

**BỘ GIÁO DỤC VÀ ĐÀO TẠO KỶ THI CHỌN HỌC SINH GIỎI QUỐC GIA THPT  
ĐỀ THI CHÍNH THỨC NĂM 2018**

Môn thi: **TIẾNG ANH**  
Thời gian: **180** phút (không kể thời gian giao đề)  
Ngày thi: **11/ 01/ 2018**  
Đề thi có **12** trang

**SỐ PHÁCH**

- Thí sinh không được sử dụng tài liệu, kể cả từ điển
- Giám thị không giải thích gì thêm

**I. LISTENING**

**HƯỚNG DẪN PHẦN THI NGHE HIỂU**

- Bài nghe có 4 phần; mỗi phần được nghe 2 lần, mỗi lần cách nhau 05 giây; mở đầu và kết thúc mỗi phần nghe có tín hiệu
- Mở đầu và kết thúc bài nghe có tín hiệu nhạc. Thí sinh có 02 phút để hoàn chỉnh bài trước tín hiệu nhạc kết thúc bài nghe.
- Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.

**Part 1. For questions 1-5, listen to a telephone conversation between a passenger and an official at the land transport information service at Toronto Airport and decide whether the statements are True (T) or False (F). Write your answers in the corresponding numbered boxes provided.**

1. Milton is about 150 miles southwest of the airport.
2. The woman can afford to get to Milton by taxi.
3. The Greyhound bus departs only once a day at 11:30 AM.
4. A return ticket for the Shuttle bus costs \$69.
5. The Shuttle bus can be reserved through the official.

**Your answers:**

1.	2.	3.	4.	5.
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**Part 2. For questions 6-13, listen to a report on the Industrial Revolution 4.0 and supply the blanks with the missing information. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the space provided.**

**REVOLUTION 4.0**

The advancement of Industry 4.0 will be driven by a smart interconnected (6) \_\_\_\_\_.

The opportunities for disruption are huge and those left behind will feel it (7) \_\_\_\_\_.

KPMG has conducted research on what the (8) \_\_\_\_\_ were doing in their factories and their offices and it revealed some thought-provoking findings:

- The major players are moving away from isolated (9) \_\_\_\_\_ to large-scale and (10) \_\_\_\_\_ across their enterprise and among customers.

- It's important for the players to:

- think big, (11) \_\_\_\_\_, and nurture innovation.
- develop disruptive thought processes aimed at devastating the (12) \_\_\_\_\_.

• look for opportunities in every element of their (13) \_\_\_\_\_ during the production process.

**Part 3. For questions 14-18, listen to a discussion on the subject of attitudes to work and choose the correct answer A, B, C, or D which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.**

14. Lois agrees with John's point that \_\_\_\_\_.

- A. the psychological effects of unemployment can be overstated
  - B. some people are better equipped to deal with unemployment than others
  - C. problems arise when unemployment coincides with other traumatic events
  - D. most people dread the prospect of unemployment
15. Lois agrees with the listener who suggested that \_\_\_\_\_.
- A. people should prepare for redundancy as they would for retirement
  - B. voluntary work may be more rewarding than paid work
  - C. not everybody can expect a high level of job satisfaction
  - D. work is only one aspect of a fulfilling life
16. What is John's attitude towards people who see work as a "means to an end"?
- A. He accepts that they have made a valid choice.
  - B. He feels they may be missing out on something important.
  - C. He doubts their level of commitment to the job.
  - D. He fears it will lead to difficulties for them later.
17. When asked about so-called "slackers" at work, John points out that \_\_\_\_\_.
- A. their views are unacceptable in a free labour market
  - B. such an attitude has become increasingly unacceptable
  - C. people often jump to unfair conclusions about them
  - D. they accept the notion that work is a necessary evil
18. Lois quotes the psychologist Freud in order to \_\_\_\_\_.
- A. provide a contrast to the ideas of Bertrand Russell
  - B. question the idea that a desire to work is a natural thing
  - C. show how intellectual ideas have shifted over time
  - D. lend weight to John's ideas about increased social mobility

**Your answers:**

14.	15.	16.	17.	18.
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**Part 4. For questions 19-25, listen to a radio news report on "Google", a popular search engine and fill in the missing information. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the space provided.**

Influential as Bill Gates might be, he was unable to turn a product into a common word. It was Google that earned (19) \_\_\_\_\_.

For its success, Google relied on (20) \_\_\_\_\_ which is a particularly old-fashioned way to market a product.

Google has been the default tool for people looking for anything they want to find online, from (21) \_\_\_\_\_ to brass lambs.

Google is now the official search engine for top global (22) \_\_\_\_\_ America Online.

The professor mentioned by the reporter was searching the (23) \_\_\_\_\_ in a relaxed manner looking for things to interest him.

The verb "to google" literally means searching for what is of use to you through a vast quantity of information, which is another kind of (24) \_\_\_\_\_.

Little did the mathematician know that in the early 21<sup>st</sup> century, the use of the term "Google" would become ubiquitous among professionals and (25) \_\_\_\_\_ alike.

## II. LEXICO-GRAMMAR

**Part 1. For questions 26-40, choose the correct answer A, B, C, or D to each of the following questions. Write your answers in the corresponding numbered boxes provided.**

26. In this day and age, it is almost impossible to keep \_\_\_\_\_ of the latest developments in computing.
- A. afloat
  - B. afresh
  - C. abreast
  - D. afield
27. We do expect to meet your new manager - you've been \_\_\_\_\_ his praises ever since he arrived.
- A. calling
  - B. shouting
  - C. singing
  - D. crying
28. Hands \_\_\_\_\_, the dancers were circling to the right and left in an impressive manner.
- A. held high
  - B. were held highly
  - C. high holding
  - D. having highly held
29. When a show is popular, everyone is content but if its popularity \_\_\_\_\_, it is likely to be scrapped.

- A. subsides                      B. dims                                      C. fades                                      D. weakens
30. At \_\_\_\_\_ last, the disabled girl won an Oscar for her performance against all odds.  
A dim                                      B. long                                      C. distant                                      D. far
31. Few people can do creative work unless they are in the right \_\_\_\_\_ of mind.  
A. trend                                      B. frame                                      C. attitude                                      D. tendency
32. Stuart went to great \_\_\_\_\_ to complete a high quality presentation on the company's new products.  
A. torment                                      B. pains                                      C. efforts                                      D. difficulty
33. His room was \_\_\_\_\_ decorated in gold and silver, whereas his brother's was extremely plain and dowdy.  
A. ostentatiously                      B. tantalisingly                                      C. simplistically                                      D. benevolently
34. His application was \_\_\_\_\_ because he didn't have necessary qualifications for the job.  
A. turned off                                      B. turned down                                      C. sent off                                      D. thrown down
35. I hadn't seen Stephen for years, then one day our paths crossed while I was on a \_\_\_\_\_ to New York.  
A. road                                      B. trip                                      C. track                                      D. way
36. The mayor failed to deliver key promises in his manifesto, but to give him his \_\_\_\_\_, he tried his best to improve the city's infrastructure.  
A. account                                      B. view                                      C. owing                                      D. due
37. The voyage has been \_\_\_\_\_ with danger; waves swamped the ship and the navigation system broke.  
A. imminent                                      B. packed                                      C. thick                                      D. fraught
38. I feel it must be too late to apologize to my piano teacher, but at least I've got it off my \_\_\_\_\_.  
A. chest                                      B. heart                                      C. stomach                                      D. soul
39. Every time the government meets their demands, the union leaders move the \_\_\_\_\_.  
A. lamp posts                                      B. bus stops                                      C. goalposts                                      D. roadblocks
40. Soaring prices mean that many prospective buyers will reach the end of their \_\_\_\_\_ as they can no longer afford to buy their wanted properties.  
A. wit                                      B. rope                                      C. line                                      D. road

**Your answers:**

26.	27.	28.	29.	30.	31.	32.	33.
34.	35.	36.	37.	38.	39.	40.	

**Part 2. For questions 41-45, write the correct form of each bracketed word in the numbered space provided in the column on the right. 0 has been done as an example.**

Levels of (0. LITERATE) \_\_\_\_\_ and innumeracy remain startlingly high in the developing world, and will continue to be so until the West provides or sponsors new education initiatives, (41. PREFER) \_\_\_\_\_ also getting directly involved. A better education is a prerequisite should the impoverished masses of Africa ever wish to hold any genuine hope of gaining their emancipation from the metaphorical shackles of poverty. Education initiatives for young people as well as life-long learning programs will also help to breach the gulf that separates the working classes from their ruling elite, a privileged few who enjoy the (42. TRAP) \_\_\_\_\_ of Western wealth and the lifestyle that goes with it, while those in their midst are completely (43. OCCUPY) \_\_\_\_\_ with the daily struggle for survival. Furthermore, we must promote a culture of intolerance of corruption, and help to create a new generation for whom education rather than a(n) (44. SCRUPLE) \_\_\_\_\_ nature will reap the true rewards. Education will also help to bridge another gap; that of the cultural one which separates the West from its brethren in the developing world. The impoverished slums and shanty towns are a hotbed of religious and political (45. EXTREME) \_\_\_\_\_, but hopefully

- Your answer:**
0. illiteracy
41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_

education will serve to create a better sense of understanding between the peoples of the world, irrespective of background.

### III. READING

**Part 1. For questions 46-55, fill each of the following numbered blanks with ONE suitable word. Write your answers in the corresponding numbered boxes provided.**

#### DIAGNOSING DYSLEXIA

Approximately five percent of the population suffer from dyslexia. The cause of the disorder is unknown and it is commonly found in people of (46) \_\_\_\_\_ normal intellectual ability. The condition is characterized by severe reading difficulties, (47) \_\_\_\_\_ with dyslexics frequently confusing letters or words. They may, for example, read or write letters, words or sentences in the wrong order. Although the problem can be overcome with intensive instruction, sufferers usually continue to read and write (48) \_\_\_\_\_ throughout their lives.

Traditionally, diagnosis has been made by reading experts, which means that many cases are not formally (49) \_\_\_\_\_ up until a child is around ten years of age. Now, however, a group of psychologists in the United States believe that they have found a way of identifying in their first days of life children who will develop dyslexia. This is exciting news as early identification and intervention (50) \_\_\_\_\_ early instruction possible, perhaps avoiding (51) \_\_\_\_\_ later problems altogether. The research team has identified distinct differences between the brain wave patterns of dyslexics and (52) \_\_\_\_\_ of better readers. Attaching electrodes to the heads of babies just 36 hours old, they measured the size and speed of their brain responses to selected (53) \_\_\_\_\_. The children were monitored and given IQ and comprehension tests every two years. At eight, reading tests were administered to identify those who were dyslexic. More than 90 percent diagnosed as dyslexic could have been singled out at (54) \_\_\_\_\_.

This research is still in its (55) \_\_\_\_\_ but may result in a future in which dyslexia no longer causes lifelong distress.

**Your answers:**

46.	47.	48.	49.	50.
51.	52.	53.	54.	55.

**Part 2. For questions 56-66, read the following passage and do the tasks that follow.**

#### ACQUIRING THE PRINCIPLES OF MATHEMATICS AND SCIENCE

**A.** It has been pointed out that learning mathematics and science is not so much learning facts as learning ways of thinking. It has also been emphasised that in order to learn science, people often have to change the way they think in ordinary situations. For example, in order to understand even simple concepts such as heat and temperature, ways of thinking of temperature as a measure of heat must be abandoned and a distinction between 'temperature' and 'heat' must be learned. These changes in ways of thinking are often referred to as conceptual changes. But how do conceptual changes happen? How do young people change their ways of thinking as they develop and as they learn in school?

**B.** Traditional instruction based on telling students how modern scientists think does not seem to be very successful. Students may learn the definitions, the formulae, the terminology, and yet still maintain their previous conceptions. This difficulty has been illustrated many times, for example, when instructed students are interviewed about heat and temperature. It is often identified by teachers as a difficulty in applying the concepts learned in the classroom; students may be able to repeat a formula but fail to use the concept represented by the formula when they explain observed events.

**C.** The psychologist Piaget suggested an interesting hypothesis relating to the process of cognitive change in children. Cognitive change was expected to result from the pupils' own intellectual activity. When confronted with a result that challenges their thinking - that is, when faced with conflict - pupils realise that they need to think again about their own ways of solving problems, regardless of whether the problem is one in mathematics or in science. He hypothesised that conflict brings about disequilibrium, and then triggers equilibration processes that ultimately produce cognitive change. For this reason, according to Piaget and his colleagues, in order for pupils to progress in their thinking they need to be

actively engaged in solving problems that will challenge their current mode of reasoning. However, Piaget also pointed out that young children do not always discard their ideas in the face of contradictory evidence. They may actually discard the evidence and keep their theory.

**D.** Piaget’s hypothesis about how cognitive change occurs was later translated into an educational approach which is now termed ‘discovery learning’. Discovery learning initially took what is now considered the ‘one learner’ route. The role of the teacher was to select situations that challenged the pupils’ reasoning; and the pupils’ peers had no real role in this process. However, it was subsequently proposed that interpersonal conflict, especially with peers, might play an important role in promoting cognitive change. This hypothesis, originally advanced by Perret-Clermont (1980) and Doise and Mugny (1984), has been investigated in many recent studies of science teaching and learning.

**E.** Christine Howe and her colleagues, for example, have compared children’s progress in understanding several types of science concepts when they are given the opportunity to observe relevant events. In one study, Howe compared the progress of 8 to 12-year-old children in understanding what influences motion down a slope. In order to ascertain the role of conflict in group work, they created two kinds of groups according to a pre-test: one in which the children had dissimilar views, and a second in which the children had similar views. They found support for the idea that children in the groups with dissimilar views progressed more after their training sessions than those who had been placed in groups with similar views. However, they found no evidence to support the idea that the children worked out their new conceptions during their group discussions, because progress was not actually observed in a post-test immediately after the sessions of group work, but rather in a second test given around four weeks after the group work.

**F.** In another study, Howe set out to investigate whether the progress obtained through pair work could be a function of the exchange of ideas. They investigated the progress made by 12-15-year-old pupils in understanding the path of falling objects, a topic that usually involves conceptual difficulties. In order to create pairs of pupils with varying levels of dissimilarity in their initial conceptions, the pupils’ predictions and explanations of the path of falling objects were assessed before they were engaged in pair work. The work sessions involved solving computer-presented problems, again about predicting and explaining the paths of falling objects. A post-test, given to individuals, assessed the progress made by pupils in their conceptions of what influenced the path of falling objects.

**Questions 56-60:** *There are six paragraphs marked A-F in the passage. In which paragraph is the following mentioned? Write your answers in the corresponding numbered boxes provided.*

- 56. a claim that a perceived contradiction can assist mental development.
- 57. the problem of superficial understanding.
- 58. evidence for the delayed benefits of disagreement between pupils.
- 59. an experiment to assess the benefits of exchanging views with a partner.
- 60. a rejection of a widely held theory.

**Your answers:**

56.	57.	58.	59.	60.
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**Questions 61-66:** *Complete the following summary. Choose NO MORE THAN THREE WORDS from*

*the passage for each answer. Write your answers in the corresponding numbered boxes provided.*

#### **HOW CHILDREN LEARN**

The instructional approach presently referred to as “discovery learning” was based on Piaget’s hypothesis that changes in a child’s mind were brought about by his/ her own (61) \_\_\_\_\_. As hypothesized by Piaget, disequilibrium occurs when a child is confronted with an idea that conflicts his/ her current belief. This initiates the processes of equilibration which result in cognitive change. Progress in learning, therefore, requires pupils’ active engagement in solving problems that contradict their existing (62) \_\_\_\_\_. However, Piaget also drew attention to the possibility that a child might (63) \_\_\_\_\_ the conflicting evidence and maintain his/her preconceived idea.

While Piaget's hypothesis played down the roles of peers in the "lone learner" route, later studies put forward the importance of (64) \_\_\_\_\_ among friends in developing cognitive change.

In an effort to (65) \_\_\_\_\_ the significance of conflict in group work, Christine Howe and her colleagues collected findings in support of the claim that children in the group with (66) \_\_\_\_\_ made better progress.

**Your answers:**

61.	62.	63.
64.	65.	66.

**Part 3. In the passage below, seven paragraphs have been removed. For questions 67-73, read the passage and choose from the paragraphs A-H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered boxes provided.**

### BLOOMS WITH A VIEW

*Mike Herd explores the fynbos, a region of South Africa that shows a way forward when an eco-system is fragile*

For five days and nights in February 2006, the fire blazed a 50-mile trail from the outskirts of Cape Town down towards Africa's southernmost point. Then, unexpectedly, the wind changed direction – meaning workers and fire staff at the Grootbos Private Nature Reserve stood no chance against the flames. Conference guests had to be hurriedly evacuated before the lodge complex was completely engulfed. So how come Grootbos's chief botanist, Sean Privett, is smiling as he recalls that dramatic incident? "Hey, they were just buildings, they could be rebuilt," he says with a grin. "But this was also a whole new opportunity for rare plant species to germinate and flourish. We found something like 70 new species here in the months after the blaze."

67.	
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Sean, we discover, is not the only person around here who is fanatical about flowers. This beautiful stretch of South Africa's Western Cape, known as the Overberg, may be a prime spot for watching whales and great white sharks, but for many of its landowners the priority is protecting the proteas, orchids, ericas and carnivorous sundew plants (to name but four of the region's floral families) which make up the fynbos, shrubland with as rich an array of plant species as you'll find anywhere on the planet. Grootbos's conservation efforts began 20 years ago, when Heiner Lutzeyer and his son Michael bought the original 123-hectare farm, and started photographing and documenting its indigenous flora.

68.	
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These days, the reserve stretches to some 1,750 hectares. And while guests are treated to the height of five-star luxury – including what may be the world's finest view direct from a bathtub – it is clear that conservation, including a strong commitment to educating and employing workers from the poorest local communities, remains the primary concern in what the Grootbos website calls this "botanic wonderland".

69.	
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Fortunately, in addition to beach horse riding and whale watching, Grootbos also lays on a trademark "flower safari" to introduce guests to the most striking flora on the reserve. And today we're lucky enough to have Sean and his battered old Jeep guiding us. First question, then: what's the floral equivalent of seeing a lion?

70.	
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As we try to follow Sean's identifying yells, bright flashes of colour and scent assault us from all directions. Among them delicate pinks and yellows of little erica plants, heather-like flowers that at the right times of year bathe whole valleys in a pink, yellow or white wash.

No two neighbouring plants, it seems, are ever allowed to hail from the same species. It's as if the fynbos has been designed by a mad botanist who's been overdoing it on the organic fertiliser.

71.

By the end of the safari, I've lost count of how many weird and wonderful species we have encountered – from spectacular crimson candelabra flowers that detach and roll along with the wind, to the orange-flowered and not-at-all-potent wild marijuana plants. In danger of joining the ranks of the florally obsessed myself, I ponder out loud why there should be quite so many different species of plant here.

72.

These conditions are also proving increasingly attractive to winemakers, who reckon tricky soils produce more interesting wines because the grapes have to work harder. But rather than proving an irritant to local conservationists, the neighbouring Lomond wine estate belongs to the region's pioneering "biodiversity and wine initiative", which pledges to protect rare and endangered plant species by only using sustainable farming methods.

73.

Almost everyone, it seems, understands the fragility of the ecosystem here – and with good reason. One recent report counted the Cape Floristic Region as among the 10 places in the world most threatened by climate change: a predicted temperature rise of 1.8C over the next 40 years would spark a dramatic increase in the number of wildfires like the one that did so much damage in 2006. The eco equation says the fynbos needs fire to flourish – but not too often, or it will be wiped out entirely.

73.

***The missing paragraph:***

**A.** All very admirable too, but there's just one thing ... I daren't mention this to Sean but, following our hour-and-a-half's drive down from Cape Town through dust bowl-dry arable fields, I'm feeling a little confused. We have been greeted by a stunning mountainous coastline, certainly – but not quite the explosion of floral colour I'd been expecting. Rather, it's a plainish green moorland typical of parts of Scotland. Can we really be in the heart of the smallest but most precious of the world's six designated floral kingdoms, with – according to my guidebook – species far outnumbering those found in the entire Amazon rainforest?

**B.** Likewise, the nearby Flower Valley Farm, which grows indigenous fynbos plants for the cut-flower trade (including M&S in Britain), is run by a public conservation trust which ensures that neither the fynbos nor local workers are exploited for profit.

**C.** Graciously, Sean offers no hint that this inquiry might be unworthy of one of South Africa's foremost botanical experts. Instead, at the highest point of the Grootbos reserve, he yanks on the handbrake and bounds off into the middle of the knee-high shrubland. I have to admit, though, that what appears uniformly green from a distance is anything but when you are in the thick of it.

**D.** Of the six completely new species that have since been discovered here, two – *Lachenalia lutzeyeri* and *Capnophyllum lutzeyeri* – have been named after him ... not bad for an man with purely amateur interest in botany.

**E.** “It’s hard to put your finger on it” Sean says, disarmingly. “There are so many factors ... the lack of any ice ages; all the different types of nutrient-poor soil; the weather systems rolling up from Antarctica; and the fact this region has never been farmed intensively. It's just a really unusual mix.”

**F.** Then, like a proud parent, he opens his arms to the dense shrubland around him: “With the exception of our ancient milkwood forest, which is fire resistant, you can say that all the plants here were born on the same day.”

**G.** But it isn't always the case. One such species, the *Moraea lurida* iris only ever appears here immediately after fire has cleared the landscape of all the other, more bullish, plant species. Sean delights in showing us these beautiful, deep purple flowers emerging across the hillside – and describing the scent of rotting meat they give off to attract flies for pollination.

H. Suddenly there's a yell from deep in the undergrowth which sends birds scattering into the sky. "Over here!" Sean shouts, pointing at a large and slightly sun-withered white flower guarded by tall, bright pink spikes. "King Protea, the biggest of all the Protea family and the national flower of South Africa ... here's that defining moment you were after."

**Your answers:**

67.	68.	69.	70.	71.	72.	73.
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**Part 4. For questions 74-83, read an extract from an article on language and choose the answer A, B, or, which you think fits best according to the text. Write your answers in the corresponding numbered boxes provided.**

### YOU ARE WHAT YOU SPEAK

Does the language you speak influence the way you think? Does it help define your world view? Anyone who has tried to master a foreign tongue has at least considered the possibility. As have those who have ever had a close foreign friend.

At first glance, the idea that language influences thought seems perfectly plausible. Conveying even simple messages requires that you make completely different observations depending on your language. Imagine being asked to count some pens on a table. Let's say there are eleven. But a Russian also has to consider what gender the pens are (neuter) and then use the neuter form of the word for eleven. And a Japanese speaker has to take into account their shape (long and cylindrical) as well, and use the word for eleven designated for items of that form.

On the other hand, surely pens are just pens, no matter what your language compels you to specify about them. **Little linguistic peculiarities, though amusing, don't change the objective world we are describing.** So how can they alter the way we think?

Scientists and philosophers have been grappling with this thorny question for centuries. There have always been those who argue that our picture of the universe depends on our native tongue. Since the 1960s, however, with the ascent of thinkers like Noam Chomsky and a host of cognitive scientists, the

consensus has been that linguistic differences don't really matter, that language is a universal human trait and that our ability to talk to one another owes more to our shared genetics than to our varying cultures. But now the **pendulum** is beginning to swing the other way as psychologists re-examine the question.

The new generation of scientists is not convinced that language is innate and hard-wired into our brain. "Language is not just notation," says Dan Slobin of the University of California. "The brain is shaped by experience." Slobin and others say that small, even apparently insignificant differences between languages do affect the way speakers perceive the world. "Some people argue that language just changes what you attend to," says Lera Boroditsky of the Massachusetts Institute of Technology. "But what you attend to changes what you encode and remember."

This is what Slobin calls "thinking for speaking" and he argues that it can have a huge impact on what we deem important. For instance, about a third of the world's languages describe location in "absolute" terms: speakers of many Pacific Island languages would say "north of the tree" or "seaward from the tree" rather than "beside the tree" as we might in English. In these languages, you always need to know where you are in relation to fixed external reference points, says Slobin. "Even when you are in a dark windowless room, or travelling on a bus in the dark," he says, "you must know your location relative to the fixed points in order to talk about events and locations." So, even if you didn't use the word "north" in conversation, you would always know where it was.

Whether your language emphasises an object's shape, substance or function also seems to affect your relationship with the world, according to John Lucy, a researcher at the Max Planck Institute for Psycholinguistics. He has compared American English with Yucatec Maya, spoken in Mexico's Yucatan Peninsula. Among the many differences between the two languages is the way objects are classified. In English, shape is implicit in many nouns. We think in terms of discrete objects; and it's only when we want to quantify **amorphous** things like sugar that we employ units such as "cube" or "cup". But in Yucatec, objects tend to be defined by separate words that describe shape. So, for example, a "short flat leather" is a wallet.

Likewise, “long banana” describe the fruit, while “flat banana” means banana leaf and a “seated banana” is a banana tree.

Boroditsky also argues that even artificial classification systems, such as gender, can be important. The word “sun” is neuter in Russian, feminine in German and masculine in Spanish. Some psychologists claim that these inconsistencies suggest gender is just a meaningless tag, but Boroditsky disagrees. “To construct sentences in these languages,” she says “involves thinking about gender - even if it’s arbitrary - thousands of times every day.”

To test how this affects the way people think, she presented Spanish and German-speaking volunteers With nouns that happened to have opposite genders in their native tongues. “Key”, for instance, is feminine in Spanish and masculine in German and “bridge” is masculine in Spanish and feminine in German. Boroditsky asked the volunteers to come up with adjectives - in English - to describe these items. German speakers described keys as “awkward”, “worn”, “jagged” and “serrated”, while Spanish speakers saw them as “little”, “lovely” “magic” and “intricate”. To Germans, bridges were “awesome”, “fragile”, “beautiful” and “elegant” whereas Spanish speakers considered them “big”, “solid”, “dangerous”, “strong” and “sturdy”.

74. A positive answer to the questions in the first paragraph would most probably be given by \_\_\_\_\_.

- A. a student at an advanced stage of foreign language learning
- B. a person who has worked abroad but has not learned a second language
- C. a person who has been involved in an intimate relationship with a foreigner
- D. a foreigner who has many close friends

75. Which of the following square brackets [A], [B], [C], or [D] best indicates where in the paragraph the sentence “**As an English speaker, you only have to count them and give the number.**” can be inserted?

At first glance, the idea that language influences thought seems perfectly plausible. [A] Conveying even simple messages requires that you make completely different observations depending on your language. Imagine being asked to count some pens on a table. [B] Let's say there are eleven. [C] But a Russian also has to consider what gender the pens are (neuter) and then use the neuter form of the word for eleven [D] And a Japanese speaker has to take into account their shape (long and cylindrical) as well, and use the word for eleven designated for items of that form.

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

76. Which of the following sentences best expresses the meaning of the sentence in bold in paragraph 3?

- A. Objective as it may seem, the world we are depicting is almost susceptible to intriguing linguistic subtleties.
- B. No matter how intriguing they are, minor peculiar linguistic features have no impacts on the objective world depicted.
- C. The objective world being described is too amusing to be altered by any peculiar linguistic features.
- D. However amusing it is, the world being depicted is not subject to any impacts of little linguistic peculiarities.

77. The question in paragraph 4 is described as thorny because \_\_\_\_\_.

- A. nobody knows the answer
- B. the answer varies according to the language analysed
- C. it is difficult to answer
- D. it has only recently been considered important

78. What is the purpose of the reference to **the pendulum**? (paragraph 4)

- A. to show that genetic differences among races are insignificant
- B. to suggest that Chomsky's theory is no longer accepted as correct
- C. to suggest that human speech patterns are hereditary
- D. to state that cultural differences account for linguistic differences

79. According to Lera Boroditsky, what a person pays closest attention to reflects their \_\_\_\_\_.

- A. linguistic prowess
- B. thought processes
- C. powers of observation
- D. intellectual abilities

80. In a typical Pacific Island language \_\_\_\_\_.

- A. orientation is vitally important

- B. recognition of every type of vegetation is essential
  - C. descriptions of journeys are relatively brief
  - D. north is always the point of reference
81. According to John Lucy, English speakers think of objects as \_\_\_\_\_.
- A. needing units of measurement
  - B. not having a clear shape
  - C. separate and distinct
  - D. masculine or feminine
82. An **amorphous** object in paragraph 7 is one which has \_\_\_\_\_.
- A. a definite shape
  - B. an indistinct smell
  - C. a strong flavor
  - D. a dense texture
83. The presence of gender in a language \_\_\_\_\_.
- A. leads to confusion for native English speakers
  - B. determines the way complex sentences are constructed
  - C. affects the way objects are perceived
  - D. determines the order in which adjectives appear

**Your answers:**

74.	75.	76.	77.	78.
79.	80.	81.	82.	83.

**Part 5. The passage below consists of four paragraphs marked A, B, C, and D. For questions 84-95, read the passage and do the task that follows. Write your answers in the corresponding numbered boxes provided.**

**THE PORTFOLIO CAREER**

*A new generation of workers is discovering that maintaining a “portfolio” of different careers can pay off in terms of time, money and quality of life.*

**A.** If you ever get home late from the office and collapse onto the sofa, wondering what happened to your social life, or sit in meetings dreaming about more flexible working hours, you might need an extra job or two. On the face of it, that sounds like the last way to redress your work-life balance, but you shouldn't necessarily reject the idea out of hand, according to Matt Pearsen of recruitment group APOS. Here's how it works. Scaling back time spent on a 'main' career gives freedom to develop other strings to your bow, as you spread your well-honed skills across different part-time roles. As Matt says: “Because you're at the helm of your own bespoke career, you can structure your work around your lifestyle, taking time out when you need it.” On those terms, a compilation career suddenly sounds pretty appealing. It's certainly worked for Sarah Dillon, 30. “Traditional careers all seemed to be about specialising yourself into a silo until you could do your job with your eyes closed,” says the translator/ teacher/ event manager/ web designer, who swapped office life in London for a laptop in Brisbane. “I couldn't get excited about that. There were so many things I was interested in pursuing, and they were all important.” For Sarah, taking control of her own day-to-day career direction has been both challenging and rewarding. “I definitely work harder now, and the hours can be longer, but I have the best possible balance between paying my bills and being fulfilled. I'm glad I didn't wait until I burnt out or retired to make the change.”

**B.** This shift is no surprise to management experts. As early as 1982, management guru Charles Handy was suggesting that in the 21<sup>st</sup> century, more than fifty percent of all jobs would be conducted on a part-time, freelance or self-employed basis as people develop a more pick-and-choose attitude to work. It turns out he was spot on. So what's behind this rise? Marci Alboher, bestselling author of *One Person/ Multiple Careers: A New Model for Work/ Life Success* describes herself as a “slash careerist - as in lawyer/ journalist/ author/ writing coach”. Her research reveals that, while recession-proofing and maternity planning can play a part, the most common trigger for adopting a portfolio career is personal fulfilment. “They allow people a certain amount of stability while giving them the freedom to follow something they feel close to,” she says. “I've met computer programmer/ theatre directors, lawyer/ ministers and longshoreman/ filmmakers. All of these combined careers are ultimately about figuring out ways to make room for everything we want to be in our lives.”

**C.** For some, it's less of a conscious decision. Thirty-three-year-old Anita Westmorland's portfolio career built itself. The professional actor is now also a director/ event manager/ set stylist/ interior

designer. “All these different careers came from the same root,” she explains. “I started out acting, but it was hard to support myself. As I was working for small theatre companies with no budget for a stylist, I took the opportunity to learn new skills that would give me the chance to earn extra income elsewhere. Before long I knew how to manage lots of aspects of staging, so events management evolved as a natural fourth strand. Now all four careers pay quite well - and they're all things I love.” Your choice of second and third careers is as crucial as your first, says Anita. “Some actor friends have gone for “steady” second careers in law or accounting,” she says. “Slowly and surely, that’s taken over, and they don’t act much now, or enjoy their day jobs. I wanted to avoid that.” “You do need to keep your eye on the ball,” agrees advertising planner/ wedding photographer/ honey producer Ben Bowles, 46. “There’ll be times when you’re staring at a gap in one or more of your careers, calling around and hoping something comes up.”

**D.** Some are more suited to a portfolio career than others, suggests Jenny Ungless, a life coach for Monster.co.uk. “Portfolio careers are great if you’re adept at multi-tasking and communicating. And for many, a portfolio career can be the solution to balancing work and home life. Working mums can set up an office at home and work on a wide variety of jobs when the children are at school or after they’ve gone to sleep.” The experts agree, though, that a portfolio career isn’t for everybody. “People who are optimistic by nature seem to be better protected against the strains of a portfolio-working lifestyle,” claims Peter Totterdell, senior research fellow at the Institute of Work Psychology. He identifies “autonomy, uncertainty and social isolation” as the big impacts on any portfolio careerist’s lifestyle. “Organisation is the key,” agrees Ungless, “It’s a challenge. But if you can keep control of your schedule, and have skills that can be transferred to a variety of jobs, a portfolio career really can offer the best of all worlds”.

<i>Which paragraph mentions someone who</i>	<i>Your answer:</i>	
admits to seeking self-fulfillment in a mounting workload	84.	
can be considered farsighted in projecting advances of this kind?	85.	
have diversified without straying far from an original career path?	86.	
identifies necessary personality traits to overcome demerits of this working style?	87.	
has studied the impetus for the phenomenon?	88.	
feels no remorse for abandoning a single career in preference for new challenges?	89.	
pinpoints the employment sector most likely to benefit from maintaining a portfolio of varied careers?	90.	
anticipates fluctuations in demands for certain skills offered in a portfolio?	91.	
has coined an alternative term for someone with a portfolio of different careers?	92.	
is aware that that pursuing certain types of career strand is potentially counterproductive?	93.	
mentions a sense of personal satisfaction as the main motive for maintaining a portfolio of different careers?	94.	
links a portfolio career to the optimal aspects across the jobs?	95.	

#### **IV. WRITING**

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

Stress is the term used to describe the physical and emotional rigours our bodies undergo when we adapt to changes in our lives. Contrary to popular belief, stress can produce positive responses as well as the well-documented adverse symptoms. Positive stress, as it is known, can spur us on to greater heights by increasing awareness which, in turn, helps us to lead a fuller, more satisfying life. Unfortunately, though, any benefits that stress may bring very often give way to the darker effects of negative stress.



