become a status symbol.
 - B It is associated with the popularity of the country.
 - C It is seen as the language of well-known fairy tales.
 - D Many Irish-Australians now aspire to live in Ireland.
- 15 What does Patrick say about other people's explanations of why they are learning Irish?
- A They may not reveal the whole truth.
 - B They show they are trying to reassure themselves.
 - C They reveal a lack of self-awareness.
 - D They indicate that people feel little need to justify themselves.

Part 4. You will hear an Environmental Studies student giving a presentation about his project on saving an endangered species of plant. For questions 16-25, write NO MORE THAN TWO WORDS for each answer.

Saving the juniper plant

Background

- 16 Juniper was one of the first plants to colonise Britain after the last _____.
- 17 Its smoke is virtually _____, so juniper wood was used as fuel in illegal activities.
- 18 Oils from the plant were used to prevent _____ spreading.
- 19 Nowadays, its berries are widely used to _____ food and drink.

Ecology

- 20 Juniper plants also support several species of insects and _____.

Problems

- 21 In current juniper populations, ratios of the _____ are poor.
- 22 Many of the bushes in each group are of the same age so _____ of whole populations is rapid.

Solutions

- 23 Plantlife is trialling novel techniques across _____ areas of England.
- 24 One measure is to introduce _____ for seedlings.
- 25 A further step is to plant _____ from healthy bushes.

II. READING (8.0 points)

II.1. LANGUAGE IN USE (3.0 points)

Part 1. For questions 26 – 35, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the numbered boxes provided.

Vietnam's Innovation Landscape

Vietnam is steadily becoming a regional innovation hub, (26) _____ government reform with the energy of a young entrepreneurial generation. Cities like Ho Chi Minh and Hanoi lead the way, but smaller regions, (27) _____ policies are often more adaptable, are also gaining attention.

Despite positive momentum, many startups still face structural barriers that can (28) _____ growth early on. Funding remains uneven, and the lack of experienced mentors often leaves promising founders (29) _____ for direction.

One shift worth noting is the rise of social enterprises—projects (30) _____ long-term impact over short-term gain. These ventures reflect a growing mindset that views innovation as a force for inclusive development.

Only when policy bottlenecks are addressed (31) _____ foreign investors engage at scale. Meanwhile, innovation is slowly becoming part of the national identity, a transformation still (32) _____ in both education and public perception.

To sustain this trajectory, solutions must be scalable and (33) _____ to all communities. Vietnam's young talent are eager to (34) _____ challenges head-on and make their mark. If supported, this generation could spark the next regional (35) _____ in innovation.

- | | | | | |
|-----|-----------------|-------------------|--------------------|----------------|
| 26. | A. combining | B. to combine | C. having combined | D. combined |
| 27. | A. which | B. whose | C. where | D. whom |
| 28. | A. shut down | B. hold back | C. break up | D. pull in |
| 29. | A. at a loss | B. out of hand | C. under pressure | D. on the rise |
| 30. | A. prioritizing | B. to prioritize | C. prioritized | D. prioritize |
| 31. | A. will | B. will be | C. will there | D. there will |
| 32. | A. under way | B. in its infancy | C. on and off | D. at stake |
| 33. | A. accessible | B. accessed | C. access | D. accessing |
| 34. | A. face | B. close | C. crack | D. bridge |
| 35. | A. surge | B. leap | C. rise | D. boom |

Part 2. For questions 36 – 40, read the passage, then fill in each of the numbered spaces with the correct form of the words given in the box. Write your answers in the numbered boxes provided. There are FOUR words that you do not need to use. The first one, (0), has been done as an example.

COMPUTING	ART	STIMULATE	GENERAL	RESPONSE
CONSIST	OPERATIC	LEAVES	CHAOS	ACCOMPLISHMENT

A recent experiment by Shigeru Watanabe showed that the utterly **(0) un-artistic** pigeon could be taught to identify 'good' and 'bad' children's artwork. How was the pigeon able to perform this feat and why should we care that it did?

Step back for a moment and look around your environment. Perhaps you're sitting at a desk, by a table, or near a window. Outside, you might see trees, grass, other people, birds, and flowers. Despite the fact that you're probably receiving only a small amount of visual information about many of these **(36)** _____, it seems to be an effortless and unthinking process to classify these objects into their respective categories. Categorizing these patterns of visual stimulation allows you to make sense of an often complex and **(37)** _____ world.

It might very well be the case that much of our substantial neural machinery is built to address this complex problem of object recognition; nevertheless, identifying so many different kinds of objects must surely be a difficult (38) _____ task. After all, we rarely see the same version of any of these objects again. Still, the task may be simplified by constraints on the appearance of these objects. Most birds have beaks and wings; most trees have tall brown trunks and green (39) _____ branches, etc. As well, the trees, flowers, and grass will stay relatively still, whereas the birds and people will move in ways that are true to their biological nature.

Remarkably, when pigeons are suitably trained, they too can learn a variety of visual categories. We train the animals to report these visual categories by placing them into a(n) (40) _____ conditioning chamber or Skinner box, a common psychological testing apparatus.

Part 3. The passage below contains FIVE grammatical mistakes. For questions 41 – 45, UNDERLINE the mistakes and WRITE THEIR CORRECT FORMS in the numbered boxes provided. The first one has been done as an example.

1998 was a very bad year, especially for people (0) **whom** believed the number 13 is an unlucky number. In 1998, three months had a Friday that fell on the 13th of the month – February, March, and November. That is actually the most Friday the thirteenth possible in a year.

The origin of the number 13 being an unlucky number goes back to the time of Jesus's death. At the last supper, Jesus gathered his twelve followers for a special meal, but including himself, there were a total of 13 people at the table. One of those followers later betrayed Jesus and turned him over to be kill.

Today, superstitions about the number continue to worry people. As a result, most American skyscrapers do not have a 13th floor. In addition, most airplanes lack a 13th row because few customs would buy tickets to sit there.

Perhaps surprisingly, when asking, only 13 percent of the American population admit they believe that Friday the 13th is an unlucky day. The percentage is slightly higher among young people. About 30 percent of Americans between the ages of eighteen or twenty-four say they try to generally be a little more careful on a Friday falling on the 13th. Interestingly, the nine movies of the horror series *Friday the 13th* were all released during this age group's formative years (1980-1993). Perhaps the series has had a greater effect on people than anyone would like to admit.

Your answers:

e.g. (0). whom → who

	Mistakes	Corrections
Q41		
Q42		
Q43		
Q44		
Q45		

II.2. READING COMPREHENSION (5.0 points)

Part 1. For questions 46–55, read the following passage and choose the best answer (A, B, C or D) to fill each gap. Write your answers in the corresponding numbered boxes provided.

We have all seen some documentary or other following the fortunes of a (46) _____ of elephants and cannot fail to have been struck by the uniqueness of the beast.

(47) _____ it uses its trunk to pull up a (48) _____ of grass to eat may not seem that remarkable, what is often not (49) _____ is just how versatile this appendage is.

It employs each and every one of the sixty thousand muscles in its two-metre length to perform such (50) _____ tasks as removing thorns or gripping a thin stick firmly without breaking it, a feat (51) _____ only another elephant can achieve.

The trunk also serves (52) _____ a snorkel as its owner swims for miles like a submarine.

(53) _____ only does it provide food and drink, it also acts as a kind of sense antenna (54) _____ enables the elephant to detect predators such as pythons.

Extraordinary (55) _____ it may seem, the trunk also functions as a powerful means of communication.

Part 2. Read the following passage and do the tasks that follow

The next step in brain evolution

Emily Feld is a native of a new planet. While the 20-year-old university student may appear to live in London, she actually spends much of her time in another galaxy – in the digital universe of websites, e-mails, smart phones and social networking sites. The behaviour of Emily and her generation, say experts, is being shaped by digital technology as never before. It may even be the next step in evolution, transforming our brains and the way we think.

‘First thing every morning I check my mobile for messages, have a coffee and then go on Twitter,’ says Emily. ‘I look at Facebook, my favourite social networking site, update my status, add any photos and interesting articles or music clips I’ve found. And I’ve got about 300 friends so there are always messages to read and reply to. Then I’ll browse the Internet, and if a news article on Google catches my eye, I’ll read it.

‘The other day, I went to meet a friend in town and realised I’d left my mobile at home. I felt so lost without it that I panicked and went back to collect it. I need to have it on me at all times. Technology is an essential part of my everyday life. I don’t know where I’d be without it.’

That’s what makes Emily a ‘digital native’, someone who has never known a world without instant communication. Her mother Christine, on the other hand, is a ‘digital immigrant’, still coming to terms with a culture ruled by the ring of a mobile and the zip of text messages. Though 55-year-old Christine happily shops online and e-mails friends, at heart she’s still in the old world. ‘Children today are permanently multitasking – downloading tracks, uploading photos, texting. It’s non-stop,’ she says. ‘They find sitting down and reading, even watching TV, too slow and boring.’

Are digital natives like Emily charting a new course for human intelligence? Many parents fear that children who spend hours glued to computer screens will end up as zombies with the attention span of an insect. Cyberspace is full of junk, they worry, and computer games are packed with mindless violence. But it need not be like that, say some experts, and increasingly it isn’t, as users exert more control and discrimination.

The sheer mass of information in the modern world is forcing digital natives to make choices that those who grew up with only books and television did not have to make. ‘Younger people sift more and filter more,’ says Helen Petrie, a professor of human–computer interaction. ‘We have more information to deal with, and we pay less attention to particular bits of information, so it may appear that attention spans are shorter.’

The question, then, is how do digital natives learn to discriminate, and what determines the things that interest them? Parents who hope that skills, values and limits are instilled at school may be fighting a losing battle. According to some educationalists, the reason why many children today do not pay attention in school is that they find teaching methods dull compared with their digital experiences. Instead, parameters are increasingly set by ‘wiki-thinking’, peer groups exchanging ideas through digital networks. Just as the online encyclopedia Wikipedia has been built from the collective knowledge of thousands of contributors, so digital natives draw on the experience and advice of online communities to shape their interests.

Where is this all leading? Only one thing seems clear: changes propelled by the digital world are just beginning. Indeed, apart from age, one of the differences between the natives and the immigrants is the intuitive acceptance of rapid digital change. Parents may use the Internet as much as their children, but what they are not used to doing is upgrading. The younger generation are much more used to replacing old technology. Faster broadband speeds, smaller hardware – innovation is happening at such a pace that what was science fiction a few years ago will soon be fact.

Anecdotally, it seems, a lot of natives in this digital culture are adept at multitasking, doing several things simultaneously. But nobody knows exactly what the effect will be. In a sense, we are running a grand-scale experiment. We’re bringing up a whole generation in this totally new environment – without any firm evidence of how they will be affected.

For questions 56 – 61, decide whether each of the following statements is True (T), False (F) or Not Given (NG). Write T, F, or NG in the corresponding numbered boxes provided.

- 56. Emily spends much of her daily life interacting in a digital environment.
- 57. Emily updates her social media accounts before getting out of bed.
- 58. Christine thinks her daughter’s generation is too dependent on technology.
- 59. Experts are certain that digital natives will have better attention spans than previous generations.
- 60. Digital natives tend to form opinions through online peer interactions.
- 61. Innovation in technology is slowing down due to overuse of old methods.

For questions 62–69, read the summary and fill in each space with NO MORE THAN THREE WORDS taken from the passage. Write your answers in the corresponding numbered boxes provided.

The article explores the lifestyle of Emily Feld, a typical example of the (62) _____, who lives in a world dominated by digital media. Like others in her generation, Emily starts her day by checking her phone and updating her (63) _____. Her mother, Christine, is seen as a digital immigrant who still struggles with the (64) _____ of constant online communication. Many parents worry that digital exposure will shorten children's (65) _____, and fear the content children consume online. Nevertheless, experts believe that the ability to (66) _____ is improving as young people navigate more information than ever before.

Influenced more by online peers than by traditional institutions, children are increasingly shaped by what some call (67) _____. These rapid technological changes are easily embraced by the younger generation, who are better at adapting and (68) _____ than their parents. However, the long-term impact of this shift is still uncertain, and the digital age is considered a (69) _____ by some observers.

Part 3. In the passage below, six paragraphs have been removed. For questions 70 – 75, read the passage and choose from paragraphs A – G the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write the letters A – G in the corresponding numbered boxes provided.

Bugatti Veyron

by Jeremy Clarkson
Utterly, stunningly, jaw-droppingly brilliant

When you push a car past 300 km/h, the world actually becomes blurred, like an early Queen pop video. The speed causes a terrifying vibration that rattles your optic nerves, causing double vision. This is not good when you're covering 90 metres a second. Happily, stopping distances become irrelevant because you won't see the obstacle in the first place. By the time you know it was there, you'll have gone through the windscreen.

70

But once you go past 320 km/h, the biggest problem is the air. At 160 km/h it's relaxed. At 240 km/h it's a breeze. But at 320 km/h it has sufficient power to lift a jumbo jet off the ground. So getting a car to behave itself in conditions like these is tough.

71

You might point out at this juncture that the McLaren Formula One car can top 390 km/h, but at that speed it is pretty much out of control. And anyway the Bugatti is way, way faster than anything else the roads have seen, but when you look at the history of its development you'll discover it's rather more than just a car.

72

His engineers were horrified. But they set to work anyway, mating two Audi V8s to create an 8-litre W16 engine with four turbochargers. Needless to say, the end result produced about as much power as the Earth's core, which is fine. Then things got tricky because the power had to be harnessed.

73

When this had been done, the Veyron was shipped to Sauber's F1 wind tunnel where it quickly became apparent that while the magic 1000 bhp* figure had been achieved, they were miles off the target top speed of 400 km/h. The body of the car just wasn't aerodynamic enough. The bods at Sauber threw up their hands, saying they only had experience of aerodynamics up to maybe 360 km/h, which is the effective top speed in Formula One. Beyond this point Bugatti was on its own.

74

After some public failures, fires and accidents, they hit on the idea of a car that automatically changes shape depending on what speed you're going. And that means you can top 400 km/h. That's 113m a second.

75

I didn't care. On a recent drive across Europe I desperately wanted to reach the top speed but I ran out of road when the needle hit 386 km/h. Where, astonishingly, it felt totally and utterly rock steady. It felt sublime. From behind the wheel of a Veyron, France is the size of a small coconut. I cannot tell you how good this car is. I just don't have the vocabulary.

Missing paragraphs

A

At those speeds the front of the car starts to lift. As a result you start to lose your steering, so you can't even steer round whatever it is you can't see because of the vibrations. Make no mistake, 320 km/h is at the limit of what man can do right now. Which is why the new Bugatti Veyron is special. Because it can do 406 km/h.

- B** For this, Volkswagen went to Ricardo, a British company that makes gearboxes for various Formula One teams. ‘It was hard,’ said one of the engineers. ‘The gearbox in an F1 car only has to last a few hours, but the Veyron’s has to last 10 or 20 years.’
- C** It has always been thus. When Louis Rigolly broke the 160 km/h barrier in 1904, the vibration would have been terrifying. And I dare say that driving a Jaguar E-type at 240 km/h in 1966 must have been a bit sporty as well.
- D** It all started when Ferdinand Piëch, the former boss of Volkswagen, bought Bugatti and had someone design a concept car. ‘This,’ he said, ‘is what the next Bugatti will look like. And it will have an engine that develops 1000 horsepower and it will be capable of 400 km/h.’
- E** Somehow they had to find an extra 30 km/h, but each extra 1 km/h increase in speed requires an extra 8 bhp from the power plant. An extra 30 km/h then would need an extra 240 bhp. That was not possible.
- F** This car cannot be judged in the same way that we judge other cars. It meets noise and emission regulations and it can be driven by someone whose only qualification is an ability to reverse round corners and do an emergency stop. So technically it is a car. And yet it just isn’t.
- G** You might want to ponder that for a moment. Covering the length of a football pitch, in a second, in a car. If you stamp on the middle pedal hard, you will pull up from 400 km/h in just 10 sec. Sounds good, but in those 10 sec you’ll have covered 500 metres. That’s five football pitches to stop.
- Part 4. For questions 76 – 85, read the following passage and write A, B, C, or D in the corresponding numbered boxes provided to indicate the correct answer which fits best according to what is stated or implied in the text.**

Salamanders and Species Names

When reviewing the current journals of taxonomy, the science of organizing animals into neat little classifications, it is important to remember that names are a human **convenience**. Nature is not concerned with putting her creations into simple and objective categories. The classifications that we now have are the result of the scientists’ need to put some sort of order into what is a very chaotic situation. And although taxonomists have the best intentions when naming and classifying new or existing species, there are many occasions when naming a species causes quite a bit of confusion.

An excellent example of the problem with naming species is the case of *Ensatina*, a **genus** of salamander found in the Central Valley area of California. Central Valley is about 40 miles wide, and although salamanders do not live in the valley itself, they are found in the forests and mountains that ring the valley. At the southern tip of the valley live two distinct types of salamander—one salamander is characterized by its yellow and black spots, whereas the other is light brown in color and has no spots.

[A] In biology, a species is typically defined as a group of animals that breed only with one another. [B] Thus, any two animals that can breed belong to the same species, whereas animals that are unable to breed with one another are of a different species. [C] The two Central Valley salamanders do not

interbreed, which would seem to make it pretty clear that the salamanders should be classified as different species. [D]

► But there is one interesting problem with these salamanders. A number of other salamanders inhabit the ring surrounding Central Valley. Moving north along the eastern side of the valley, the salamanders have fewer and fewer blotches. At the northern end of the valley, the salamanders appear to be a mixture of the two species; these salamanders are mostly brown, but they still have visible blotches.

Now, moving south along the western end of the valley, the salamanders have blotches that are more and more pronounced. Finally, by the time the southern tip of the valley is reached, the salamanders fully resemble the yellow and black spotted species. The salamanders in effect form an almost continuous ring around the outside of the Central Valley, and although the two distinct species at the “ends” of the ring do not interbreed, the salamanders can and do breed with the intermediaries along the ring. So although it is fairly clear that the salamanders at the ends of the ring are distinct species, what of the other salamanders found around the valley?

This situation presents quite a problem in classification. Most taxonomists have decided that the best solution is to put each of the intermediary salamanders into its own subspecies. However, this messy solution results in ten different species names for a salamander that is found only in the Central Valley. One can imagine how such a solution, applied to other species, could result in hundreds of thousands of subspecies for each species.

► Further complicating the situation is the new evidence from genetic studies. It appears that the salamanders in Central Valley are all rather closely related, meaning that they all probably evolved from a common ancestor. A likely scenario is that the ancestral salamander species arrived at either the northern or southern tip of the valley and dispersed from there, with the offspring moving farther and farther down the eastern and western sides of the valley. In any case, the genetic evidence indicates a continuous gene flow along the Central Valley.

The case of the Central Valley salamander, sometimes called a “ring species,” is not unique. The salamander shows the difficulty of attempting to place animals into neat compartments. Although classification may be helpful to scientists and researchers, it is not a primary concern of the animals themselves—the salamander certainly doesn’t care what species it belongs to! Still, despite the problems with the current taxonomic system, it is minimally useful. There is simply no other consistent way to label or classify the gradations found in nature, so the use of distinct species names will continue.

76. The word **genus** as used in the passage is closest in meaning to

- (A) kind (B) color (C) location (D) quality

77. Based on the information in paragraph 1, which of the following can be properly inferred?

- (A) Nature’s creations cannot be put into simple categories.
(B) Some scientists are concerned with sorting and arranging natural phenomena.
(C) Scientists do not agree on the value of taxonomy.
(D) The confusion caused by naming species is not worth the value gained from such a practice.

78. According to the passage, which of the following is true in the biological definition of a species?

- (A) A member of one species is unable to breed with a member of a different species.
(B) A member of one species often lives more than 40 miles away from a member of another species.
(C) Species classification is based on coloration and markings, such as black and yellow spots.
(D) There is no clear definition of what a species is.

79. In paragraph 4, the author states that

- (A) many different species of salamanders live along the Central Valley

- (B) salamanders along the western end of the valley have fewer spots
- (C) salamanders found at the northern end of the valley cannot interbreed with salamanders found at the southern end
- (D) the range of salamanders found along the valley presents a difficulty

80. The phrase "**intermediates**" refers to

- (A) salamanders found outside the Central Valley ring
- (B) distinct species of salamanders found only in the Central Valley
- (C) a range of salamanders that do not fit neatly into a species classification
- (D) salamanders found at the ends of the "ring" around the Central Valley

81. Which of the sentences below best expresses the meaning of the highlighted sentence in the passage? *Incorrect answer choices change the meaning in important ways or leave out essential information.*

- (A) It is possible that all the salamanders found along the valley are descended from one early species.
- (B) Salamander species are typically descended from a common ancestor.
- (C) The ancestor of all salamander species found in the valley initially lived at the southern tip of the valley.
- (D) Some theories on the emergence of salamander species focus on the existence of an ancestral species.

82. In paragraph 7, the author provides information about genetic studies to

- (A) suggest that researchers have ignored a crucial piece of evidence
- (B) support an earlier assertion about the problem with classification
- (C) argue that new studies will eventually prove that the salamanders are part of the same species
- (D) assert that the presence of a common ancestor is the most likely explanation for the different types of salamanders found in the valley

83. The phrase "**neat compartments**" most nearly means

- (A) clear areas
- (B) distinct groups
- (C) different times
- (D) main division

84. The author's opinion about species classification would best be described as:

- (A) uncertain of the need for a system of species classification
- (B) dismissive toward species classification because of the many problems it creates
- (C) assured of the need for species classification despite difficulties
- (D) optimistic that the problems with species classification will soon be overcome

85. Which of the following square brackets [A], [B], [C], OR [D] best indicates where in the passage the sentence "**This definition is widely accepted by biologists and zoologists, but its application isn't always simple.**" can be inserted

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

Part 5. For questions 86 – 95, read the following passage and choose from the sections (A – E). The sections may be selected more than once. Write the letter A, B, C, D, or E in the corresponding numbered boxes provided.

A JASON

I decided right from the word go that I wanted to be about an hour away from home – close, but not too close. As luck would have it, my first open day was at this university – and I knew immediately that it would take a lot of beating. It was the whole package. Everyone I spoke to about the course was very clued up about their subjects, and seemed genuinely interested in teaching students, something that wasn't true everywhere. Although I liked the compact campus, the fact that the university is a fair way

from the town centre put me off a bit to start with, because it meant I couldn't pop into town to do my shopping during my breaks, but I've got used to that.

B MARIA

When the time came to select the university I wanted to go to, I was in a bit of a quandary. I'd spent weeks poring over the glossy brochures and I had eventually narrowed down my options to just three possibilities, but I still could not decide between them. So it was time to schedule campus tours to find out how the reality measured up to the hype. Every campus was different and of course they all had their advantages, but this place instantly appealed to me. It's difficult to put my finger on exactly why but for one thing, as soon as I arrived, I was struck by the smiles and greetings everyone gave me. I knew that this place had everything I wanted: a wide range of subjects, opportunities to become involved in student life, and staff who would have my best interests at heart. What I value most here is the feeling that I am part of a supportive community.

C OSVALDO

One of the reasons I chose this university was because of the effort that they put into organising the open day. The course representatives, including lecturers and current students, went to great lengths to provide an honest and enthusiastic overview of their courses and of life in the city. This was in marked contrast to other universities I visited which, although considered more prestigious, seemed content to let their reputation do the talking and put little effort into making us feel welcome or valued.

The location of the main campus, in the centre of a city with a thriving student population, was point two in this university's favour. Although I chose not to live on campus, the rooms there seemed comfortable and very reasonably priced.

D KAZUMI

My main reason for coming here was the Human Rights course. When I was at school I couldn't decide whether I wanted to be a doctor or a lawyer, but having decided to be a lawyer, I then had to choose which first degree I should take before starting law school in a different city. I've always wanted to help people and I figured that taking Human Rights would allow me to learn about how I can make a real difference in the world. The course lecturers were inspirational and passionate about their subjects – this has been evident in all of their lectures. I also decided to come here because it is a remarkable city. I had been here before and just fell in love with the city and its culture.

E VLADIMIR

The main reason I chose this university was its Engineering course. I am one of those people who just love maths, and I have always known that maths would be part of my career. I was torn between two possibilities: I could become an engineer and apply maths at a practical level, using it to solve problems and hopefully to change the world one day. Or I could combine my love of maths with my desire to help others by becoming a maths teacher. That way I knew I'd be changing the world one student at a time.

I needn't have worried because in the end I didn't have to choose! I got everything I wanted thanks to this course, which will qualify me to be a high school teacher while gaining a general engineering degree at the same time. So I'll be able to start teaching as soon as I qualify.

Which student

- 86. chose a university which sold itself more convincingly than others he/she had seen?
- 87. feels as if he/she really belongs to the university he/she chose?
- 88. is doing a degree course which precedes a course of professional training?

- 89. is hoping to pass on knowledge to others?
- 90. chose not to live in student accommodation even though he/she was impressed by it?
- 91. initially thought that the location of the campus was a negative feature?
- 92. was impressed by the teachers' enthusiasm for their subjects?
- 93. was very impressed by how knowledgeable the people he/she met on open day were?
- 94. was won over by the friendly welcome he/she received?
- 95. will leave university with a dual qualification?

III. WRITING (5.0 points)

Part 1. Read the following extract and use your own words to summarise it. Your summary should be between 120 and 150 words.

Just a few decades ago, Vietnam's healthcare system faced significant obstacles, including outdated equipment, a shortage of trained professionals, and overreliance on external aid. However, the past twenty years have witnessed a remarkable transformation driven by both government reforms and scientific ambition. The COVID-19 pandemic, in particular, highlighted Vietnam's growing medical competence. Vietnamese researchers swiftly developed affordable and reliable testing kits, and local vaccine production efforts—though initially limited—demonstrated the country's potential for biomedical innovation.

In addition, major hospitals in Ho Chi Minh City and Hanoi have made impressive strides in performing complex surgeries, such as multi-organ transplants and minimally invasive procedures using robotic assistance. A milestone came when Vietnamese surgeons completed a successful heart-liver transplant without international support, something that would have been unthinkable a decade earlier. These achievements have been accompanied by a rise in medical tourism, with regional patients seeking treatment in Vietnam due to its improving standards and lower costs.

Simultaneously, the integration of artificial intelligence (AI) into diagnostic tools is reshaping early detection strategies for diseases such as cancer, tuberculosis, and diabetes. Pilot programs are already being tested in urban hospitals, where AI-powered imaging systems offer faster and more accurate results. However, these advancements are mostly concentrated in large cities. Rural areas still struggle with poor facilities, limited access to qualified doctors, and underfunded clinics. The urban-rural healthcare gap remains a persistent concern.

Another pressing issue is the so-called "brain drain," as many highly trained Vietnamese doctors and researchers pursue careers abroad for better opportunities. This not only reduces domestic talent but also slows down local research momentum. Nevertheless, with increased investment in medical education, international collaboration, and a growing public demand for quality healthcare, Vietnam is positioning itself as a key player in Southeast Asia's medical landscape. Whether this momentum can be sustained depends on how effectively these challenges are addressed in the coming years.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ANSWER KEY

I. LISTENING

Part 1 and 2

1 C 2 A 3 E 4 G 5 D 6 G 7 H 8 C 9 A 10 F

Speaker 1:

I need to ¹*stay on top of trends as it's no good stocking stuff that nobody will want. If I want to put a new range of clothes in the shop, I have to drop an existing supplier,* even if they've had a long relationship with us. There are two key seasons: early in the year and the summer, and during those months I *go all over the place to international trade shows.* I have to do really long days then but I love the stimulus of going to different places. When I'm back in the office I spend a lot of time looking at budgets and gross profits.

Speaker 2:

My job is all about giving instructions and processing large amounts of complex data. You also have to be able to cooperate with those working alongside you. ⁷*We can't risk one person not pulling their weight and it's a good feeling that we can all trust each other.* Because situations can develop really quickly, you've got to stay calm and really be on the ball. The busier it is, the more you need to focus. ²*There are so many people travelling nowadays that we're required twenty-four hours each day* so I work different shifts but when it's time to go home, I take my headset off and I switch off completely.

Speaker 3:

³*I work closely with curators, deciding how things will be displayed,* and liaising with designers and project managers on anything from writing audio guides to discussing what should go on the website or in the shop. My other responsibility is to raise our international profile by travelling abroad. That could take over completely but I make sure it doesn't. ⁸*I start work early, around seven thirty, and finish about five thirty every day so that's a real bonus* as I know the rest of the day is for my family. I have daily team meetings with curators and about twice a week I meet people from marketing and we look at the promotion budgets.

Speaker 4:

In this job you have to accept that longer hours will be expected and required of you at times. I like the people I work with but because we're all on top of each other I sometimes see a little more of them than I want to. Each job I do is different. I might be working on ⁴*a divorce case one week and a neighbourhood dispute the next.* For the most part I have to negotiate and communicate with two sides so ⁹*I'm always learning different ways of dealing with situations.* That appeals to me. I get bored otherwise. I'm hoping one day I'll be able to take my skills abroad.

Speaker 5:

No two days are ever the same. ⁵*I might start work in the office on the computer or I might head over to the building I'm working in.* I often have to go shopping as I source everything myself. I have to predict trends two to three years ahead of the market so I'm always thinking about what the next look is going to be.

When everything's finished and ¹⁰*I show the client what we've done they sometimes burst into tears because they love it so much and that's the icing on the cake for me.* Dealing with builders and suppliers while trying to keep to tight schedules is a real headache though.

Part 3

1 D 2 C 3 D 4 B 5 A

Interviewer: Good evening everyone. With me in the studio today is Patrick O'Reilly, a third-generation Irish-Australian who is a writer and broadcaster and passionate supporter of the Irish-Gaelic language. Welcome, Patrick.

Patrick: Thank you, Sinead.

Interviewer: Tell me Patrick, what significance does Irish have for you?

Patrick: Well, as you said, I'm an Irish-Australian. Irish is my second language; I didn't learn it in Ireland, but here in Australia. In the 18th century it was the first language of many of the Irish people who settled here.

Interviewer: And didn't it almost slip away at one point?

Patrick: That's right, but it never quite vanished. So to me, *'Irish is a language of this country. It's in the streets of a Melbourne suburb, the heat of Australian summers. It's the language in which I speak to my daughter, in which I broadcast and in which I write. I'm conscious of its history here.*

Interviewer: How do you feel about the language itself?

Patrick: Well, Irish is a language of passionate songs, and it has one of the oldest literatures in western Europe. It's descended from the language of those Celts who arrived in the British Isles at the end of the Bronze Age, so it dates back thousands of years. But for me, what is truly remarkable is that when Ireland finally became independent early in the last century, the Irish language acquired renewed importance as a vehicle of scholarship. Now it has a television network and *²has achieved something inconceivable, even 30 years ago: it has also become trendy and positively cool today.*

Interviewer: And what made you want to learn Irish as a language?

Patrick: You may well ask! When I began learning the language my enthusiasm was viewed as eccentric.

Interviewer: Why?

Patrick: Well, some people thought that Irish-Gaelic was dead, like Latin, although in fact it was still spoken as a first language by a few thousand people on the west coast of Ireland. So why did I learn it? Ireland wasn't a part of my childhood in any significant way. My great-grandparents had come here from Southern Ireland during the Gold Rush, and we had become solidly Australian. *³But I liked languages and the worlds they could reveal. Irish promised me a world of my own.* I was conscious, I think, that my people's past lay elsewhere.

Interviewer: And your Irish ancestry has played a big part in your writing too, I believe?

Patrick: That's right. The stories I write in Irish are published only in Ireland, yet they deal with the peculiar situation of the language here in Australia. If I write in English, I use a language which has had time to adapt to a new history, a new society. It has its own accent, its own everyday language. This has also happened with Italian, but Italian is the first or second language of a whole community. Irish in this country is the language of scattered individuals, so it hasn't adapted to modern needs. *⁴As an Australian who writes in Irish, I must bring about the linguistic adaptation which has taken 200 years to accomplish in English.*

Interviewer: And yet you implied earlier that Irish had become fashionable. Is that the case in Australia?

Patrick: Well, yes, here it actually means that every year a number of people go to Irish language classes, and that a minority eventually become fluent. *⁵Irish has become a new trend because Ireland itself is now a major draw for tourists.* Thousands of Australians visit Ireland every year to seek the house their great-grandmother was born in, Irish relatives. Others want to see the green landscape of old legends. For some, the Irish language is part of all this. I once interviewed a young woman from

Melbourne who became so fascinated by traditional Irish singing that she learned Irish and now works in the Aran Islands off the coast of Ireland!

Interviewer: And what other motivation would Australians have for learning Irish?

Part 4 – Questions 16-25

- 16. ice age
 - 17. invisible
 - 18. infection(s)
 - 19. flavour
 - 20. fungus / fungi
 - 21. sexes
 - 22. extinction
 - 23. lowland
 - 24. shelter(s)
 - 25. cuttings
-

Audioscript - Part 4

Student:

For my presentation, I'm going to summarise what I've found out about efforts to save one plant species ... the juniper bush. It once flourished in Britain and throughout the world's temperate zones, but over the last few decades has declined considerably. Before I go on to explain the steps being taken to save it in England, let me start by looking at some background information and why the juniper has been so important in cultural as well as ecological terms, historically and in the present day.

Firstly, I want to emphasise the fact that juniper is a very ancient plant. It has been discovered that it was actually amongst the first species of plants to establish itself in Britain in the period following the most recent **Ice Age**. And, as I say, it has a much valued place in British culture. It was used widely as a fuel during the Middle Ages because, when burnt, the smoke given off is all but **invisible** and so any illicit activities involving fire could go on without being detected, for example, cooking game hunted illegally. It also has valuable medicinal properties. Particularly during large epidemics, oils were extracted from the juniper wood and sprayed in the air to try to prevent the spread of **infection** in hospital wards. And these days, perhaps its most well known use is in cuisine... cooking, where its berries are a much-valued ingredient, used to **flavour** a variety of meat dishes and also drinks.

Turning now to ecological issues, juniper bushes play an important role in supporting other living things. If juniper bushes are wiped out, this would radically affect many different insect and also **fungus** species. We simply cannot afford to let this species die out.

...

So, why is the juniper plant declining at such a rapid rate? Well a survey conducted in the north and west of Britain in two thousand and four to five showed that a major problem is the fact that in present-day populations, ratios between the **sexes** are unbalanced and without a proper mix of male and female, bushes don't get pollinated. Also, the survey found that in a lot of these populations, the plants are the

same age, so this means that bushes grow old and start to die at similar times ... leading to swift **extinction** of whole populations.

Now, the charity Plantlife is trying to do something to halt the decline in juniper species. It's currently trying out two new major salvage techniques, this time focusing on **lowland** regions of England. The first thing it's trying is to provide **shelters** for the seedlings in areas where juniper populations are fairly well established. These, of course, are designed to help protect the plants at their most vulnerable stage. A further measure is that in areas where colonies have all but died out, numbers are being bolstered by the planting of **cuttings** which have been taken from healthy bushes elsewhere.

Now, I hope I've given a clear picture of the problems facing this culturally and ecologically valuable plant and of the measures being taken by Plantlife to tackle them. If anyone has any questions, I'd be happy to ...

II. READING

II.1. LANGUAGE IN USE

Part 1.

- 26. A. combining
- 27. B. whose
- 28. B. hold back
- 29. A. at a loss
- 30. A. prioritizing
- 31. C. will there
- 32. B. in its infancy
- 33. A. accessible
- 34. A. face
- 35. D. boom

Part 2.

- (36). stimuli
- (37). chaotic
- (38). computational
- (39). leafy
- (40). operant

Part 3.

	Mistakes	Corrections
Q41	felt on	fell on
Q42	be kill	be killed
Q43	customs	customers / passengers

Q44	when asking	when asked
Q45	eighteen or twenty-four	eighteen and twenty-four

II.2. READING COMPREHENSION

Part 1. Elephant trunk (Questions 46–55):

No.	Answer	Explanation
46	Herd	"A herd of elephants" – correct collective noun.
47	That	"That it uses..." – subject of the clause; introduces a noun clause.
48	Tuft	"A tuft of grass" – a small clump of grass.
49	Recognised	"...not recognised" – passive voice meaning not acknowledged.
50	Delicate	"Delicate tasks" – tasks requiring careful, fine control.
51	That	Relative pronoun: "a feat that only another elephant can achieve."
52	As	"Serves as a snorkel" – correct preposition for function.
53	Not	"Not only does it..." – fixed inverted structure.
54	That	Relative pronoun: "antenna that enables the elephant..."
55	As	Fixed phrase: "Extraordinary as it may seem..."

Part 2. The next step in brain evolution

56. Emily spends much of her daily life interacting in a digital environment.

Answer: T (True)

"She actually spends much of her time in another galaxy – in the digital universe of websites, e-mails, smart phones and social networking sites."

57. Emily updates her social media accounts before getting out of bed.

Answer: F (False)

"First thing every morning I check my mobile for messages, have a coffee and then go on Twitter."
→ She does other things (like having coffee) before checking social media.

58. Christine thinks her daughter's generation is too dependent on technology.

Answer: NG (Not Given)

Christine comments on multitasking and changes in behavior, but she never directly says her daughter's generation is "too dependent."

59. Experts are certain that digital natives will have better attention spans than previous generations.

Answer: F (False)

"Many parents fear... zombies with the attention span of an insect."
"Nobody knows exactly what the effect will be."
→ There is **uncertainty**, and some concerns, **not certainty**.

60. Digital natives tend to form opinions through online peer interactions.

Answer: T (True)

"Parameters are increasingly set by 'wiki-thinking', peer groups exchanging ideas through digital networks."

61. Innovation in technology is slowing down due to overuse of old methods.

Answer: F (False)

"Innovation is happening at such a pace that what was science fiction a few years ago will soon be fact."

→ The opposite is true: **technology is advancing rapidly.**

62-69

No.	Answer	Source phrase from text
62	digital native	"That's what makes Emily a 'digital native', someone who has never known a world..."
63	social media accounts	"update my status, add any photos and interesting articles or music clips I've found."
64	culture ruled	"...coming to terms with a culture ruled by the ring of a mobile and the zip of text..."
65	attention spans	"...zombies with the attention span of an insect."
66	sift and filter	"Younger people sift more and filter more..."
67	wiki-thinking	"...parameters are increasingly set by 'wiki-thinking', peer groups exchanging ideas..."
68	replacing old technology	"...younger generation are much more used to replacing old technology."
69	grand-scale experiment	"In a sense, we are running a grand-scale experiment..."

Part 3. At top speed

70C 71A 72D 73B 74E 75G

Part 4.

76A 77B 78A 79D 80C 81A 82B 83B 84C 85C

Part 5. Choosing a university

86C 87B 88D 89E 90C 91A 92D 93A 94B 95E

III. WRITING

Students' own answers