



旅遊學院

INSTITUTO DE FORMAÇÃO TURÍSTICA

Institute for Tourism Studies

INSTITUTE FOR TOURISM STUDIES

ADMISSION EXAMINATION 2015/16

Sunday, 22 March 2015

# ENGLISH

Time allowed: 3 hours

Instructions:

- Follow instructions to every question carefully.
- All answers must be written in the **Answer Booklet**.
- Answer the questions in Parts **A, B, C & D** with a **pencil**.
- Answer the questions in Parts **E & F** with a **black** or **dark blue pen**.
- DO NOT use a dictionary.
- DO NOT write answers in this exam booklet.

Seat Number:

Applicant Number: **AP15-**

This **Exam Booklet** contains 11 pages including this one.

**Part A: Multiple Choice (25 marks)**

Choose the best answer to complete the following blanks. Put your answers in the **Answer Booklet** provided.

1. \_\_1\_\_ you tell me the time, please?
  - a. Can
  - b. Must
  - c. Need
  - d. Should
2. As we \_\_2\_\_ to the factory owner, the machines were humming in the background.
  - a. spoken
  - b. have spoke
  - c. are speaking
  - d. were speaking
3. Many people \_\_3\_\_ work here actually live in neighbouring towns.
  - a. whose
  - b. whom
  - c. when
  - d. who
4. The fast train from Paris to London only \_\_4\_\_ two hours and fifteen minutes.
  - a. spends
  - b. takes
  - c. goes
  - d. gets
5. The food at the canteen is cheaper than that in most restaurants, so don't complain \_\_5\_\_ it.
  - a. of
  - b. at
  - c. over
  - d. about
6. Technology offers advantages to modern life. \_\_6\_\_, it also has its disadvantages.
  - a. Because
  - b. However
  - c. Therefore
  - d. As a result
7. The pencil is not sharp; I \_\_7\_\_ work unless I have a sharper one.
  - a. can
  - b. will
  - c. can't
  - d. should
8. We need to wait \_\_8\_\_ the train to get here.
  - a. before
  - b. at
  - c. for
  - d. until
9. This is your home, the place \_\_9\_\_ you keep your most treasured possessions.
  - a. which
  - b. where
  - c. of which
  - d. wherever
10. He \_\_10\_\_ be British. He has a British passport.
  - a. may
  - b. must
  - c. would
  - d. should
11. At 5 o'clock in the afternoon \_\_11\_\_ Monday next week, there will be a singing contest at the stadium.
  - a. in
  - b. on
  - c. at
  - d. (blank)
12. I had to cancel all of my afternoon appointments \_\_12\_\_ my boss called an emergency meeting.
  - a. so
  - b. but
  - c. because
  - d. although
13. Would you \_\_13\_\_ to change seats with me, so you can sit next to your friend?
  - a. mind
  - b. seem
  - c. think
  - d. like
14. They've \_\_14\_\_ hope of finding any survivors.
  - a. been given up
  - b. giving up
  - c. given up
  - d. gave up

15. His presentation was not related \_\_15\_\_ the theme of our event.  
**a.** to  
**b.** on  
**c.** for  
**d.** through
16. Have you \_\_16\_\_ a decision about the new job yet?  
**a.** said  
**b.** seen  
**c.** made  
**d.** spoken
17. The classmates I have this year seem \_\_17\_\_ than those I had last year.  
**a.** more nice  
**b.** most nice  
**c.** nicest  
**d.** nicer
18. \_\_18\_\_, I would apply for this job.  
**a.** If I am you  
**b.** If I were you  
**c.** If I may be you  
**d.** If I would be you
19. My boss, \_\_19\_\_ I have worked for over 30 years, has decided to retire.  
**a.** for whom  
**b.** for which  
**c.** which  
**d.** who
20. Michael Jackson was extremely successful \_\_20\_\_ changing Chinese people's attitude toward western pop music.  
**a.** in  
**b.** to  
**c.** on  
**d.** about
21. A large \_\_21\_\_ of fish died last year because of water pollution caused by an oil spill.  
**a.** sea  
**b.** figure  
**c.** number  
**d.** abundance
22. I asked Mr. West \_\_22\_\_ deal with the problem.  
**a.** how he was going to  
**b.** how was he going to  
**c.** how is he going to  
**d.** how he does
23. This project focuses \_\_23\_\_ the use of English in casinos in Macao.  
**a.** in  
**b.** at  
**c.** on  
**d.** from
24. Tim and Jenny \_\_24\_\_ the best pair on the team. It's a pity that they no longer dance.  
**a.** used to have been  
**b.** got used to be  
**c.** used to being  
**d.** used to be
25. \_\_25\_\_ to a concert alone is boring for Mrs. Umbridge.  
**a.** Attending  
**b.** Attend  
**c.** Going  
**d.** Go



**Part C: Cloze Passage (10 marks)**

Choose the best answer from the choices listed below the reading to complete the numbered spaces in the passage. Put your answers in the **Answer Booklet** provided.

According to the *Oxford Advanced Learner's Dictionary*, "etiquette" means "the formal rules of correct or polite behavior in society". It is important 1 be familiar with the basic rules of etiquette that are expected in all cultures.

One of the fundamental rules of etiquette 2 common courtesy. Whether discussing personal or business relationships at home or abroad, it is expected that common courtesy is extended to and among people. This 3, but is not limited to, saying "please," "thank you," "excuse me," and other phrases that show basic politeness.

4 basic rule is holding the door for other people. 5 men holding the door for women, it is expected that all people hold the door when the time is appropriate, including for 6 elderly person or someone who is carrying groceries or shopping bags.

7 is one of the rules of etiquette which gets broken frequently. Of course, there are situations, such as accidents or unexpected delays, over which people have 8, but it is considered rude and socially unacceptable to arrive late, whether attending a meeting, a class or an interview.

The invention of mobile phones 9 a whole set of etiquette rules about the use of mobile phones in public. All people entering any sort of public place should 10 the ring tone on their phone and they should not answer a phone call while dining. In the event that an incoming or outgoing phone call is absolutely necessary, the person should politely excuse himself to another room or outside to briefly handle the matter.

Adapted from: <http://www.wisegeek.org/what-are-the-rules-of-etiquette.htm>

- |   |  |  |
|---|--|--|
| 1. <b>a.</b> for people to<br><b>b.</b> that people are<br><b>c.</b> since people can<br><b>d.</b> when people will | 5. <b>a.</b> Additionally<br><b>b.</b> As a condition<br><b>c.</b> In addition to<br><b>d.</b> On condition that | 8. <b>a.</b> some control<br><b>b.</b> full control<br><b>c.</b> the control<br><b>d.</b> no control     |
| 2. <b>a.</b> have<br><b>b.</b> is<br><b>c.</b> should<br><b>d.</b> will be  | 6. <b>a.</b> X<br><b>b.</b> an<br><b>c.</b> the<br><b>d.</b> some  | 9. <b>a.</b> will be created<br><b>b.</b> are creating<br><b>c.</b> was created<br><b>d.</b> has created |
| 3. <b>a.</b> include<br><b>b.</b> included<br><b>c.</b> includes<br><b>d.</b> including                             | 7. <b>a.</b> Being on time<br><b>b.</b> On the time<br><b>c.</b> On time<br><b>d.</b> Timing                     | 10. <b>a.</b> turn off<br><b>b.</b> turn up<br><b>c.</b> turn to<br><b>d.</b> turn in                    |
| 4. <b>a.</b> Some other<br><b>b.</b> Each other<br><b>c.</b> Another<br><b>d.</b> Other                             |  |  |

**Part D: Reading Comprehension (15 Marks)**

Read the following passages and answer the questions that follow. Put all answers in the **Answer Booklet** provided.

**Reading 1****Find three good things each day**

People who are grateful tend to be happier, healthier and more fulfilled. **Gratitude** is known to be good for us and those around us. However, we don't usually appreciate the good situations in our lives. We have to learn the habit of being grateful. (Para. 1)

Science is showing that gratitude is important. It makes us feel more satisfied with life and makes us more cheerful and optimistic. It has also been shown to reduce health complaints and help us cope with difficulties. Surprisingly, it also appears to increase our ability to achieve our goals. (Para. 2)

How does it work? We naturally tend to focus on what goes wrong in our daily lives and often **go over and over these things in our heads**. As a result, we quickly notice even small problems, yet we rarely spend much time thinking about the good things. Unfortunately, things that made us smile or feel good are often forgotten or perhaps not even noticed in the first place. (Para. 3)

Finding three good things each day is easy to do, and its benefits have been scientifically proven. In tests, people who tried it each night for just one week were happier and less depressed one month, three months and six months later. (Para. 4)

By spending time each day focusing on some of the **good things** that happen to us, we start to notice what goes right in our lives. Even on a bad day, there are some good things. Every night think back over your day and write down three good things that happened. Think about why you feel good about each one. After a week, look back at what you wrote. After doing this for a few weeks, **it** may become a habit. You may also find that you appreciate the good things more as they happen. (Para. 5)

Adapted from: <http://www.actionforhappiness.org/take-action/find-three-good-things-each-day>

Questions:

1. "Gratitude" (Para. 1) probably means:
  - a. Being thankful
  - b. Being happy
  - c. Being healthy
  - d. Being optimistic
2. Why does the author of this article think we need to learn the habit of being grateful?
  - a. To notice small problems quickly
  - b. To feel happier
  - c. To help those around us
  - d. To feel grateful more often
3. According to the article, being grateful has all of the following benefits EXCEPT:
  - a. Improving people's health
  - b. Helping people deal with stress
  - c. Helping people find more friends
  - d. Making people feel happier

- 
4. The phrase “go over and over these things in our heads” (Para. 3) probably means:
- These things are on top of our head
  - Think about these things many times
  - Try to remember these things
  - Forget these things quickly
5. Tests have shown that writing down 3 good things about each day for a week makes people happier...
- for 1 week after writing them
  - as much as 6 months later
  - only the next day
  - for as long as they write down three good things every night
6. According to the article, “good things” might include any of the following EXCEPT:
- Things that made you smile
  - Things that you felt good about
  - Good situations in your life
  - Things you go over in your head
7. What does “it” refer to in this sentence “After doing this for a few weeks, it may become a habit.” (Para. 5)
- Being grateful for good things in your life
  - Looking back at what you wrote
  - Writing down 3 good things about each day
  - Having good things happen even on bad days
8. The main purpose of this passage is ...
- to compare thinking about bad things and thinking about good things
  - to complain about people focusing on problems in their lives
  - to introduce an activity that can help people have a better life
  - to explain the various disadvantages of not being grateful

## Reading 2

Frank Abagnale, a good looking American boy with more dreams than money, pretended to be first a pilot, then a doctor and then a lawyer. For five years he travelled the world for free, stayed in expensive hotels and had relationships with beautiful women. By the age of twenty-one he had tricked and cheated his way to \$2.5 million. (Para. 1)

In the 1970s, Abagnale really was an international man of mystery. He was wanted by the FBI and Interpol in twenty-six countries. His good looks and greying hair helped him, but his charm was his most important tool. He dressed well and everybody believed the stories he made up. (Para. 2)

Abagnale was an only child. When his mother broke up with his father, Abagnale was asked to choose which parent to live with. Instead he dropped out of school, ran away from home and began his life as an international trickster. He used magnetic ink to illegally change code numbers on bank cheques. He managed to steal \$40,000 of the customers' money before the bank worked out what he was doing. He also got a PanAm pilots uniform by saying that his was lost at the dry cleaner's and that he had an urgent flight. This allowed him to stay in any hotel he wanted; PanAm always paid the bill. He even pretended to be a doctor and worked as a hospital administrator for a year. With no formal training, he picked up the skills by reading medical books and watching doctors at work. He ran out of luck in France, where he spent time in prison, before the FBI brought him back to the USA. (Para. 3)

Despite his crimes, Abagnale never had any enemies. Joseph Shea, the FBI member who arrested him and later became his friend, said, "I think Frank is close to genius. What he did as a teenager is incredible. His crimes weren't physical. There were no guns, no knives, he just used his brain. He's charming and I admire him. I think he is a good man, and like everybody else, he wants to better himself, but in this country, money is the way to do it." (Para. 4)

These days Abagnale doesn't need to trick anybody: he is a successful consultant. He advises companies on security, and he also lectures - for free - at the FBI Academy. Ironically, he has ended up working for the people who were trying to catch him for so long! He wrote his autobiography in the 1970s and sold the film rights to his life story for \$250,000. Abagnale says, "When I was 28, I thought it would be great to have a movie about my life, but we all grow up." That's true, but not many people grow up like Frank Abagnale. (Para. 5)

Adapted from: Clare, C. & Wilson, J. (2009). *The True Story of a Real Fake*. Retrieved from <http://www.m-prestige.net/eprestige/ge/read/te3/4/reading1.htm>



2.1. Choose the best answer for each of the following questions. Put your answers in the **Answer Booklet** provided. (3 marks, @1 mark each)

1. According to the passage, how did Frank get his first \$40,000?
  - a. He inherited the money from his parents after their divorce.
  - b. He printed fake money and used magic tricks to change it into real money.
  - c. He cheated bank customers.
  
2. In Para. 3, how did Frank get a pilot's uniform?
  - a. His friend from Pan Am airline gave it to him.
  - b. He bought it from a dry cleaner.
  - c. He pretended that he was a pilot and got it for free.
  
3. In Para. 5, what does Frank do now?
  - a. He works as a security guard.
  - b. He volunteers to train the FBI.
  - c. He is a film director.

2.2. Match the following headings to the appropriate paragraphs in the text. The first one has been done for you. Put your answers in the **Answer Booklet** provided. (4 marks, @ 1 mark each)

Headings
a. From school dropout to millionaire
b. Frank today
c. Wanted all over the world
d. The FBI's opinion of Frank
e. Who is Abagnale?

**Part E: Reading Comprehension (20 marks)****Reading to be Ready for University**

Strong reading habits are a necessary foundation for college-level writing, research, class participation, and many other college experiences. Yet in one study of college student experiences in the United States, Byrd and MacDonald (2005) found that "college reading was an area in which participants felt particularly underprepared especially in regard to vocabulary level and the amount of reading required" (p. 32). Developing a strong reading habit and practising reading skills across the different subject areas are important components of any upper secondary curriculum, but they are especially **crucial** for low-income students whose college completion rates are much lower than those of their middle-income peers (Advisory Committee on Student Financial Assistance, 2010; Carey, 2008).

(Para. 1)

The Elon Academy offers a successful programme that helps students prepare for college in every way. Students with significant financial need or no family history of college are selected from the local public schools during their 9<sup>th</sup> year of study (Form 3). They become members of a programme that combines four-week residential experiences on Elon's campus each summer with ongoing support during the school year until their graduation.

(Para. 2)

The programme serves a diverse population of students; most are from low income families. Although many students in the programme claimed to be good readers, they had little interest in reading beyond the minimum their secondary school required. Fewer than a quarter of them read regularly outside school, and several struggled with advanced reading assignments. Some had challenging home and job responsibilities – caring for siblings (brothers and/or sisters) or working at part-time jobs to help the family earn enough money, which limited the amount of time they had available to read. To create a culture that could strengthen students' reading without taking up too much of their time, a monthly book club experience called the 'Book Jam' was established which meets on Saturdays.

(Para. 3)

The 'Book Jam' organisers began the first session by introducing its purpose -- to read like real readers, to enjoy books together, and to practise reading as a good habit. Volunteers, who are college students, gave enthusiastic book talks on their favourite books. Several of the secondary school students volunteered their own favourite books as well.

(Para. 4)

From that Saturday on, students and college volunteers participated in the 'Book Jam' most months talking about a shared novel, poetry collection, nonfiction text, or graphic novel. During the first semester (term), students selected a group to read with (often based on close friendships), and each group then chose a book to read together. By mid-semester, students began to realise that their reading interests may differ from those of their closest friends, so groups then started forming each month on the basis of shared interest in a particular title. The quality of reading and conversations almost immediately improved, and book chats began opening new lines of friendship. Reading alongside real college students and sharing their reactions to texts, students became part of a culture in which reading became a lifestyle, not merely an assignment.

(Para. 5)

Adapted from: Pyne, K.B. (2012). Reading and college readiness. *Educational Leadership*, 69(9), 1-4.

**Questions**

1. In your own words, write a sentence that explains the meaning of **crucial** based on the text in Para. 1. (Please DO NOT copy from the passage.) (2 marks)
2. In your own words, write a sentence describing the type of students the Elon Academy programme wants to help. (Please DO NOT copy from the passage.) (2 marks)
3. In your own words, write a sentence describing two ways that participating in the 'Book Jam' helps students in the Elon Academy programme. (Please DO NOT copy from the passage.) (2 marks)
4. In your own words, write a sentence to explain why you think the 'Book Jam' organisers encourage the voluntary participation of college students. (Please DO NOT copy from the passage.) (2 marks)
5. In one or two sentences, using your own words, describe what happens during an ordinary 'Book Jam' session. (Please DO NOT copy from the passage.) (2 marks)
6. In your opinion, give two reasons why it is good to develop reading as a habit. (2 marks)
7. In your opinion, do you think Macau secondary schools should introduce a programme such as the 'Book Jam'? Explain why or why not? (2 marks)
8. Decide whether the following statement is **True** or **False** according to the passage, and write a sentence in your own words to explain your answer. (Please DO NOT copy from the passage.) (3 marks)

***75% of students in the Elon Academy programme frequently read outside of school.***

**True or False**

9. Decide whether the following statement is **True** or **False** according to the passage, and write a sentence in your own words to explain your answer. (Please DO NOT copy from the passage.) (3 marks)

***The 'Book Jam' meets every Saturday.***

**True or False**

---

***Part F: Writing (20 marks)***

Using the below question as your topic, develop a short essay response. Use detail from your own life experience to support your idea. You should aim to write at least 120 words.

Write your answer in the **Answer Booklet** provided.

**The passage talks about reading as a lifelong habit. Write about a habit you have and explain 3 effects it has had on your life.**

(Note: pay attention to grammar, sentence structure and vocabulary)

----- The End -----



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ADMISSION EXAMINATION 2015/16

Sunday, 22 March 2015

**ENGLISH**

**ANSWER BOOKLET**

Instructions:

- Follow instructions to every question carefully.
- Put all answers in this **Answer Booklet**.
- Write answers in Parts **A, B, C & D** with a **pencil**.
- Write answers in Parts **E & F** with a **black or dark blue pen**.
- **DO NOT** use a dictionary.

Seat Number:

Applicant Number:

AP15-

**KEY**

Part A	Part B	Part C	Part D	Part E	Part F	<b>Total</b>
25	10	10	15	20	20	<b>100</b>

This **Answer Booklet** contains 5 pages including this one.

For Parts A – D, blacken the circle representing the answers (e.g. if the answer is “a”, then blacken (a) like this: ● (b) (c) (d)), or write the answers in the boxes provided.

<p style="text-align: center;"><b>Part A</b></p> <p>1 (a) (b) (c) (d)</p> <p>2 (a) (b) (c) (d)</p> <p>3 (a) (b) (c) (d)</p> <p>4 (a) (b) (c) (d)</p> <p>5 (a) (b) (c) (d)</p> <p>6 (a) (b) (c) (d)</p> <p>7 (a) (b) (c) (d)</p> <p>8 (a) (b) (c) (d)</p> <p>9 (a) (b) (c) (d)</p> <p>10 (a) (b) (c) (d)</p> <p>11 (a) (b) (c) (d)</p> <p>12 (a) (b) (c) (d)</p> <p>13 (a) (b) (c) (d)</p> <p>14 (a) (b) (c) (d)</p> <p>15 (a) (b) (c) (d)</p> <p>16 (a) (b) (c) (d)</p> <p>17 (a) (b) (c) (d)</p> <p>18 (a) (b) (c) (d)</p> <p>19 (a) (b) (c) (d)</p> <p>20 (a) (b) (c) (d)</p> <p>21 (a) (b) (c) (d)</p> <p>22 (a) (b) (c) (d)</p> <p>23 (a) (b) (c) (d)</p> <p>24 (a) (b) (c) (d)</p> <p>25 (a) (b) (c) (d)</p>	<p style="text-align: center;"><b>Part B</b></p> <p>1 (a) (b) (c) (d)</p> <p>2 (a) (b) (c) (d)</p> <p>3 (a) (b) (c) (d)</p> <p>4 (a) (b) (c) (d)</p> <p>5 (a) (b) (c) (d)</p> <p>6 (a) (b) (c) (d)</p> <p>7 (a) (b) (c) (d)</p> <p>8 (a) (b) (c) (d)</p> <p>9 (a) (b) (c) (d)</p> <p>10 (a) (b) (c) (d)</p> <p style="text-align: center;"><b>Part C</b></p> <p>1 (a) (b) (c) (d)</p> <p>2 (a) (b) (c) (d)</p> <p>3 (a) (b) (c) (d)</p> <p>4 (a) (b) (c) (d)</p> <p>5 (a) (b) (c) (d)</p> <p>6 (a) (b) (c) (d)</p> <p>7 (a) (b) (c) (d)</p> <p>8 (a) (b) (c) (d)</p> <p>9 (a) (b) (c) (d)</p> <p>10 (a) (b) (c) (d)</p>	<p style="text-align: center;"><b>Part D</b></p> <p style="text-align: center;"><b>Reading 1</b></p> <p>1 (a) (b) (c) (d)</p> <p>2 (a) (b) (c) (d)</p> <p>3 (a) (b) (c) (d)</p> <p>4 (a) (b) (c) (d)</p> <p>5 (a) (b) (c) (d)</p> <p>6 (a) (b) (c) (d)</p> <p>7 (a) (b) (c) (d)</p> <p>8 (a) (b) (c) (d)</p> <p style="text-align: center;"><b>Reading 2</b></p> <p style="text-align: center;"><b>2.1</b></p> <p>1 (a) (b) (c)</p> <p>2 (a) (b) (c)</p> <p>3 (a) (b) (c)</p> <p style="text-align: center;"><b>2.2</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Paragraph</th> <th style="width: 50%;">Heading</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;"><b>e</b></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;"><b>c</b></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;"><b>a</b></td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;"><b>d</b></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;"><b>b</b></td> </tr> </tbody> </table>	Paragraph	Heading	1	<b>e</b>	2	<b>c</b>	3	<b>a</b>	4	<b>d</b>	5	<b>b</b>
Paragraph	Heading													
1	<b>e</b>													
2	<b>c</b>													
3	<b>a</b>													
4	<b>d</b>													
5	<b>b</b>													

**Part E: Reading Comprehension (20 marks) Write your answers in complete sentences.  
(Suggestions only. Students are expected to write answers in their own words)**

1. In your own words, write a sentence that explains the meaning of **crucial** based on the text in Para. 1. (Please DO NOT copy from the passage.) (2 marks)

**Based on the text in Para. 1, "Crucial" probably means important.**

2. In your own words, write a sentence describing the type of students the Elon Academy programme wants to help. (Please DO NOT copy from the passage.) (2 marks)

**The Elon Academy wants to help Form 3 students from poor families and those whose families have no members attending college before.**

3. In your own words, write a sentence describing two ways that participating in the 'Book Jam' helps students in the Elon Academy programme. (Please DO NOT copy from the passage.) (2 marks)

**1. Students start to read as a habit, not only for school assignments.**

**2. Students find new friends who have similar interests.**

4. In your own words, write a sentence to explain why you think the 'Book Jam' organisers encourage the voluntary participation of college students. (Please DO NOT copy from the passage.) (2 marks)

**With the participation of college students, the secondary school participants can learn more about the books they read, and can probably be inspired by the college students and consequently, discover their real interests.**

5. In one or two sentences, using your own words, describe what happens during an ordinary 'Book Jam' session. (Please DO NOT copy from the passage.) (2 marks)

**Participants choose a group to read together. They read and talk about the books they have read and share their opinions.**

6. In your opinion, give two reasons why it is good to develop reading as a habit. (2 marks)

**(Candidate's own opinion)**

7. In your opinion, do you think Macau secondary schools should introduce a programme such as the 'Book Jam'? Explain why or why not? (2 marks)

**(Candidate's own opinion)**

8. Decide whether the following statement is **True** or **False** according to the passage. Circle your answer and write a sentence in your own words to explain your answer. (Please DO NOT copy from the passage.) (3 marks)

**75% of students in the Elon Academy programme frequently read outside of school.**

True / **False**

**The text says less than a quarter (25%) of the participants read regularly outside school.**

9. Decide whether the following statement is **True** or **False** according to the passage. Circle your answer and write a sentence in your own words to explain your answer. (Please DO NOT copy from the passage.) (3 marks)

**The 'Book Jam' meets every Saturday.**

True / **False**

**According to Para. 3, Book Jam is a monthly book club.**

Opened questions – marking rubric	
<b>2 marks</b>	<ul style="list-style-type: none"> <li>answer with relevant content and clear support from the text, written grammatically in candidate's own words.</li> </ul>
<b>1.5 marks</b>	<ul style="list-style-type: none"> <li>answer with relevant content and clear support from the text, &amp; minor grammar errors.</li> <li>correct sentence/phrase copied from text with own explanation.</li> </ul>
<b>1 mark</b>	<ul style="list-style-type: none"> <li>general answer, lack support; grammatical</li> <li>answer with good support; some grammatical errors causing difficulty in understanding</li> <li>correct sentence/phrase copied from text</li> </ul>
<b>0.5 mark</b>	<ul style="list-style-type: none"> <li>an attempt with effort, key words present, but largely incomprehensible.</li> </ul>
<b>0 mark</b>	<ul style="list-style-type: none"> <li>wrong answer</li> <li>no attempt</li> </ul>

**Part F: Writing (20 marks)**

Write your answer here neatly and clearly.

	Content	Language	
9 / 10	<ul style="list-style-type: none"> <li>• Writing fully answered the question</li> <li>• Sufficient &amp; relevant details</li> <li>• A holistic piece with intro+body+conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Highly appropriate vocabulary</li> <li>• Good range of sentence patterns</li> <li>• Very few or no obvious grammar errors</li> <li>• Appropriate use of cohesion devices</li> </ul>	9 / 10
6 / 8	<ul style="list-style-type: none"> <li>• Writing reasonable developed</li> <li>• Relevant support but with insufficient details</li> <li>• Text structure acceptable</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable back of vocab</li> <li>• A variety of sentence patterns</li> <li>• Some grammar errors but not causing difficulty in understanding text</li> <li>• Reasonable cohesion devices</li> </ul>	6 / 8
4 / 5	<ul style="list-style-type: none"> <li>• Writing not fully developed but partially answered the Q</li> <li>• Lack supporting details</li> <li>• Absence of Intro and/or concl</li> </ul>	<ul style="list-style-type: none"> <li>• Limited vocab but still can convey meaning</li> <li>• Limited sentence patterns used</li> <li>• Grammar errors – some making it less easy to understand text</li> <li>• Limited but correct use of cohesion devices</li> </ul>	4 / 5
2 / 3	<ul style="list-style-type: none"> <li>• Writing poorly developed</li> <li>• Lack details</li> <li>• Attempt to answer the Q but is largely irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>• Weak vocab</li> <li>• Basic sentence patterns used</li> <li>• Grammar weak – causing difficulty in understanding text</li> <li>• Lack cohesion</li> </ul>	2 / 3
0 / 1	<ul style="list-style-type: none"> <li>• Writing not relevant to the Q</li> </ul>	<ul style="list-style-type: none"> <li>• Poor vocab</li> <li>• No or almost not a properly written sentence</li> <li>• No or almost not a properly formed phrase</li> <li>• No cohesion</li> </ul>	0 / 1

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( \_\_\_\_\_ words)