



澳門科技大學  
MACAU UNIVERSITY OF SCIENCE AND TECHNOLOGY

## ADMISSION EXAMINATION 2018/2019 E101 ENGLISH

### Section 1 – Language Use (40 marks)

#### Part A – Vocabulary and grammar in context (15 marks, 1 mark each)

Read the passages below. Choose the most appropriate answers to complete the passages.

#### E-mail (Job Application):

To:	XYZ Company
Subject:	Follow-Up On Job Application
Dear Mr./Ms.,	
I submitted a letter of application and a resume earlier this month for the public relations position <u>1</u> in Macao Daily. However, I have not yet heard from your office. I would like to confirm receipt of my application and repeat my interest in the job.	
I am very interested <u>2</u> at XYZ Company and I believe my skills and experience would be an ideal match for this position. If necessary, I would be glad <u>3</u> my application materials or to provide any further information. I can be reached at (853)6555-5326 or jdoe@abcd.com. I look forward to hearing from you.	
Sincerely,	
Jake	

- |    |                 |                |               |               |
|----|-----------------|----------------|---------------|---------------|
| 1. | A. to advertise | B. advertising | C. advertised | D. advertise  |
| 2. | A. for working  | B. to working  | C. at working | D. in working |
| 3. | A. reply        | B. to reply    | C. to resend  | D. sending    |

**E-mail (Response to Job Application):**

To:	Jake
Subject:	Re: Follow-Up On Job Application
<p>Dear Jake,</p> <p>Thank you for applying for the position of public relations. <u>4</u>, we had interviewed many candidates in the job search procedure and have hired another candidate whose qualifications are more suitable to our needs. Thus we will not be able to <u>5</u> you the position, but we are grateful for your interest in our position.</p> <p>If a need ever arises for us to <u>6</u> with you in the near future, we will surely do so. We shall be definitely holding your application and resume in file for future needs. We also wish you best of luck in your job search.</p> <p>Very truly yours,</p> <p>Smith Pierre HR Manager XYZ Company</p>	

4. A. Unfortunately      B. Fortunately      C. Happily      D. Early
5. A. refuse      B. offer      C. take      D. reply
6. A. lose touch      B. get in touch      C. get touch      D. lose in touch

**Announcement (Field Trip)**

**ST. GEORGE'S SCHOOL  
Field Trip Announcement<sup>1</sup>**

The following educationally enriching field trip is 7 for your son's class:

**Departure Date:** Friday November 30

**Departure Time:** 12pm      **Return Time:** 4pm

**Class:** Social Studies

**Organizing Teachers:** S. Coates, P. Jamieson, T. Agnew, G Da Silva

**Location:** South East False Creek (Olympic Village)

**Activity:** Guest Speaker, Area Exploration and Mapping

**Learning 8:** Develop mapping skills, explore concepts of sustainability and city planning.

**The boys will be 9 via:** St. George's School Bus

**Departure & return meeting point:** SGS Front Doors, Return Creekside Community Centre

**The boys will be expected to 10:** school uniform, warm and water-proof clothing

**The boys are expected to bring:** pencils, clipboard/binder, bagged lunch

**Cost:** The cost of this field trip is covered by your son's tuition.

**Supervision:** The boys will be supervised 11 except when exploring the area.

In the event of a family emergency, you may contact the group by calling: St George's School at (604)224-1304.

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|-----|------------------|-----------------|-------------------|-------------------|
| 7.  | A. being planned | B. to plan      | C. being planning | D. to be planning |
| 8.  | A. time          | B. codes        | C. objectives     | D. fees           |
| 9.  | A. taking        | B. transported  | C. carrying       | D. ridden         |
| 10. | A. make          | B. share        | C. provide        | D. wear           |
| 11. | A. at times      | B. at all times | C. in no time     | D. in time        |

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<sup>1</sup> Adapted from

<https://coates1213.files.wordpress.com/2012/08/field-trip-parent-announcement-and-permission-grade-8-olympic-village1.pdf>

## Conversation

**Doctor:** Hi, what's wrong?  
**Jane:** I feel unwell and keep 12 all the time.  
**Doctor:** How long have you felt like this?  
**Jane:** Let me think. 13 two days. It started just before I went to bed the day before yesterday.  
**Doctor:** Let me examine you. I will press on your stomach to see if it hurts and then listen to your heart.  
**Jane:** Ok. It doesn't hurt when you press my stomach. I just feel tired.  
**Doctor:** Ok. Did you eat anything different from usual before you started to feel this way?  
**Jane:** Yes, my boyfriend 14 dinner for me. He isn't a very good cook and the food tasted a bit strange.  
**Doctor:** You've got food poisoning. It is not very serious and you should be better in a day or two.  
**Jane:** Oh dear, what should I do?  
**Doctor:** You need to drink lots of water and get 15 rest.  
**Jane:** Ok, thank you doctor.  
**Doctor:** You're welcome. If you are not better in 48 hours, come and see me again.

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|-----|-------------|-------------|-------------|--------------|
| 12. | A. vomit    | B. to vomit | C. vomiting | D. vomited   |
| 13. | A. After    | B. Before   | C. Nearly   | D. Over      |
| 14. | A. bought   | B. cooked   | C. finished | D. tasted    |
| 15. | A. too much | B. several  | C. too many | D. plenty of |

**Part B – Spotting errors in context (15 marks, 1.5 marks each)**

Read through the 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.

<b>What do rockets have in common with your dishwasher?<sup>2</sup></b>	
<p>How does a dishwasher use the power of water to wash dishes? Let's take a look at the physics of water and how dishwashers use these forces to scrub dishes. Although the specifics differ, <b>(1) <u>all physics</u></b> have the same fundamental design: a sink at the bottom that fills with water, a pump that moves this water and spray arms, sprayers and other devices that shoot this water onto the dishes.</p> <p>When you <b>(2) <u>look up</u></b> any dishwasher, one of the most obvious things you'll see is a wash or spray arm, a rotating bar that sprays water onto the dishes, helping to force out the food. The dishwasher pumps water through the spray arm, but there is no motor to turn the arm around. <b>(3) <u>However</u></b>, the dishwasher uses the pressure of the water to spin it around.</p> <p>The water jets on the spray arm are angled, so the water sprays out <b>(4) <u>at an angle</u></b>, usually about 45 degrees off the vertical. The force of this water pushes the arm, and <b>(5) <u>that</u></b> rotates. This shows the third of Newton's laws of motion. As the man himself said, "For every action, there is an equal and opposite reaction." So, as the water sprays out of the spray arm, it pushes the spray arm back again, sending it spinning. It's the same principle that rockets use: hot gas <b>(6) <u>getting pushed</u></b> out of the bottom, forcing the rocket up, up and away.</p> <p>To save water, all dishwashers recycle water. After it has been sprayed over the dishes, it collects in the sink at the bottom of the dishwasher, <b>(7) <u>there</u></b> it is then pumped back up to wash the dishes again. A filter catches most of the large waste, but the smaller waste particles remain suspended in the</p>	<p>1. A. physics B. all dishwashers C. all dishes D. NO CHANGE</p> <p>2. A. look for B. look to C. look inside D. NO CHANGE</p> <p>3. A. Instead B. So C. Thus D. NO CHANGE</p> <p>4. A. for an angle B. to an angle C. in an angle D. NO CHANGE</p> <p>5. A. the water B. it C. which D. NO CHANGE</p> <p>6. A. get pushed B. got pushed C. gets pushed D. NO CHANGE</p> <p>7. A. who B. where C. when D. NO CHANGE</p>

<sup>2</sup> Adapted from “Appliance Science: Dishwashers and the physics of water” by RICHARD BAGULEY, COLIN MCDONALD at <https://www.cnet.com/news/appliance-science-dishwashers-and-the-physics-of-water/>

<p>water. So, how does the dishwasher know when the dishes are clean?</p> <p>Older dishwashers ran for a set amount of time, depending on the program you chose. You would set them to a shorter wash for lightly soiled dishes <b>(8) <u>then longer</u></b> for pots and pans. Most modern dishwashers have an automatic mode, where they can tell when the dishes are clean, thanks to a device called a turbidity sensor.</p> <p>This neat device allows the dishwasher to see <b>(9) <u>clean</u></b> the water is by measuring how much grunge is in the water as it is pumped out of the sink: if the water is dirty, grunge is still washing off the dishes. If the water is clean, all the dirt has <b>(10) <u>been washing</u></b> off the dishes, and the wash is done. It works by shining a light through the water onto a sensor that measures how much light reaches it. If the water is clean, most of the light passes through. If the water is dirty, less light passes through and is detected by the sensor.</p>	<p>8. A. less longer B. and longer C. much longer D. NO CHANGE</p> <p>9. A. how clean B. much clean C. more clean D. NO CHANGE</p> <p>10. A. being washed B. being washing C. been washed D. NO CHANGE</p>
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**Part C – Joining sentences (10 marks, 2 marks each)**

Read each pair of sentences carefully and join them in order to create a grammatically correct sentence, using the word or phrase given in the brackets.

**Technology Enhances Teaching and Learning**

1. Students at the Owen School’s Strategy in the New Economy seminar enter a classroom. The classroom looks like any other, except that a projection system and video screen have been installed. (that)

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2. Teachers introduce more and more technology into the classroom. Teachers find it raises the quality of class discussion and involves students much more deeply in their own education. (as)

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3. Professor Tomarken says incorporating computers into class discussion can make extremely difficult courses much easier for students to grasp. Professor Tomarken teaches advanced statistics and methods classes. (who)

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4. There are books that tend to be too easy or too hard. There are books that tend to be just not broad enough in scope. (either ... or...)

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5. All the teachers interviewed believe technology has great power to influence their teaching. No one feels it fundamentally changes them as teachers. (while)

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## **Section 2—Reading Comprehension (30 marks)**

### **Part A—Everyday English (5 marks, 1 mark each)**

Read the following notices or signs and choose the best answer for each question.

1. “NEVER LEAVE LUGGAGE UNATTENDED.” What does this notice mean?
  - A. You must stay with your luggage at all times.
  - B. Do not let someone else look after your luggage.
  - C. Remember your luggage when you leave.
  - D. Your luggage should be left at home.
  
2. “NO DIVING. EXCEPT IN THE DEEP END OF THE POOL.” What does this notice mean?
  - A. The water is not deep enough for diving.
  - B. You must not swim when people are diving.
  - C. You must not dive where the water is shallow.
  - D. The water is too deep to dive in.

3. "TWO MEALS FOR THE PRICE OF ONE-- BURGER, FRIES AND DRINK!" What does this say?
- A. It's as cheap for two people to eat here as one.
  - B. Two people can choose whatever they want to eat and still pay less.
  - C. Special meals are twice the normal size.
  - D. Only burger, fries and drink are available today.
4. "THE WORKSHOP WILL BE HELD IN THE CONFERENCE HALL, NOT IN ROOM 413, DUE TO INCREASED ATTENDANCE." This notice means:
- A. There is not enough space in the conference hall.
  - B. Room 413 isn't big enough for the workshop.
  - C. Fewer people will attend the workshop.
  - D. If you want to attend the workshop, you have to go to both Room 413 and the Conference Hall.
5. "POUNDS AVAILABLE 7 DAYS PER WEEK. JAPANESE YEN: 24 HOURS' NOTICE ESSENTIAL."
- Travelers to Japan \_\_\_\_\_.
- A. can only exchange their money between Monday and Friday
  - B. must order their money in advance
  - C. can exchange their money on the day of departure
  - D. should exchange Yen with Pounds

**Part B—Short passage (7.5 marks, 1.5 marks each)**

Read the passage below and choose the best answer for each question.

When I injured my back I had to take a break from my running career. I decided to help women to develop the confidence to get out and run.

I decided to start a running club for women in my area because I was annoyed by the attitude of many race organizers. They complain about the lack of women in the sport but also use this as an excuse for not providing separate changing facilities.

I put up posters and 40 women, young and old, fit and unfit, joined. All of them were attracted by the idea of losing weight but I don't think they had really thought about running before. When or if they did, they had a picture of painful training. They didn't think of chatting and smiling while running in beautiful places, like by a river.

At first they ran for only a minute - now they can run for thirty minutes. They've also learned from other runners about diet and keeping fit in general.

I wanted to do something for women's running and I've had so much pleasure watching their



progress--almost as much as they've had themselves.

1. What is the writer's main aim in writing the text?
  - A. To describe good running methods.
  - B. To complain about race organizers.
  - C. To talk about women runners.
  - D. To describe her own running career.
  
2. What would a reader find out from the text?
  - A. The teaching skills of the writer.
  - B. The best kinds of places for running.
  - C. How runners can avoid injuring themselves.
  - D. The progress made by the women in the club.
  
3. What is the writer's opinion of the runners she trained?
  - A. They were too serious.
  - B. They were difficult to train.
  - C. They needed encouraging.
  - D. They couldn't develop their skills.
  
4. Why did the women join the running club?
  - A. To help them lose weight.
  - B. To meet other people.
  - C. To have a good time.
  - D. To become top runners.
  
5. Which of the following would be the best title for the club poster?
  - A. Athletics competitions: how to win
  - B. Keep fit by training hard
  - C. Discover the pleasure of running
  - D. Riverside Running Club for Women

### **Part C—Long passage**

Read the passage carefully and answer the following questions.

#### **What is good writing for children?**

The children's publishers will tell you they look for 'good writing'. What exactly do they mean?

Before you send a story you have written to any publisher at all, your severest critic ought to be you yourself. To have a chance of succeeding in the competitive market of children's fiction, you

should constantly be aware, every single time you sit down at your word-processor, of the need to produce 'good, original writing'. It's a difficult task, maybe, but one which hopefully we will help you to achieve.

To begin with, let us try to pin down exactly what publishers mean when they talk about 'good writing' for children. A useful starting point would be to take a look at some of the children's books which won literary prizes last year. Reading these books is one of the easiest and most enjoyable ways of: (a) finding out what individual publishers are publishing at the moment, and (b) learning a few tricks of the trade from well-established professionals. It goes without saying, of course, that slavishly copying the style and subject matter of a successful author is usually a recipe for disaster. Nor should you become downhearted after reading a particularly brilliant piece of work, and miserably think you will never be able to match up to those standards. Remember, overnight success is rare—most successful children's authors will have struggled long and hard to learn their trade. Read these books as a critic; note down the things you enjoyed or admired, as well as areas where you feel there was possibly room for improvement. After all, nobody is perfect, not even a successful, prize-winning author.

Possibly the toughest challenge is right at the youngest end of the age range—the picture book. The would-be author/illustrator is attempting to create an exciting story out of the narrow, limited, everyday world of a young child's experience—not easy at all. The whole storyline has to be strong enough to keep the reader turning the pages, yet simple enough to fit into a few pages. Another problem for the new picture-book author is that it can seem that every subject and every approach has been done to death, with nothing new left to say. Add to this the fact that printing costs are high because of full color illustrations, which means the publisher will probably want a text that suits the international market to increase sales, and a novel for ten-year olds, with hardly any pictures at all, starts to look much more inviting.

You would be forgiven for wondering if there are any truly original plots left to impress publishers with. But remember that, in many ways, it is the writer's own personal style, and intelligent handling of a subject that can change a familiar, overworked plot into something original and fresh. To illustrate this, read *The Enchanted Horse* by Magdalen Nabb. A young girl called Irina finds an old wooden horse in a junk shop, takes it home and treats it as if it was real. Soon it magically starts to come to life...Sounds familiar? The magic object that comes alive is a storyline that has been used in hundreds of other children's stories. So why does it succeed here? The answer is that Magdalen Nabb has created a strong, believable character in the lonely, unhappy heroine Irina, and the descriptions of her relationship with the wooden horse are poetic and touching.

So, to return to the question asked at the beginning: What exactly is 'good writing' for children? The answer is that it is writing which is fresh, exciting and unpredictable. And which gives a new and original angle on what might be a well-worn subject. But do not be put off if you feel that you simply cannot match up to all these requirements. While there is obviously no substitute for talent,

and the ability to come up with suitable ideas, many of the techniques for improving and polishing your manuscript can be learned.

**Choose the one best alternative from the four options A, B, C, and D. (1.5 marks each)**

1. For whom is this article written?
  - A. Children who want to read good fiction
  - B. Publishers who look for good children's stories
  - C. New writers who want to produce good children's books
  - D. Professionals who want to evaluate children's books
  
2. What do most successful children's authors have in common?
  - A. They did not get depressed by early failures.
  - B. They have learned how to be critical of other authors' work.
  - C. They find it easy to think of storylines that will sell.
  - D. They have worked hard to become well-known.
  
3. Why is the picture book the most difficult to write?
  - A. There is a limited range of subjects available.
  - B. Young children cannot follow their storylines easily.
  - C. The pictures need to be exciting.
  - D. Children want to be able to read it quickly.
  
4. What does "it" in Paragraph 5 refer to?
  - A. the magic object
  - B. the storyline
  - C. the wooden horse
  - D. the children's story
  
5. What conclusion does the writer of the text come to?
  - A. Anyone can learn to write a good story.
  - B. The subject matter is the most important consideration.
  - C. If you have natural ability, you can learn the rest.
  - D. Some published fiction is badly written.

Answer the following questions on information found in the article, using complete sentences. (2 marks each).

6. Why does the article advise people to look at prize-winning books as a starting point?

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7. What looks “more inviting” in Paragraph 4?

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8. What point does this article want to support by citing Magdalen Nabb’s *The Enchanted Horse*?

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9. Why is the book about Irina so successful?

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10. According to the last paragraph, what all should be considered important in producing “good writing for children”?

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### **Section Three – Writing (30 marks)**

Instructions:

**Choose ONE topic from below and write an essay of at least 200 words.**

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 marks. You **MUST** write the essay in the Answer Booklet provided and answers written elsewhere will receive **NO** marks. You may make your draft on the next page.

1. Some people believe that being happy is appreciating and liking what you have, instead of what you don't have. Yet, others believe that never being satisfied is the key to success. Which of the two attitudes do you support, and why?
2. It seems that every month, there is a cool new thing that everyone talks about on social media. In big cities, it is common to see a long line of people waiting to buy trendy new cakes or milk tea just so they can share a photo of themselves enjoying it on the WeChat. What is your view on such phenomena? Do you think that people go too far to get attention on social media?
3. US President Donald Trump once wrote on Twitter: "Sometimes by losing a battle you find a new way to win the war." How would you interpret his words and his viewpoint on winning and losing?