

2015/2016 ADMISSION EXAMINATION PAPER

Part A LANGUAGE USE (20%)

Time: 20 minutes

Instructions:

Read through each passage once to understand its meaning and the context in which the underlined items are used. If the underlined items are accurate and appropriate, select "NO CHANGE." If the underlined items are not accurate and/or inappropriate, select the best option in the choices listed. Mark the letter on the Answer Sheet by completely blackening the correct bubble. Please note that these questions below are worth 1 point each.

Passage 1: The Origin of Halloween¹

Have you ever questioned why we celebrate Halloween and where the idea came from? If you (1) like most of us, you simply enjoy the fun and games and treats and have not really given the roots of the holiday much thought.

Very far back in the day, about 2000 years ago, there lived a people known as Celts. They (2) inhabit the area we call Ireland and there were also some in France and in England.

In any case, the Celtic people had a different New Year's Day than we (3) did in the U.S. today. Their new year began on November 1st; this is probably because November marked the end of the bountiful, glorious, harvest season and the start of the cold, dark winter. Hence, it seems like a perfect time (4) in branding a new year.

The Celtic people had a theory that their New Year's Eve, October 31, was the night when there was the perfect chance for the spooks of dead people to return to earth and so the worlds of the living and the dead joined for a night. On this night, the Celtic people turned to their Druid priests for insight into what was to come in the New Year. And (5) any theories of the history of Halloween include the priests' power to recognize the future by determining it from the dead who came back to earth.

So, the early interpretation of Halloween, called *SamHain*, was born. The Celts usually built vast bonfires and dressed up in the skins of animals. They gathered around the bonfires in these costumes and sacrificed a small amount of their crops and animals to the Celtic gods (6) in the hope that the gods would be good to them in the coming year.

Then, Christianity came to the area around the

1. A. liked
B. are like
C. are liked
D. NO CHANGE
2. A. inhabited
B. had inhabited
C. are inhabiting
D. NO CHANGE
3. A. had
B. has
C. do
D. NO CHANGE
4. A. at
B. for
C. into
D. NO CHANGE
5. A. neither
B. either
C. some
D. NO CHANGE
6. A. in the hoping that
B. for the fear that
C. for fear that
D. NO CHANGE

800s. The Pope at the time, Pope Boniface, declared November 1st as All Saints' Day, which (7) **still renowned** as a Holy Day by the Catholic Church. The night before All Saints' Day, *SamHain* to the Celts, began to be called All Hallow's Eve or All Hallow's Mass. Finally, it is now known as Halloween.

7. A. is still renowned
B. still renowns
C. would still be renowned
D. NO CHANGE

Passage 2: Disaster again in Japan²

On 29 July 2011, Sanjo city, located at the north of Tokyo, was attacked by extreme weather. The rain showered for a long time, (8) **was causing** a flood to happen.

8. A. caused
B. causing
C. was caused
D. NO CHANGE

296,000 people evacuated from their (9) **was flooding** houses. One person died and five were (10) **missed**. For sure, a 63-year-old man, a 93-year-old woman and a 25-year-old man had disappeared. A few more than 40 people survived in their cars or buses on the side of overflowing, muddy rivers or roads. The Self Defence Force troops were dispatched to look for the reported victims.

9. A. flood
B. flooded
C. floods
D. NO CHANGE

A 67-year-old man named Eiichi Murayama died while in his car. He was driving and the flood had driven him down River Nakazawa. His body (11) **found** the next day. Trees, telephone poles and street lights (12) **had fallen** down because of the rain; many cars were left stranded in the flood and some people were left in houses.

10. A. missing
B. to miss
C. being missed
D. NO CHANGE

The mad weather lasted for more than 24 hours and ended at 5 am on 30 July.

11. A. founded
B. had been found
C. was found
D. NO CHANGE

Scientists have informed weather agencies that places that have had an earthquake are prone (13) **from** floods and mud.

12. A. were fallen
B. are fallen
C. have fallen
D. NO CHANGE

Months back, Japan had the most terrible earthquake near Fukushima, leading to a tsunami. This earthquake on 11 March 2011 was the worst disaster since Chernobyl in 1984. Because of the earthquake and tsunami, Japan has been living in fear (14) **in spite of** they thought that they were heading for recovery. Now, with more disasters happening (mad weather, flooding and mudslide) after the last earthquake, is it safe to say it will not happen again in Japan or is it safe to say it will not happen in another country?

13. A. at
B. on
C. to
D. NO CHANGE

14. A. despite
B. even
C. although
D. NO CHANGE

² Adapted from the article in http://www.bukisa.com/articles/527478_japans-madness-attacks-again#ixzz3Es0hYpIO.

Passage 3: Healthy Cooking with Kids³

Healthy cooking with kids is beneficial to both parents and kids. Children can learn essential living skills such as how to cook and how to organise. They can also apply the knowledge that they have learnt in school; for example addition and subtraction in math. Moms can ask simple questions such as "If we are serving one muffin per guest and we have five guests, how many muffins should we bake?" This type of question is fun for kids and they **(15) get to using math** in a real world way. By completing each simple task they are given, kids will also gain more confidence and they will become independent because they know they can do anything **(16) so** they put their mind to it.

Parents who practise healthy cooking with their kids **(17) have spent** quality time with them while doing something fun. This is a great opportunity for parents to communicate and interact more with their children, thus strengthening the family relationship.

After the kids have completed their tasks such as cutting vegetables or peeling potatoes, parents should remember to compliment them for doing their jobs well. **(18) Just as** adults love compliments, kids feel the same way too. This will definitely boost their confidence.

(19) It is more likely to eat what they have prepared or cooked. They will be so proud of the food they have prepared. Adults should keep this in mind when they eat it even if the food looks a little "funny." Parents can also encourage their children's inner chef to prepare their own lunch box for school. All that parents need to do is to steer them in the direction of interesting ways to prepare healthy food and to learn to love their veggies when they are young. **(20) In other words** – they can learn healthy eating habits through learning how to cook healthy food.

15. A. get to use math
B. get use to math
C. get using math
D. NO CHANGE
16. A. even if
B. if
C. so that
D. NO CHANGE
17. A. will spent
B. spent
C. spend
D. NO CHANGE
18. A. Just same as
B. Similarly
C. Similar to
D. NO CHANGE
19. A. It more likely is to eat
B. Children are more likely to eat
C. Children more likely to eat
D. NO CHANGE
20. A. In other words;
B. In other words,
C. In other words;
D. NO CHANGE

END OF LANGUAGE USE SECTION

³ Adapted from the article in http://www.bukisa.com/articles/628518_healthy-cooking-with-kids-is-beneficial-to-both-parents-and-kids#ixzz3ErQAguvR.

Part B READING (40%)**Time: 40 minutes****Instructions:**

Read through each passage once to understand its meaning and the context in which underlined items are used. Then answer the questions that follow.

Passage 1: Things You Should Know about...Flipped Classrooms⁴

- A. What is it? The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures either being created by the instructor and posted online or selected from an online repository.

The value of a flipped class is in the **repurposing** of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort.

- B. How does it **work**? While students watch pre-recorded videos at home, they gain knowledge that can later be utilized in the classroom. Online quizzes or activities can be **interspersed** to test what students have learned. Later, in class, instructors might lead discussions or turn the classroom into a studio where students create, collaborate, and put into practice what they learned from the lectures they view outside class. Instructors can choose to flip an entire class or only a few selected sessions per term.
- C. Who's doing it? A growing number of higher education individual faculty have begun using the flipped model in their courses. At Algonquin College, a video production class is being flipped to explain the workings of editing software. By watching short tutorial sessions, students move at their own pace, rewind to review portions, or skip through sections they already understand. An accounting class of over 1,300 students at Penn State is being flipped so that class time can be used for open discussion, a featured guest speaker, or **hands-on** problem solving. At Harvard University, a physics professor developed a site called Learning Catalytics to enable students to discuss, apply and get feedback from what they hear in the lecture.
- D. Why is it significant? In a traditional lecture, students often try to capture what is being said at the instant the speaker says it. They cannot stop to reflect on what is being said, for fear of missing an important point. By contrast, use of a video allows students to watch, rewind, and fast-forward as needed. They can also view the lecture as many times as they want. Class time can then be devoted to application of concepts which gives instructors a great opportunity to detect errors in students' thinking.

⁴ Adapted from the article in <https://net.educause.edu/ir/library/pdf/ELI7081.pdf>.

- E. What are the **downsides**? The flipped classroom is an easy model to get wrong. An effective flip requires careful preparation. Recording lectures requires time and effort, and out-of-class activities must be carefully integrated for students to understand the model and be motivated to prepare for class.

Students, for their part, have been known to complain about the loss of face-to-face lectures, particularly if they feel the assigned video lectures are available to anyone online. Likewise, even where students **embrace** the model, their equipment and access might not always support rapid delivery of video.

- F. What are the **implications** for teaching and learning? The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater **impetus** to experiment. The flip does well in shifting the priorities in the classroom – from merely covering material to working toward mastery of it.

Vocabulary in Context

Below are words and phrases from Passage 1. Choose the best definition for each underlined word or phrase as it is used in the passage. Mark the letter on the Answer Sheet by completely blackening the correct bubble. Please note that these questions below are worth 1 point each.

- Section A: The value of a flipped class is in the **repurposing** of class time....
 - rescheduling to another date
 - postponing to another time
 - using differently
 - stating the purpose
- Section B: How does it **work**?
 - have the intended result
 - do its job
 - lead to discussions
 - help students learn
- Section B:...can be **interspersed** to test...
 - mixed
 - explained
 - dispersed
 - separated
- Section C:...guest speaker, or **hands-on** problem solving...
 - learning by doing
 - learning sign language
 - learning through vocabulary
 - all of the above

5. Section E: What are the **downsides**?
 - A. downward aspects
 - B. things facing down
 - C. advantages
 - D. disadvantages

6. Section E: ...where students **embrace** the model, ...
 - A. reject
 - B. accept readily
 - C. enclose on all sides
 - D. hold someone in your arms

7. Section F: What are the **implications** for teaching and learning?
 - A. limitations
 - B. connections
 - C. problems
 - D. suggestions

8. Section F: ...giving them greater **impetus** to experiment. Which of the following **LEAST** closely defines the term **impetus**?
 - A. motivation
 - B. inspiration
 - C. incentive
 - D. change

Comprehension

Choose the best answer and mark the letter on the Answer Sheet by completely blackening the correct bubble. Please note that these questions below are worth 1 point each.

9. According to the passage, which of the following is NOT an advantage for using online video lectures?
 - A. Students can watch the videos as often as they like.
 - B. Students can rewind and fast-forward the videos as necessary.
 - C. Students can watch videos without having to write anything.
 - D. Students can stop the videos when they need to take a break.

10. All of the following are potential problems faced by the implementation of a flipped classroom EXCEPT
 - A. Students may not have the needed technology.
 - B. Instructors may facilitate student discussion on various topics.
 - C. Students may feel that instructors are not tailoring content to their needs.
 - D. Instructors may not be able to properly incorporate in- and out-of-class activities.

11. According to the passage, what is a major problem with relying on videos for instructional purposes?
 - A. Internet access may not always be available.
 - B. The videos may be too low quality to watch.
 - C. Students may not find the videos interesting.
 - D. Teachers may not know if students watch the videos.

12. A flipped classroom basically refers to a classroom where
 - A. the students teach and the lecturer listens
 - B. there is no teacher and students lecture
 - C. lectures are heard outside and homework is done in class
 - D. students give homework to the lecturers

13. According to the passage, where has the flipped model of education been implemented?
 - A. in primary schools and kindergartens
 - B. in high-schools where students work on software
 - C. in colleges or universities
 - D. in sciences where guest speakers lead sessions

14. Which of the following is the key advantage of the flipped classroom?
 - A. use of audio visual equipment
 - B. taking quizzes and participating in fun activities
 - C. interactive problem-solving and timely feedback
 - D. all of the above

15. Which of the following will result from a flipped classroom?
 - A. Students may not learn much since the videos are not of the teacher.
 - B. Students may need to attend the teacher's office hours more.
 - C. Students may take greater responsibility for their own learning.
 - D. Students may not want to come to class since they can learn online.

16. How does the role of the teacher differ most in a flipped classroom than in a traditional classroom?
 - A. In a flipped classroom, the teacher must be a technology expert.
 - B. In a flipped classroom, the teacher is more of a guide or a coach.
 - C. In a flipped classroom, the teacher must have frequent online access.
 - D. In a flipped classroom, the teacher is responsible for leading discussions.

Inference and Implied Meanings

Choose the best answer and mark the letter on the Answer Sheet by completely blackening the correct bubble. Please note that these questions below are worth 2 points each.

17. In Section C, what is the author illustrating with the three examples from Algonquin College, Penn State, and Harvard University?
- The flipped classroom is only being implemented in the United States.
 - The flipped classroom allows for different types of engaging in-class activities regardless of content.
 - The flipped classroom can accommodate instructors at different types of higher education institutions.
 - The flipped classroom model was created by instructors teaching video editing, accounting, and physics.
18. Which of the following can be inferred from Section C?
- Flipped classrooms are becoming popular in classrooms around the world.
 - Any subject matter can be flipped.
 - Both A and B are true.
 - Neither A nor B is true.
19. Based on the last paragraph in the passage, what is the most likely reason that instructors are turning to a flipped classroom?
- They realize that there is content readily available on the Internet.
 - They want to use class time to ensure that students apply what they learn.
 - Both A and B are true.
 - Neither A nor B is true.

Passage 2: Five Unusual Dream Jobs You Can Actually Get Paid For⁵

Whoever said you can't have a dream job without dream pay was lying.

From hugging cute pandas to plunging down water slides, there are various unique occupations that – without a doubt – pay off.

Check out the list below to find out five of the world's coolest jobs that people actually get paid for.

- A. Panda caretaker

Have you always wanted to get paid to cuddle a panda? Get that application ready, because your dream job is hiring. The China Giant Panda Protection and Research Center in Ya'an, Sichuan province in China is now accepting applications for panda caretakers until July 15, according to *China Daily*. Along with an annual salary of \$32,000, the job comes with free meals, **transit** and accommodations.

⁵ Adapted from the article in <http://mashable.com/2014/06/09/dream-jobs-that-pay/>.

“Your work has only one mission,” organizers said. “Spending 365 days with the pandas and sharing in their joys and sorrows.” Sounds good to us.

The most adorable job ever comes with some requirements: Applicants must be at least 22 years old, and have good writing and photography skills, a basic knowledge of pandas, and a desire to protect them.

B. Water slide tester

Hurting down water slides while having all your travel expenses paid for sounds too good to be true. But last year, 22-year-old Seb Smith was selected out of 2,000 applicants to be a water slide tester for First Choice Holidays’ resorts.

His responsibilities included zipping down water chutes around the world and testing them for future **vacationers**. He assessed the water slides’ features, such as “**adrenaline** factor” and “biggest splash.”

The job came with a salary of about \$30,904, paid travel expenses and a seven-day vacation for two at any of the operation’s resorts after his six-month contract.

C. Fake executive

Attention white men in suits: You are eligible to be a fake executive. **As bizarre as it sounds**, Western-looking men can get paid to pretend to work in China. Certain Chinese companies have been known to hire Westerners to **pose** as executives, because it makes the company appear well-connected internationally and credible in the business world.

Mitch Moxly, a Canadian journalist, was hired by a Chinese company to be a part of a group posing as quality-control experts. He was recruited by a friend of a friend, but said these kinds of jobs can be found in local classified ads.

D. Google tricycle mapper

Imagine yourself sightseeing across the globe while rolling around walkways in a Google tricycle. You’d have the opportunity to see the world, work for one of the most attractive employers in the world, and get a good leg workout. Not too shabby.

To capture difficult-to-reach areas of the world for Google Street View, Google’s strategy was to create human-powered trikes attached to a generator and a pole of nine cameras.

But of course, not everyone can be qualified to be a Google trike mapper. Since the nine-foot trike weighs about 250 pounds, Google tends to hire athletes to pedal its mechanical **masterpieces**.

E. Chocolate taster

Snacking on chocolate for a living is one sweet deal for chocolate lovers. Jennifer Koen, a former director of innovations for Godiva Chocolatier, was trained to inspect chocolates for aesthetic appeal, smell and taste. She explained to Fox News how the

job requires you to use all your senses so you can fully understand the chocolate's complexity.

Most professional tasters work in food science or product development and can either be entry-level employees earning between \$30,000 and \$60,000, or senior executives with six-figure salaries.

Vocabulary in Context

Below are words and phrases from Passage 2. Choose the best definition for each underlined word or phrase as it is used in the passage. Mark the letter on the Answer Sheet by completely blackening the correct bubble. Please note that these questions below are worth 1 point each.

20. Section A: ...the job comes with free meals, transit and accommodations.
- transfer of flight
 - transit from trainee to full-time staff
 - transportation to workplace
 - unemployment subsidy during transition
21. Section B: Hurting down water slides...
- hurting when going down
 - speedily moving
 - throwing something to hurt someone
 - none of the above
22. Section B: ...testing them for future vacationers.
- visitors
 - staff
 - people who would have vacated the place
 - people who love vacations
23. Section B: features, such as "adrenaline factor" and...Adrenaline here is most closely associated with which of the following feelings?
- relaxed
 - calm
 - stressful
 - excited
24. Section C: ...have been known to hire Westerners to pose as executives,...
- pretend
 - recruit
 - get paid
 - work
25. Section D: Google tends to hire athletes to pedal its mechanical masterpieces.
- work of art
 - automobile
 - craft
 - machine

26. Section E: **Snacking** on chocolate for a living...
- A. packaging snacks
 - B. eating snacks
 - C. making snacks
 - D. sitting and eating snacks

Comprehension

Choose the best answer and mark the letter on the Answer Sheet by completely blackening the correct bubble. Please note that these questions below are worth 1 point each.

27. In the first sentence of the passage, “Whoever said you can’twas lying.” This sentence means:
- A. People generally lie about good jobs.
 - B. People who cannot have a dream job, lie about their jobs.
 - C. It is not true that there are no dream jobs that pay well.
 - D. Dreaming of a great job with a great pay is just like lying.
28. Which of the following is NOT a requirement for the job of panda caretaker?
- A. knowledge of pandas
 - B. good photography skills
 - C. good writing skills
 - D. none of the above
29. Which of the following are benefits of being a water slide tester?
- A. good salary and seven-day vacation for two at any of the operation’s resorts
 - B. paid travel expenses to visit the water parks the operation runs
 - C. both A and B
 - D. neither A nor B
30. Section C: ...**As bizarre as it sounds**, ... This phrase means:
- A. As strange sounds,
 - B. Although it might sound strange...
 - C. Because it is strange sounding,
 - D. None of the above
31. As a chocolate taster, which areas of a chocolate factory might you find yourself employed?
- A. food science department
 - B. human resources department
 - C. marketing department
 - D. none of the above
32. Section D: “But of course, not everyone can be qualified to be a Google trike mapper.” This sentence means:
- A. No one can be as good as a Google Trike Mapper.
 - B. Google Trike Mappers are athletes that are specially trained.
 - C. It takes some special qualities to be a Trike Mapper with Google.
 - D. Google only hires trike mappers who weigh at least 250 pounds.

33. Mitch Moxly was used by the writer as an example to illustrate which of the following?
- A. how Canadians can pose as executives for Chinese businesses
 - B. how Western-looking men can get paid to pretend to work
 - C. how Western-looking men can work as quality-control experts
 - D. how Canadians can be recruited by a friend of a friend

Inference and Implied Meanings

Choose the best answer and mark the letter on the Answer Sheet by completely blackening the correct bubble. Please note that these questions below are worth 2 points each.

34. Section C: ... “to be a part of a group posing as quality-control experts.” Which of the following CANNOT be deduced from this sentence?
- A. The Canadian Journalist was not a quality-control expert.
 - B. The journalist was acting like an expert in exchange for money.
 - C. The journalist was also a quality-control expert.
 - D. The journalist was hired by a company in China.
35. Which of the following would Google most likely hire to be its tricycle mapper?
- A. An out-of-shape business executive in his late 60’s
 - B. A teenager who has excellent computer programming skills
 - C. A recently retired Tour de France bicyclist
 - D. A former TVB camera operator

END OF READING SECTION

Part C
WRITING (40%)

Task 1

Suggested Time: 15 minutes

Task 2

Suggested time: 45 minutes

To plan: 5 minutes

To write: 35 minutes

To check: 5 minutes

Task 1.

Summary Writing (10%)

Instructions:

Write a summary of **Passage 1** (the passage that begins with “What is it? The flipped classroom is a pedagogical model...”) from the **Reading** section in **Part B** on page 7. Summaries that are copied directly from the original reading passage will receive no score. Your summary will be judged on the following:

1. **Content:** The summary should capture all key points/arguments of the passage in logical order. It should contain a first sentence that clearly states the main idea of the passage.
2. **Originality:** The summary should not contain phrases or sentences copied from the passage.
3. **Word-limit:** The summary should be between 40-60 words in length.

Write your summary in the Answer Booklet. Begin your summary with the following:

The author thinks that...

Task 2.

Essay Writing (30%)

Instructions:

Choose ONE topic from below and write at least 200 words. Put the letter (A, B, or C) of your choice in the Answer Booklet. The writing topics are designed to give you an opportunity to demonstrate your ability to write clearly and effectively. Essays that are memorized, copied from other parts of the examination, and/or unrelated to the given topics will receive no score. Your essay will be judged on your ability to;

1. develop an argument with convincing reasoning,
2. provide specific details as support,
3. organize ideas into identifiable units,
4. use appropriate vocabulary,
5. make connections between ideas,
6. write a variety of sentences, and
7. communicate meaning with minimum interruption.

Writing Topics

A. *Putonghua* is fast emerging as one of the most important languages of the world. Many universities, colleges and even schools across the developed world are offering courses in *Putonghua* in acknowledgement of the growing influence of China in the world. What do you think of this trend?

B. Macao has a unique system of distributing money to its residents called the Wealth Partaking Scheme. Critics argue that it only results in well-off people buying the latest model of smartphones while leaving the needy with an inadequate one-off assistance. Supporters, on the other hand, say that in combination with other subsidies and support, the money provides a vital lifeline to many disadvantaged sections of Macao's society. What do you think of Macao's Wealth Partaking Scheme?

C. The Ice Bucket Challenge, where people pour ice water on themselves to raise money for a disease called ALS, started in the United States and quickly spread globally. The Challenge went viral and raised millions of dollars for ALS-related and other charities. Explain why you think so many people got involved with this idea.

END OF E101 EXAMINATION PAPER

2015/2016 MODEL ANSWER

Language Use	Reading	
1. B	1. C	21. B
2. A	2. A	22. A
3. C	3. A	23. D
4. B	4. A	24. A
5. C	5. D	25. D
6. D	6. B	26. B
7. A	7. B	27. C
8. B	8. D	28. D
9. B	9. C	29. C
10. A	10. B	30. B
11. C	11. A	31. A
12. D	12. C	32. C
13. C	13. C	33. B
14. C	14. C	34. C
15. A	15. C	35. C
16. B	16. B	
17. C	17. B	
18. D	18. C	
19. B	19. C	
20. B	20. C	

2014/2015 ADMISSION EXAMINATION PAPER

Part A LANGUAGE USE (20%)

Time: 20 minutes

Instructions:

Read through each passage once to understand its meaning and the context in which the underlined items are used. If the underlined items are accurate and appropriate, select “NO CHANGE.” If the underlined items are not accurate and/or inappropriate, select the best option in the choices listed. Mark the letter on the Answer Sheet. Please note that these questions below are worth 1 point each.

Passage 1: The Origin of Feng Shui¹

Feng Shui literally translated means “wind and water.” It is an ancient Chinese art and science of placement and arranging objects and space within the environment so as to achieve harmony and balance. It is meant to promote and nurture the flow of good *Chi*, a Chinese word similar to “energy” in English.

A modern day belief is that all Feng Shui books (1) **had been burning** in the Qin dynasty (221 BC – 206 BC). One of the most impressive subjects on this matter was written by Huang Shi Gong and was given to Zhang Liang during the late Qin dynasty. Later, in the Tang Dynasty (618 – 907), several books were written on this subject by Yang Yun Song. All Feng Shui schools used these (2) **authority** works. Unfortunately, these cryptic books used knowledge largely passed down through the oral tradition.

By the mid-19th century, Feng Shui had become (3) **such a part of life as** the Chinese government published all the materials necessary for use in the practice of Feng Shui. In fact, (4) **although** English speaking settlers came to China in the mid-19th century, they had a difficult time adapting to the way of Feng Shui. Much like modern day contractors who (5) **had** to conform to building codes and other community rules and regulations, the English settlers had difficulties in construction and renovation because their design ideas did not conform to the Feng Shui principles and were therefore rejected.

Further, early introduction of Feng Shui to westerners did not go well (6) **as well**. When

1. A. were burning
B. were being burnt
C. had been burnt
D. NO CHANGE
2. A. authoritative
B. authorised
C. authorising
D. NO CHANGE
3. A. such a part of life that
B. so a part of life as
C. so a part of life that
D. NO CHANGE
4. A. when
B. while
C. if
D. NO CHANGE
5. A. have
B. has
C. will have
D. NO CHANGE
6. A. neither
B. either
C. too
D. NO CHANGE

¹ By Halston Williams (2009).

foreigners wanted to purchase land and those foreigners were not welcome, they would be directed to land that did not lend itself (7) **to** good Feng Shui.

Over the last few decades, many English books have been published on the topic of Feng Shui. They usually focus on interior design, decorating, architecture or landscape design. Reception from English audiences (8) **have** often been skeptical, particularly towards the use of crystals, wind chimes, fountains and mirrored balls. Claims that Feng Shui can improve (9) **one** life, finances and relationships are dismissed by some as mythology and new age mysticism. Still, others in the west have adapted Feng Shui to their own lives and report (10) **overwhelming** benefits.

Today's world demands balance and a sense of alignment with personal space both at home and at work. Stress, imbalance and a feeling of disarray not only impede optimal performance in your (11) **every day** tasks, but can also have a detrimental impact on your physical, mental and spiritual health. This, in turn, limits your ability to succeed and create happiness in your life.

7. A. at
B. in
C. on
D. NO CHANGE
8. A. had
B. having
C. has
D. NO CHANGE
9. A. ones
B. once
C. one's
D. NO CHANGE
10. A. overwhelmed
B. overwhelm
C. overwhelms
D. NO CHANGE
11. A. everyday's
B. everydays
C. everyday
D. NO CHANGE

Passage 2: The Demand for Chinese Translations is Soaring²

China is one of the world's fastest-growing (12) **economy** and attracts the attention of international businesses from all over the world. However, it is not easy to enter into the Chinese market where language is a big barrier. That is why Chinese translations are (13) **a critical aspect** of conducting business in the vast Chinese market.

With over 850 million speakers, Chinese is the world's largest spoken language. It is not surprising that the demand for accurate Chinese translations (14) **soars**. Written Chinese can be classified into two categories – Simplified Chinese and Traditional Chinese. While Simplified Chinese (15) **is used in Mainland China**; Traditional Chinese is used by people residing in Hong Kong, Taiwan and many

12. A. economies
B. economics
C. economic
D. NO CHANGE
13. A. any critical aspects
B. critical aspect
C. some critical aspects
D. NO CHANGE
14. A. is soaring
B. soar
C. have soared
D. NO CHANGE

Chinese people in the USA.

There are plenty of differences between Simplified Chinese and Traditional Chinese regarding the characters, fonts, manners of expression and terminologies. Only experts can tell the differences between the two. In addition, the Chinese language is (16) **many** different from English or any other language. Chinese is written in characters, (17) **each of that** consists of one or dozens of strokes and a sentence is comprised of several characters. Generally, the Chinese version always takes less space than the English source text. For instance, if your English text is of one page, its Chinese version might just take (18) **two third** of the page. Similarly one paragraph of English can become just two or three lines in Chinese. However, there are certain English words which are written in two or three characters in Chinese. For example, the Chinese word for “happy” is “gao-xing”; “handbag” becomes “tí bāo” and so on. Hence the word count of a Chinese translation is always higher than (19) **the** English original text.

Besides, there is a vast difference in the grammar of both the Chinese and English languages. The order of the words can be altogether changed in the Chinese translation. (20) **Relies** on some software tool is not advisable at all. You need the services of well-trained translators who use their knowledge and experience to deliver Chinese translations that accurately convey the meaning of the text.

Research your options for translation companies and remember to choose a translation company that delivers the highest quality results. By yourself you may not be able to judge whether the Chinese translations done are accurate or not. Therefore, make it a point to approach a highly reputed and reliable agency which guarantees the highest level of accuracy in Chinese translations.

15. A. is used in Mainland China.
B. is used in Mainland China,
C. is used in Mainland China:
D. NO CHANGE

16. A. any
B. some
C. a lot
D. NO CHANGE

17. A. each of them
B. each of which
C. each of it
D. NO CHANGE

18. A. two-third
B. two-thirds
C. two-thirds
D. NO CHANGE

19. A. x (no article needed)
B. a
C. any
D. NO CHANGE

20. A. Rely
B. Relying
C. Relied
D. NO CHANGE

END OF LANGUAGE USE SECTION

Part B READING (40%)**Time: 40 minutes****Instructions:**

Read through each passage once to understand its meaning and the context in which the underlined items are used. Then answer the questions that follow.

Passage One³

- A. One direct method of measuring and evaluating cultural changes brought about by globalization is to study the shifting global patterns of language use. The globalization of languages can be viewed as a process by which some languages are increasingly used in international communication while others lose their prominence and even disappear **for lack of speakers**. Researchers at the Globalization Research Center at the University of Hawaii have identified five key **variables** that influence the globalization of languages:
1. Number of languages: The declining number of languages in different parts of the world points to the strengthening of **homogenizing** cultural forces.
 2. Movements of people: People carry their languages with them when they **migrate** and travel. Migration patterns affect the spread of languages.
 3. Foreign language learning and tourism: Foreign language learning and tourism **facilitate** the spread of languages beyond national or cultural boundaries.
 4. Internet languages: The Internet has become a global medium for instant communication and quick access to information. Language use on the Internet is a key factor in the analysis of the dominance and variety of languages in international communication.
 5. International scientific publications: International scientific publications contain the languages of global intellectual **discourse**, thus critically impacting intellectual communities involved in the production, reproduction, and **circulation** of knowledge around the world.
- B. Given these highly complex interactions, research in this area frequently yields contradictory conclusions. Unable to reach a general agreement, experts in the field have developed several different hypotheses. One model posits a clear correlation between the growing global significance of a few languages – particularly English, Chinese, and Spanish – and the declining number of other languages around the world. Another model suggests that the globalization of language **does not necessarily mean** that our descendants are destined to utilize only a few tongues. Still another thesis emphasizes the power of the Anglo-American culture industry to make English *the* global lingua franca of the twenty-first century.
- C. To be sure, the rising significance of the English language has a long history, reaching back to the birth of British colonialism in the late sixteenth century. At that time, only approximately 7 million people used English as their mother tongue. By the 1990s, this number **had swollen to** over 350 million native speakers, with 400 million more using English as a second language. Today, more than 80 percent of the content posted on the Internet is in English. Almost

³ Adapted with permission from the publisher. Steger, M.B. (2009). The cultural dimension of globalization. *Globalization: A very short introduction* (pp. 71-83). Oxford, UK: Oxford University Press.

half of the world's growing population of foreign students are enrolled at institutions in Anglo-American countries.

- D. At the same time, however, the number of spoken languages in the world has dropped from about 14,000 in 1500 to less than 7,000 in 2007. Given the current rate of decline, some linguists predict that 50-90 percent of the currently existing languages will have disappeared by the end of the twenty-first century. But the world's languages are not the only entities threatened with extinction. The spread of consumerist values and materialist lifestyles has endangered the ecological health of our planet as well.

Table 1. The declining number of languages around the world, 1500-2000

Continent s	Early 16 th century (no./%)	Early 17 th century (no./%)	Early 18 th century (no./%)	Early 19 th century (no./%)	Early 20 th century (no./%)	Late 20 th century (no./%)	Early 21 st century (no./%)
Americas	2,175/15	2,025/15	1,800/15	1,500/15	1,125/15	1,005/15	336/12
Africa	4,350/30	4,050/30	3,600/30	3,000/30	2,250/30	2,011/30	1,355/45
Europe	435/3	405/3	360/3	300/3	225/3	201/3	140/5
Asia	4,785/33	4,455/33	3,960/33	3,300/33	2,475/33	2,212/33	1,044/38
Pacific	2,755/19	2,565/19	2,280/19	1,900/19	1,425/19	1,274/19	92/3
World	14,500/100	13,500/100	12,000/100	10,000/100	7,500/100	6,703/100	2,997/100

Source: Globalization Research Center at the University of Hawaii-Manoa, <http://www.globalhawaii.org>.

Vocabulary in Context

Below are words and phrases from Passage One. Choose the best definition for each underlined word or phrase as it is used in the passage. Mark the letter on the Answer Sheet. Please note that these questions below are worth 1 point each.

- Paragraph A: ...identified five key variables that influence...
 - outcomes
 - variants
 - differences
 - factors
- Paragraph A: ...the strengthening of homogenizing cultural forces.
 - that make things disappear
 - that make things irrelevant
 - that narrows differences
 - None of the above
- Paragraph A: ...when they migrate and travel.
 - carry
 - move
 - affect
 - pattern

4. Paragraph A: ...learning and tourism **facilitate** the spread...
 - A. enable
 - B. influence
 - C. protect
 - D. access

5. Paragraph A: ... languages of global intellectual **discourse**, thus critically...
 - A. communication
 - B. thinking
 - C. theses
 - D. debate

6. Paragraph A: ...reproduction, and **circulation** of knowledge...
 - A. discourse
 - B. intellect
 - C. community
 - D. spread

7. Paragraph C: ...this number **had swollen to** over 350 million...
 - A. was unreasonably changed to
 - B. increased to
 - C. was estimated as
 - D. None of the above

Comprehension

Choose the best answer and mark the letter on the Answer Sheet. Please note that these questions below are worth 1 point each.

8. Paragraph A: ... and even disappear **for lack of speakers**. The underlined part here means:
 - A. so that there are more speakers
 - B. so that there are fewer speakers
 - C. because there are no speakers
 - D. international communication lacks speakers

9. Paragraph B: ...globalization of language **does not necessarily mean** that our.... The underlined part here means:
 - A. definitely means
 - B. there is no necessity
 - C. need not result in
 - D. it does not mean

10. How can the globalization of a language be measured?
 - A. By how often the language is used in international communication
 - B. By its frequent integration of English words
 - C. By counting how many languages disappear
 - D. By the number of posts on the Internet

11. Which factors help to spread the movement of languages?
- A. The movement of people when they migrate
 - B. The popularity of foreign language learning
 - C. Both A and B
 - D. Neither A nor B
12. What is the estimated total number of English speakers by the 1990s?
- A. 350 million
 - B. 400 million
 - C. 750 million
 - D. 1 billion
13. Looking at percentages, which of the following continents has witnessed the biggest decline in the number of languages since 1500 according to Table 1?
- A. Pacific
 - B. Americas
 - C. Europe
 - D. Asia
14. The following are accurate conclusions based on Table 1 EXCEPT
- A. In the early 18th century, more languages were present in Asia than in the Americas.
 - B. The percentage of languages present in each region of the world remained consistent from the early 16th century until the late 20th century.
 - C. The number of languages present in the world has declined steadily from the early 16th century to the early 21st century.
 - D. The Pacific region currently accounts for the most number of languages out of all the other regions.

Inferences and Implied Meanings

Choose the best answer and mark the letter on the Answer Sheet. Please note that these questions below are worth 2 points each.

15. Which of the following best represents the main idea of paragraph B?
- A. Researchers have arrived at a solid conclusion about the causes of the globalization of languages.
 - B. English is the most important language to learn if one wants to be successful in this world.
 - C. No one knows for sure why some languages gain importance while others lose it.
 - D. English, Chinese, and Spanish are the three most powerful languages since they are spoken by the majority of the world's population.
16. According to the author, English became a world language because
- A. the number of English teachers increased around the world.
 - B. British colonialism aided the spread of the English language.
 - C. not enough Americans study foreign languages.
 - D. the American culture industry is growing.

17. What can you guess will be the future of languages other than English, Chinese, or Spanish?
- A. The number of speakers will continue to decrease.
 - B. The number of speakers will continue to increase.
 - C. The number of speakers will depend on the birth rate in those countries.
 - D. The number of speakers will neither increase nor decrease.

Passage Two⁴

- A. In the United States, if you have several children, the odds increase that your income will be below average, and if, **on top of that**, you are a divorced mother, the chance skyrockets that you will be living below the poverty level. In 1999, more than one in every four families headed by a woman (with no husband present) was below the poverty level, but one in every two such families with children under 6 were below the poverty level (Dalaker and Proctor 2000).
- B. To imagine the struggle it is to manage successfully in the United States on so little money, it is necessary only to review the definition of the poverty level. The poverty index was created based on the conclusions of two studies. One showed that approximately one-third of a poor family's income is spent on food, and another estimated the cost of an "economy food plan" — a plan defined as a minimally nutritious diet for emergency or **temporary** use (Orshansky 1969). By calculating the cost of an economy food plan and multiplying by 3, the poverty level was born. It has been revised along the way, but the idea has remained the same and since 1964 it has been raised at the same rate as the consumer price index. In 1999, the **poverty threshold** for a single person under the age of 65 was \$8,667 a year. This was the equivalent of earning \$3.95 an hour if you were a year-round, full-time worker. However, the federal minimum wage in that year was \$5.15 an hour. A single parent with two children under the age of 18 could be earning \$13,423 a year and still be right at the poverty level threshold.
- C. On the basis of global comparisons, **it might be argued** that very few people in North America are poor in absolute terms—it is the **relative** deprivation that is socially and morally degrading. Organizations such as the World Bank have adopted an international standard that defines poverty as an income of less than \$1 a day. Using this definition, the World Bank has estimated that 1.2 billion people, representing 23 percent of the population in less developed countries in 1998, live below the poverty level (World Bank 2001). If we stretch the poverty line to \$2 a day, we find that 2.8 billion live at that level, and account for 56 percent of people in developing countries.
- D. "We live not as we wish, but as we can," is how a southern Indian peasant described life (quoted by Hockings 1999:213). One index of poverty used in India is the number of meals per day that a person can afford. If you can afford at least two meals a day, then you are above the poverty line, and by that definition only about 20 percent of Indians were below the poverty level in 1996 (Jordan 1996), but in fact 44 percent of Indians in 1998 lived on less than \$1 a day and 86 percent lived on less than \$2 a day. Compared to that, just living at the poverty threshold in the

⁴ WEEKS. *Population*, 8E. © 2002 South-Western, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions

United States (which for one person would equal \$24 a day) would mean a life of considerable luxury.

- E. In rural Kenya, the World Bank estimated that half of the population was living at or below \$1 a day in 1992, and the poorest households were those headed by women with no male support (World Bank 1996). This is a familiar pattern throughout the world and has generated the idea of the “*feminization of poverty*.” It is likely that more than half of the poor in the world are females, **aggravated** by situations in which women are heads of households in societies in which they are generally not able to earn as much money as men. Marcoux (1998) estimates that the regions of the world most **vulnerable to** the feminization of poverty are the Caribbean, Latin America, East Asia, and sub-Saharan Africa, but of course it is a global problem.

Vocabulary in Context

Below are words and phrases from Passage Two. Choose the best definition for each underlined word or phrase as it is used in the passage. Mark the letter on the Answer Sheet. Please note that these questions below are worth 1 point each.

18. Paragraph B: ...nutritious diet for emergency or **temporary** use...
- immediate
 - temporal
 - short-term
 - full-time
19. Paragraph B: In 1999, the **poverty threshold** for a single.....
- government subsidy
 - monthly average salary
 - floor in the doorway
 - upper income limit
20. Paragraph C: ...it is the **relative** deprivation that is.....
- related
 - comparative
 - actual
 - concerning
21. Paragraph E: ...in the world are females, **aggravated** by situations in which...
- made worse
 - causing anger
 - made better
 - None of the above

22. Paragraph E: ...the world most **vulnerable to** the feminization...
- A. cherished by
 - B. immune to
 - C. developed toward
 - D. defenseless against

Comprehension

Choose the best answer and mark the letter on the Answer Sheet. Please note that these questions below are worth 1 point each.

23. What would be the most appropriate title for this article?
- A. Poverty levels around the world
 - B. Measuring amount of wealth with the poverty index
 - C. The feminization of poverty
 - D. The poor get poorer; the rich get richer
24. The author refers to two studies that form the basis of the poverty level threshold. Which of the following is one of the studies to which the author refers?
- A. Dalaker and Proctor 2000
 - B. Orshansky 1969
 - C. Hockings 1999
 - D. Marcoux 1998
25. How can the number of poor be determined in India?
- A. By counting those who can afford to eat at least two meals per day.
 - B. By counting those who make less than \$2 a day.
 - C. By counting those who live as they can.
 - D. By counting those who are at the poverty threshold as those in America.
26. In paragraph A, "**on top of that**" means:
- A. on top of people below average
 - B. on top of the income
 - C. in addition to a low income
 - D. None of the above
27. In paragraph C, "**it might be argued**" means:
- A. Americans like to fight
 - B. People could start quarreling
 - C. Some might make the point
 - D. Global debates could start

Inferences and Implied Meanings

Choose the best answer and mark the letter on the Answer Sheet. Please note that these questions below are worth 2 points each.

28. Based on the way information regarding the poverty level was established in the United States, it can be inferred that the author
- A. is satisfied with the formula.
 - B. wishes for the World Bank definition to be used instead.
 - C. has his own ideas about how the formula should be calculated.
 - D. believes the formula to be outdated.
29. Which of the following is an example of the “feminization of poverty”?
- A. A divorced mother earning \$13,000 a year in 1999 in the United States.
 - B. A retired professional male football player making \$5.15 an hour in 1999 in the United States.
 - C. A single dad with two children earning \$1,100 a month in 1999 in India.
 - D. A middle-class married couple making a combined \$412 a week in 1999 in Kenya.
30. Why has the World Bank not adopted the same method of measuring poverty as the United States?
- A. America is not part of the United Nations.
 - B. Too many Americans live below the poverty level of developing countries.
 - C. Poor Americans have more money than poor people elsewhere.
 - D. The World Bank is only concerned about developing countries.
31. In paragraph D, the statement, “We live not as we wish, but as we can,” can be interpreted to mean:
- A. We like our current living situation.
 - B. We can live a better life if we try harder.
 - C. We have no other choice but to try to survive.
 - D. We are happy if we are able to afford two meals a day.
32. The chance of living below the poverty level is greater for which group of people?
- A. Families with a mother, father and two adult children
 - B. Families with only a mother and young children under 6 years of age
 - C. Families with a mother and three teenage children
 - D. Families with a mother, father, and a baby

END OF READING SECTION

Part C WRITING (40%)

Task 1

**Suggested time: 15
minutes**

Task 2

**Suggested time: 45
minutes**

To plan: 5 minutes

To write: 35 minutes

To check: 5 minutes

Task 1.

Summary Writing (10%)

Instructions:

Write a summary of **Passage One** (the passage that begins with “One direct method of...”) from the **Reading** section in **Part B** on page 7. Exclude the table in your summary. Summaries that are copied directly from the original reading passage will receive no score. Your summary will be judged on the following:

1. **Content:** The summary should capture all key points/arguments of the passage in logical order. It should contain a first sentence that clearly states the main idea of the passage.
2. **Originality:** The summary should not contain phrases or sentences copied from the passage.
3. **Word-limit:** The summary should be between 40 – 60 words in length.

Write your summary on the Answer Booklet. Begin your summary with the following:

The author thinks that...

Task 2.

Essay Writing (30%)

Instructions:

Choose ONE topic from below and write at least 200 words. Put the letter (A, B, or C) of your choice on the Answer Booklet. The writing topics are designed to give you an opportunity to demonstrate your ability to write clearly and effectively. Essays that are memorized, copied from other parts of the examination, and /or unrelated to the given topics will receive no score. Your essay will be judged on your ability to:

1. develop an argument with convincing reasoning,
2. provide specific details as support,
3. organize ideas into identifiable units,
4. use appropriate vocabulary,
5. make connections between ideas,
6. write a variety of sentences, and
7. communicate meaning with minimum interruption.

Writing Topics

- A. Some people say that eating shark fin soup is an essential part of Chinese culture while others suggest that this practice is no longer environmentally friendly. How do you feel about this issue? Support your ideas with relevant and specific examples.
- B. Education in Macao seems to focus on test taking. How do you view this situation? Support your ideas with relevant and specific examples.
- C. “If eligible, I would vote in Macao elections.”
“If eligible, I would not vote in Macao elections.”
Which of the two statements above would you choose and why?

END OF E101 EXAMINATION PAPER

2014/2015 MODEL ANSWER

E101 ADMISSION EXAMINATION 2014/2015 ANSWER
KEY

Language Use		Reading			
1.	C	1.	D	21.	A
2.	A	2.	C	22.	D
3.	A	3.	B	23.	A
4.	A	4.	A	24.	B
5.	A	5.	A	25.	A
6.	B	6.	D	26.	C
7.	D	7.	B	27.	C
8.	C	8.	C	28.	D
9.	C	9.	C	29.	A
10.	D	10.	A	30.	C
11.	C	11.	C	31.	C
12.	A	12.	C	32.	B
13.	D	13.	A		
14.	A	14.	D		
15.	B	15.	C		
16.	C	16.	B		
17.	B	17.	A		
18.	C	18.	C		
19.	D	19.	D		
20.	B	20.	B		