INSTRUCTIONS:
Answer ALL the questions.
Write neatly and clearly.

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CANDIDATE’S SURNAME: .................................. FIRST NAME(S): ........................
QUESTION 1: ESSAY WRITING

Write an essay of 250 to 300 words on ONE of the following topics.

1. The most fascinating book I have ever read
2. Helping the homeless in our society
3. A competition in which I took part
4. Why businesses fail
5. The main problems that we face in our neighbourhood
6. You cannot judge a book by its cover
7. One day when everything went wrong
8. The advantages of technology in education
9. The qualities of a good speaker
10. Dangerous sports must be banned!
QUESTION 2: GRAMMAR [10 marks]

Read the following passage carefully and then select the best option to fill in the blank spaces.

Ten years ago, I used to be very fit. I (1) _________ to work and I got a lot of exercise at the weekends. I used to play tennis a lot and (2) _________ for long walks. In those days I did not earn very much. I had a job in (3) _________ office. It was not a very good job but I had a lot of time to do the things I enjoyed doing.

Then about eight years ago, I got a much better job. The pay was better, but the hours were a lot (4) _________ too. I bought a car and drove to work every day. I began to put on (5) _________ . I stopped playing tennis and going for long walks because I just didn’t have any time for things like that anymore. There’s a lot of stress in a job like mine. Perhaps that’s why I started drinking more than I used to. I started smoking a lot, too. I never used to smoke at all!

Two months ago I had a heart attack. At first I just couldn’t believe it. I believed I was too young for that. Luckily, it wasn’t very serious. I was in hospital for a few days and they did a lot of (6) _________ . The doctor advised me to stop smoking and to eat less. He advised me to work less. But I (7) _________ see how I can work less and get more exercise. I just haven’t any time. My job takes everything out (8) _________ me!

Sometimes I wonder if I should get another job. (9) _________ if I do that, I won’t earn as much as I earn now. I have a family to support. I have to think of them too. I just don’t know what I should do. What do you (10) _________.

1. A was cycling B cycled C had cycled D cycle
2. A went B going C gone D go
3. A that B an C a D this
4. A long B longest C longing D longer
5. A weight B wait C weigh D waist
6. A tastes B tests C testing D test
7. A didn’t B dont C don’t D didnt
8. A of B on C from D by
9. A And B Even C Also D But
10. A thing? B think C think? D think!

QUESTION 3: VOCABULARY

Choose the word or phrase which best completes each sentence. Circle the letter of the correct answer.

1. I'm sorry we gave you such short ____________ of our visit.
   A caution  B notice  C information  D preparation

2. The accident on the airport road ____________ several vehicles.
   A included  B connected  C involved  D contained

3. The usual reason for exemption from this course does not ____________ in this case.
   A apply  B impose  C regard  D concern

4. This book is the ____________ of many years' teaching experience.
   A effect  B product  C outcome  D issue

5. The workers complained that they were kept ____________ about the future of the company.
   A in the shade  B in the background  C in the ignorance  D in the dark

6. Because he had no money to pay his debts, he was finally declared
   A bankrupt  B indebted  C insolvent  D destitute

7. They will not be able to ____________ the Ebola epidemic.
   A hold  B contain  C destroy  D extinguish

8. I got the advert, I will ____________ it to your new address.
   A transmit  B advance  C transfer  D forward

9. She was ____________ from hospital yesterday.
   A released  B dismissed  C discharged  D ejected

10. You may borrow my bicycle ____________ you are careful with it.
    A even if  B as long as  C as much as  D although
QUESTION 4: COMPREHENSION

Passage 4.1 [10 marks]

Read the passage below. For each of the questions circle the letter of the correct answer.

As summer comes near, many children in many countries around the world are really happy to forget about school for a few months. However, they might be taking that goal too seriously. Studies have found that children typically forget between one and three months’ worth of school learning during the summer months. Spelling and math abilities suffer the most, while reading is not really influenced by the time off. The most probable reason for this is that most children read at least occasionally outside the classroom, whether newspapers, magazines, books, or video game guides. However, their math and spelling skills only get exercised in the school setting.

The original purpose of summer vacations was to let farm children have time off to help work in the fields in the high growing season, but this reason is no longer valid since fewer kids actually work on farms today. Some cities in the United States, such as Los Angeles, have moved to a year-round school calendar, which may help reduce the academic decline that occurs during the long summer vacation. Most cities maintain the normal nine-and-a half-month calendars. To improve skills and to maintain a good level of preparation, superintendents recommend trips to museums, summer camps, vacations with educational components, and visits to libraries to keep kids mentally alert and interested throughout the summer.

There are other educational systems that provide vacations while still keeping students’ skills sharp. For example, in Japan students attend class for seven weeks consecutively, followed by two weeks of vacation. This continues throughout the year. In Italy, students attend class six days per week, but finish at 1:30 PM each day, so that school does not dominate their lives the way that it does in America, where students attend high school from 7:45 AM until 3:00 PM each week day. In areas where there are not enough classrooms – in Afghanistan or Somalia, for example – older students attend classes in the morning while the younger kids go to school in the afternoon.

School administrators and educational specialists fear that the three-month summer vacation halts the continuity of learning. Just as students become accustomed to new math equations or new concepts in reading, writing, or critical thinking skills, they “shut down” for an extended period. When they go back to school after the long summer vacation, they take up to two months to return to their previous level of proficiency. And so the debate continues: whether to continue the status-quo in terms of vacations or to seek changes based on the Los Angeles or Japanese models.

[The University of Michigan Press, 2005]
1. Which skills suffer the most over the summer vacation?
   A mathematics and reading
   B mathematics and spelling
   C reading and writing
   D history and math

2. Why is reading not so much of a problem?
   A Students read in the summer.
   B Their parents read to them.
   C They visit libraries often.
   D They receive reading homework in the summer.

3. In Japan
   A there is a long summer vacation
   B there is a short summer vacation
   C the school vacations are constant throughout the year
   D there is no vacation at all

4. In Italy
   A students attend classes in the late afternoon
   B students attend classes on Saturday
   C students have no summer vacation
   D students do not attend classes on Saturday

5. The original reason for summer vacation
   A is still valid
   B is no longer valid
   C was an urban phenomenon
   D was more for teachers than for students

6. The term shut down in the last paragraph means
   A stop learning
   B get sick
   C go on vacation
   D concentrate on their studies

7. According to the passage, countries without enough school facilities have
   A given longer vacations to students
   B divided the school day between older and younger students
   C built many new buildings
   D stopped some students from attending school

8. The most suitable meaning for the word decline (par. 2) as used in the passage is:
   A to improve
   B to deteriorate
C to stagnate
D to refuse

9. The most suitable meaning for the word consecutively (par. 3) as used in the passage is:
   A without interruption
   B with regular breaks
   C diligently
   D with intervals

10. The most suitable meaning for the word status-quo (par. 4) as used in the passage is:
    A school-year planning
    B norm
    C standard
    D situation as it is now

Passage 4.2
[10 marks]

Read the passage below. For each of the questions circle the letter of the correct answer.

Eating disorders

Millions of people all over the world are affected by eating disorders. More than 90% of those afflicted are adolescents or young adult women. Although all eating disorders share some common manifestations, anorexia nervosa, bulimia nervosa and binge eating each have distinctive symptoms and risks.

People who intentionally starve themselves (even while experiencing severe hunger pains) suffer from anorexia nervosa. The disorder, which usually begins around the time of puberty, involves extreme weight loss to at least 15% below the individual’s normal body weight. Many people with the disorder look emaciated but are convinced they are overweight. In patients with anorexia nervosa, starvation can damage vital organs such as the heart and brain. To protect itself, the body shifts into slow gear: menstrual periods stop, blood pressure rates drop and thyroid function slows. Excessive thirst and frequent urination may occur. Dehydration contributes to constipation and reduced body fat leads to lowered body temperature and the inability to withstand cold. Mild anaemia, swollen joints, reduced muscle mass and light-headedness also commonly occur in anorexia nervosa.

Anorexia nervosa sufferers can exhibit sudden angry outbursts or become socially withdrawn. One in ten cases of anorexia nervosa leads to death from starvation,
cardiac arrest, other medical complications or suicide. Clinical depression and anxiety place many individuals with eating disorders at risk for suicidal behaviour.

People with bulimia nervosa consume large amounts of food and then rid their bodies of the excess calories by vomiting, abusing laxatives or diuretics, taking enemas or exercising obsessively. Some use a combination of all these forms of purging. Individuals with bulimia who use drugs to stimulate vomiting, bowel movements or urination may be in considerable danger, as this practice increases the risk of heart failure. Dieting heavily between episodes of binging and purging is common.

Since many individuals with bulimia binge and purge in secret and maintain normal or above normal body weight, they can often successfully hide their problem for years. Bulimia nervosa patients – even those of normal weight – can severely damage their bodies by frequent binge eating and purging. In rare instances, binge eating causes the stomach to rupture; purging may result in heart failure due to loss of vital minerals such as potassium. Vomiting can cause the esophagus to become inflamed and glands near the cheeks to become swollen. As in anorexia nervosa, bulimia may lead to irregular menstrual periods. Psychological effects include compulsive stealing as well as possible indications of obsessive-compulsive disorder, an illness characterised by repetitive thoughts and behaviours. Obsessive-compulsive disorder can also accompany anorexia nervosa. As with anorexia nervosa, bulimia typically begins during adolescence. Eventually, half of those with anorexia nervosa will develop bulimia. The condition occurs most often in women but is also found in men.

Individuals with binge-eating disorder eat large quantities of food and do not stop until they are uncomfortably full. They feel that they lose control of themselves when eating. Binge-eating disorder is found in about 2% of the general population and as many as one third of this group are older men. It also affects older women, though with less frequency. Recent research shows that binge-eating disorder occurs in about 30% of people participating in medically supervised weight-control programmes. This disorder differs from bulimia because its sufferers do not purge. Most sufferers are overweight or obese and have a history of weight fluctuations. As a result, they are prone to the serious medical problems associated with obesity, such as high cholesterol, high blood pressure and diabetes. Obese individuals also have a higher risk for gallbladder disease, heart disease and some types of cancer. Usually they have more difficulty losing weight and keeping it off than do people with other serious weight problems. Like anorexic and bulimic sufferers who exhibit psychological problems, individuals with binge-eating disorder have high rates of simultaneously occurring psychiatric illnesses, especially depression.

[Source: Unknown]
1. Fatalities occur in what percent of people with anorexia nervosa?

   A  2%
   B  10%
   C  15%
   D  30%

2. Which of the following consequences do all the eating disorders mentioned in the passage have in common?

   A  heart ailments
   B  stomach rupture
   C  swollen joints
   D  diabetes

3. According to the passage, people with binge-eating disorder are prone to all of the following except

   A  loss of control.
   B  depression.
   C  low blood pressure
   D  high cholesterol

4. Which of the following is not a true statement about people with eating disorders?

   A  People with eating disorders all exhibit psychological problems.
   B  People with anorexia nervosa perceive themselves as overweight.
   C  Only females are affected by eating disorders.
   D  Fifty percent of people with anorexia nervosa will develop bulimia.

5. People who have an eating disorder but nevertheless appear to be of normal weight are most likely to have

   A  obsessive-compulsive disorder.
   B  bulimia nervosa
   C  binge-eating disorder.
   D  anorexia nervosa

6. Glandular functions of eating-disorder patients slow down as a result of

   A  lowering body temperatures
   B  excessive thirst and urination
   C  protective measures taken by the body
   D  the loss of essential minerals.
7. The inability to excrete body waste is related to
   A dehydration.
   B an inflamed esophagus.
   C the abuse of laxatives.
   D weight-control programmes.

8. According to the passage, which of the following is true of bulimia patients?
   A They may demonstrate unpredictable social behaviour.
   B They are generally very thin.
   C They hardly ever go on a diet.
   D They frequently experience stomach ruptures.

9. Which of the following represent up to two-thirds of the binge-eating disorder population?
   A older males
   B older females
   C younger males
   D younger females

10. Sufferers of which disorder normally maintains normal body weight?
    A Anorexia nervosa
    B Bulimia Nervosa
    C Binge-eating disorder
    D None of the above

Passage 4.3 CRITICAL THINKING [5 marks]

This test measures your ability to understand what you read. You may be asked to:

- Identify the relationship between sentences.
- Distinguish between the main and secondary ideas.
- Make inferences.

Animal intelligence

An upsurge of new research suggests that animals have a much higher level of brainpower than previously thought. If animals do have intelligence, how do scientists measure it? Before defining animals' intelligence, scientists defined what is not intelligence. Instinct is not intelligence. It is a skill programmed into an animal's brain by its genetic heritage. Rote conditioning is also not intelligence. Tricks can be learned by repetition, but no real thinking is involved. Cu-ing, in which animals learn to do or not
to do certain things by following outside signals, does not demonstrate intelligence. Scientists believe that insight, the ability to use tools, and communication using human language are all effective measures of the mental ability of animals.

When judging animal intelligence, scientists look for insight, which they define as a flash of sudden understanding. When a young gorilla could not reach fruit from a tree, she noticed crates scattered about the lawn near the tree. She piled the crates into a pyramid, then climbed on them to reach her reward. The gorilla’s insight allowed her to solve a new problem without trial and error.

The ability to use tools is also an important sign of intelligence. Crows use sticks to pry peanuts out of cracks. The crow exhibits intelligence by showing it has learned what a stick can do. Likewise, otters use rocks to crack open crab shells in order to get at the meat. In a series of complex moves, chimpanzees have been known to use sticks and stalks in order to get at a favourite snack—termites. To make and use a termite tool, a chimp first selects just the right stalk or twig. He trims and shapes the stick, then finds the entrance to a termite mound. While inserting the stick carefully into the entrance, the chimpanzee turns it skillfully to fit the inner tunnels. The chimp attracts the insects by shaking the twig. Then it pulls the tool out without scraping off any termites. Finally, he uses his lips to skim the termites into his mouth.

Many animals have learned to communicate using human language. Some primates have learned hundreds of words in sign language. One chimp can recognise and correctly use more than 250 abstract symbols on a keyboard. These symbols represent human words. An amazing parrot can distinguish five objects of two different types. He can understand the difference between the number, colour and kind of object. The ability to classify is a basic thinking skill. He seems to use language to express his needs and emotions. When ill and taken to the animal hospital for his first overnight stay, this parrot turned to go. “Come here!” he cried to a scientist who works with him. “I love you. I’m sorry. Wanna go back?”

The research on animal intelligence raises important questions. If animals are smarter than once thought, would that change the way human interact with them? Would humans stop hunting them for sport or survival? Would animals still be used for food, clothing, or medical experimentation? Finding the answer to these tough questions makes a difficult puzzle even for a large-brained, problem-solving species like our own.

[Source: Unknown]
For each of the questions below select the best answer using the information from the passage. Circle the letter of the correct answer.

1. The main idea of this passage is that
   A some animals are smarter than others.  
   B animals can learn tricks.  
   C animal intelligence can be measured.  
   D animals are more intelligent than what was previously thought.

2. Crows use sticks to pry peanuts out of cracks. Which of the following is the kind of intelligence or conditioning the situation describes?
   A rote learning  
   B using tools  
   C communication  
   D instinct

3. In paragraph 3, what conclusion can be reached about the chimpanzee’s ability to use a tool?
   A It illustrates high intelligence because the chimpanzee is able to get his food and eat it.  
   B It illustrates instinct because the chimpanzee faced a difficult task and accomplished it.  
   C It illustrates high intelligence because the chimpanzee stored knowledge away and called it up at the right time.  
   D It illustrates high intelligence because termites are protein packed.

4. The concluding paragraph of this passage infers which of the following?
   A There is no definitive line between those animals with intelligence and those without.  
   B Animals are being given opportunities to display their intelligence.  
   C Research showing higher animal intelligence may fuel debate on ethics and cruelty.  
   D Animals are capable of untrained thought well beyond mere instinct.

5. According to the passage, which of the following is true about animals communicating through the use of human language?
   A Parrots can imitate or repeat a sound.  
   B Dolphins click and whistle.  
   C Crows screech warnings to other crows.  
   D Chimpanzees and gorillas have been trained to use sign language or geometric shapes that stand for words.
Reality Television

Reality television is a genre of television programming which, it is claimed, presents unscripted dramatic or humorous situations, documents actual events, and features ordinary people rather than professional actors. It could be described as a form of artificial or "heightened" documentary. Although the genre has existed in some form or another since the early years of television, the current explosion of popularity dates from around 2000.

Reality television covers a wide range of television programming formats, from game or quiz shows which resemble the frantic, often demeaning programmes produced in Japan in the 1980s and 1990s, to surveillance- or voyeurism- focused productions such as Big Brother.

Critics say that the term "reality television" is somewhat of a misnomer and that such shows frequently portray a modified and highly influenced form of reality. The setting, with participants put in exotic locations or abnormal situations, is not realistic. Participants are sometimes coached to act in certain ways by off-screen handlers, and with events on screen manipulated through editing and other post-production techniques.

Part of reality television's appeal is due to its ability to place ordinary people in extraordinary situations. For example, on the ABC show, The Bachelor, and eligible male dates a dozen women simultaneously, travelling on extraordinary dates to scenic locations. Reality television also has the potential to turn its participants into national celebrities, outwardly in talent and performance programs such as Pop Idol, though frequently Survivor and Big Brother participants also reach some degree of celebrity.

Some commentators have said that the name "reality television" is an inaccurate description for several styles of programme included in the genre. In competition-based programmes such as Big Brother and Survivor, and other special-living-environment shows like The Real World, the producers design the format of the show and control the day-to-day activities and the environment, creating a completely fabricated world in which the competition plays out. Producers specifically select the participants, and use carefully designed scenarios, challenges, events, and settings to encourage particular behaviours and conflicts. Mark Burnett, creator of Survivor and other reality shows, has agreed with this assessment, and avoids the word "reality" to describe his shows; he has said, "I tell good stories. It really is not reality TV. It really is unscripted drama."

[Source: www.usingenglish.com]
Select from the possible options below, the five sentences which best summarise the criticism against reality television. Circle the letters of the sentences you select to form the summary. If you choose more than five options, you will not be awarded any marks.

A Reality television tells good stories.

B On-screen events are edited and manipulated by producers.

C Participants are told which actions to take.

D Participants become national celebrities and enjoy a great deal of fame.

E Participants are placed in artificial circumstances.

F Participants are not being truthful and they are acting and pretending.

G Reality television is a form of documentary.

H The setting is unrealistic and abnormal.

I Participants are ordinary people.

J Reality television is very appealing and very popular.

END OF TEST