



澳門科技大學
MACAU UNIVERSITY OF SCIENCE AND TECHNOLOGY

**ADMISSION EXAMINATION 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 from the four options A, B, C and D to complete the passages.

E-mail (Order Confirmation):

To:	Joanna Spencer
Subject:	Order Confirmation - Order No. 981635
<p>Order Number: 981635 Order Date: 03/03/2019</p> <p>Dear Miss Spencer,</p> <p>Thank you for your order on Vibiotics.com If you have any questions about this order, please visit your account at Vibiotics.com where</p> <p>Among other things you can:</p> <ul style="list-style-type: none"> - <u>1</u> the status and order history. -Cancel items which have not entered the dispatch process. -Change e-mail address, customer name or password. <p>Your right to cancel:</p> <p>At www.vibiotics.com we want you to be delighted every time you shop with us. <u>2</u> though, we know you may want to return items. Please log on to read more about our>Returns Policy.</p> <p>Additional Information:</p> <p>Your order tracking information will <u>3</u> to you by email as soon as your items are ready for dispatch.</p> <p>Thank you for shopping at Vibiotics.com. We hope to see you again soon!</p> <p>Regards,</p> <p>Customer Services www.vibiotics.com</p>	

- | | | | |
|------------------|---------------|----------------|-----------------|
| 1. A. Check | B. Send | C. Cancel | D. Return |
| 2. A. Generally | B. Frequently | C. Fortunately | D. Occasionally |
| 3. A. be reached | B. be sent | C. be sending | D. be reaching |

Announcement: Call for Contestants

Best In English

The Best In English contest is a unique English language competition opened to all high schools in the world. The test is structured for high school/secondary school students aged between 15 and 19.

The competition will 4 on 30th of November 2019, between 9 and 11 AM. The exact time of the beginning of the test is up to you, however, the whole school/all students shall start at the same moment.

You can register your school right now 5 the online form. Registrations will be closed on 27th of November 2019.

For the upcoming contest we have prepared your own BIE profile account which is created automatically upon your registration. The profile serves 6 the main source of information for you and will contain important and useful tools. Your automatically generated School ID is highlighted there as well.

Students will fill out their personal data directly on the test page 7 they will also enter the School ID.

In 2018 a total of 17 612 students from 750 schools joined the competition coming from 29 countries.

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|----|---------|---------------|-------------|----------------|
| 4. | A. take | B. take place | C. be place | D. be in place |
| 5. | A. use | B. to use | C. using | D. used |
| 6. | A. for | B. being | C. like | D. as |
| 7. | A. that | B. which | C. where | D. when |

Tips for Taking Medicines Safely

Taking Medicines Safely

Here are some tips to help you take your medicines safely:

- **Follow instructions.** Read all medicine labels. Make sure to take your medicines the right way. For example, don't use a cough and cold syrup 8 you only have a runny nose and no cough.
- **Use the right amount.** Don't take a larger dose of a medicine thinking it will help you more. It can be very dangerous, 9 deadly. And, don't skip or take half doses of a prescription drug to save money.
- **Take medicine 10.** Some people use meals or bedtime as reminders to take their medicine. Other people use charts, calendars, or weekly pill boxes. You can also set timers and write reminders to take your medication.
- **Turn on a light.** Don't take medicine in the dark; otherwise, you might make a mistake.
- **Report problems.** Call your doctor right away if you have any trouble with your prescription or over-the-counter medicine, or if you are worried that it might be doing more harm than good. There may be something else you can take.
- **11 drinking alcohol.** Some medicines may not work correctly or may make you sick if alcohol is in your body.
- **Check before stopping.** Take prescription medicine until it's finished or until your doctor says it's all right to stop. Note that some medicines are supposed to be taken only "as needed."
- **Don't share.** Do not take medicines prescribed for 12 person or give yours to someone else.

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|-----|------------|------------|--------------|------------|
| 8. | A. whether | B. while | C. if | D. unless |
| 9. | A. more | B. even | C. cause | D. causing |
| 10. | A. in time | B. on time | C. at times | D. as time |
| 11. | A. Try | B. Enjoy | C. Avoid | D. Work |
| 12. | A. another | B. others | C. the other | D. other |

Dialogue

Jasmine: Hi, Jane. Why weren't you at school today?

Jane: I'm sick. When I 13 this morning, my throat hurt and I had a headache.

Jasmine: Did you go to the doctor?

Jane: Yes, he told me I might have the flu, 14 I should stay home in bed for a couple of days.

Jasmine: Lucky you. You know what we did in class? Mr. Fin gave us a quiz. It was very difficult.

Jane: I guess I should be thankful I got away with the quiz. Anything interesting happened at school today?

Jasmine: It wasn't much fun today at school. Rachel fell down the stairs and 15 her leg during lunch.

Jane: How horrible. I hope it's not too serious.

Jasmine: It was bad, but she should be alright in a few weeks.

Jane: Thanks for coming by and saying hi.

Jasmine: You are welcome. Hope to see you at school soon.

13. A. wake up B. awoke up C. waken up D. woke up

14. A. but B. for C. so D. because

15. A. broken B. break C. breaking D. broke

Part B –Cloze passage (15marks, 1.5 marks each)

Read the passage below. Choose the most appropriate answers from the four options A, B, C and D to complete the passage.

The Care Home Residents Proving It's Never Too Late To Learn a New Language¹

When a notice appeared advertising 1 classes in Dundonald House care home in Ayrshire, Mari Dougan was surprised her parents were interested in attending.

Dougan's mum, Patricia, has lived at the home for two years, and has had dementia (a brain disease that leads to loss of thinking, remembering, and reasoning skill) for the past nine, losing most of her speech. 2 this, the course was something she and her husband, Eric, could do together, and the whole family has noticed a change in her. "I think Dad decided he'd take Mum purely for her benefit," says Dougan. "But he loved it just 3 she did. After they did the French course, they did Italian. It became the highlight of their week. Mum knows she's there, she's joining in and she'll pick up the pen and answer back the odd word – that's huge. She's much more animated since 4 to the classes."

The language classes are the brainchild of entrepreneur Robbie Norval, 5 started Lingo Flamingo in 2015 to provide lessons for 6 adults. The social enterprise employs 35 tutors who work in care homes and community centres across Scotland. So far, it has worked with more than 800 people.

Courses in French, Italian, German and Spanish typically run in blocks of 10 weeks for an hour a week. Norval says 7 has not always been easy. "When you initially tell people you teach language learning in care homes, they say 'why on earth would you do that?'. 8 that opinion is changing."

Working with Thomas Bak, an established psychologist from Edinburgh University, has been key to

¹ Adapted from <https://www.theguardian.com/society/2018/jul/25/care-home-residents-learn-new-language>

building 9. Bak's research into dementia over 20 years has found that people who are bilingual develop the condition up to four years later than those who are monolingual. There are also better cognitive outcomes for people who have had a stroke. "The term used is cognitive reserve," says Bak. 10 means that people who have a stroke are better able to cope. "If your brain is better interconnected, better trained ... you might still get dementia but you'll cope with it a bit longer," he says.

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|-----|--------------------|----------------------|-----------------------|---------------------------|
| 1. | A. computer | B. French | C. online | D. master |
| 2. | A. Even | B. Although | C. Despite | D. In spite |
| 3. | A. more than | B. as much as | C. not as | D. much more |
| 4. | A. she goes | B. she did go | C. she's been going | D. she going |
| 5. | A. who | B. where | C. which | D. when |
| 6. | A. young | B. healthy | C. older | D. younger |
| 7. | A. run the courses | B. go to the courses | C. running the course | D. to running the courses |
| 8. | A. Thankfully | B. Typically | C. Unfortunately | D. Quickly |
| 9. | A. classrooms | B. care homes | C. fortune | D. credibility |
| 10. | A. Which | B. These | C. Who | D. This |

Part C –Joining sentences (10 marks, 2 marks each)

The paragraph below extends the text in Part B – Cloze passage, and is divided into five pairs of sentences. Read each pair of sentences carefully, choose from the four options (A, B, C and D) the best one that grammatically and logically joins the two sentences into one single sentence, and make sure the general argument fits and complements the text of Part B.

(1) Learning a language increases cognitive performances. Learning a language really increases wellbeing and self-confidence. (2) People aren't bilingual. People learning a language in later life has benefits. (3) Bak says "If anything, it becomes more important with age." Bak adds that what is particularly valuable about language learning is the variety of tasks involved. (4) Many care homes had reservations and concerns. None of the concerns actually happened. (5) Norval has also had to challenge preconceptions about learning languages. These preconceptions include that it is hard, or not something for working class people.

1.
 - A. Apart from learning a language really increases wellbeing and self-confidence, and cognitive performances.
 - B. Cognitive performances, apart from learning a language, really increase wellbeing and self-confidence.
 - C. Apart from cognitive performances, learning a language really increases wellbeing and self-confidence.
 - D. Learning a language really increases cognitive performances apart from wellbeing and self-confidence.

2.
 - A. For people who aren't bilingual, even learning a language in later life has benefits.
 - B. For people who aren't bilingual, learning a language even in later life has benefits.
 - C. People who aren't bilingual, even for learning a language in later life has benefits.
 - D. Even for people who aren't bilingual, learning a language in later life has benefits.

- 3 A. "If anything, it becomes more important with age," Bak says, adding that what is particularly valuable about language learning is the variety of tasks involved.
B. Says "If anything, it becomes more important with age," Bak adding that what is particularly valuable about language learning is the variety of tasks involved.
C. Bak saying "If anything, it becomes more important with age," adding that what is particularly valuable about language learning is the variety of tasks involved.
D. "If anything, it becomes more important with age," Bak says, what is particularly valuable about language learning is the variety of tasks involved, adding that.
- 4 A. Many care homes had reservations and concerns, which of none actually happened.
B. Many care homes had reservations and concerns, which of none actually did happened.
C. Many care homes had reservations and concerns, none of which didn't actually happen.
D. Many care homes had reservations and concerns, none of which actually happened.
- 5 A. Including Norval has also had to challenge preconceptions about learning languages that it is hard, or not something for working class people.
B. Norval has also had to challenge preconceptions about including learning languages, that it is hard, or not something for working class people.
C. Including Norval, learning languages has also had to challenge preconceptions that it is hard, or not something for working class people.
D. Norval has also had to challenge preconceptions about learning languages, including that it is hard, or not something for working class people.

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 from the four options A, B, C and D for each question.

1. "DOGS MUST BE KEPT ON LEADS." What does this sign mean?
A. You can let your dog run about.
B. You must tie your dog to a post.
C. You must keep your dog under control.
D. Dogs must follow you everywhere.
2. "RESTAURANT—FREE PARKING AT REAR." This sign means that you can _____ for free.
A. park behind the restaurant
B. park in front of the restaurant
C. park next to the restaurant
D. park inside the restaurant
3. "HALF PRICE FOOTBALL SHIRTS—SALE MUST END THIS AFTERNOON" What does this notice mean?
A. You can play football cheaper this afternoon.
B. This is a sale for football shirts starting this afternoon.
C. It is cheaper to buy football shirts today than tomorrow.
D. If you buy football shirts in the afternoon, you can always have a 50% discount.

4. "DRIVERS BREAKING DOWN IN THE TUNNEL MUST TURN ON THEIR WARNING LIGHTS." What does this sign mean?
- A. Use warning lights at all times when driving through the tunnel.
 - B. Tunnel warning lights will be turned on if a car has broken down.
 - C. Switch on warning lights if you get hurt in the tunnel.
 - D. Switch on warning lights if your car breaks down in the tunnel.
5. "PATIENTS WITH APPOINTMENTS RING ONCE AND ENTER. THOSE WITH ENQUIRIES RING TWICE AND ENTER." What does this notice mean?
- A. To make an appointment, ring once and enter.
 - B. You should ring twice and enter unless you have an enquiry.
 - C. Call once if you want to make an appointment and call twice if you want to ask for information.
 - D. Ring once if you have an appointment and twice if you don't.

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

Read the passage below and choose the best answer from the four options A, B, C and D for each question.

The First Skyscrapers

The term 'skyscraper' has been used in a number of ways over the years: an ornament on the top of a building, a high-flying bird, a very tall man and a sail at the top of a mast. At the end of the nineteenth century, the word was used to refer to buildings of ten stories or more. Later, a lift was used to take people up to the higher floors, as in the most famous skyscraper, the Empire State Building.

During the middle ages, the people who lived in the cities of northern Europe began to build great cathedrals. Tall spires were added to make these churches higher and bring them closer to heaven.

In the nineteenth century, as cities grew more crowded with people looking for work, the value of land rose. New businesses were starting and in order to make room for offices on a small plot of land, it was necessary to build higher. But the problem was that to put up a stone building of such height, the walls on the ground floor would have to be more than two meters thick to hold the weight of the building. So another material was required to make skyscrapers possible.

About this time, three buildings were put up that used iron or steel to support great weight with safety. They were the Crystal Palace in London, the Eiffel Tower in Paris and the Brooklyn Bridge in New York. From then on, architects started to experiment with buildings that had steel frames. Today, the tallest skyscrapers are a hundred stories or more, compared to the first 10 stories skyscrapers, which seem tiny.

1. The text gives information about _____.
- A. the most famous skyscrapers in the world today
 - B. the people who designed skyscrapers
 - C. why skyscrapers were needed
 - D. how skyscrapers are built today

2. In the past, the word 'skyscraper' had _____.
 - A. only one meaning
 - B. different meanings
 - C. the same meaning as today
 - D. been used wrong

3. In the middle ages, they built tall churches because _____.
 - A. they were more beautiful
 - B. they were like heaven
 - C. they took in more people
 - D. it felt like approaching God

4. Why were taller buildings necessary in the nineteenth century? Because _____.
 - A. they were cheaper
 - B. land was expensive
 - C. they made better offices
 - D. there was too much iron or steel

5. What was the problem with making tall buildings with stone?
 - A. It was an expensive material.
 - B. It was too heavy.
 - C. There wasn't enough stone.
 - D. It wasn't strong enough.

Part C—Long passage (17.5 marks, 1.5 marks each for 5 multiple choice questions and 2 marks each for 5 open-ended questions)

Read the passage carefully and answer the following questions.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as laborers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr. S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high

grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realized the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the center of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

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

1. As he travelled, the writer regretted his choice of _____.
A. seat B. clothes C. career D. means of transport

2. What had surprised the writer about the job?
A. There had been no advertisement.
B. He had been contacted by letter.
C. There was an invitation to tea.
D. He had been selected for interview.

3. The writer uses the phrase 'I had grabbed the lifeline' in Paragraph 3 to show that he felt _____.
A. confident of his ability
B. ready to consider any offer
C. cautious about accepting the invitation
D. forced to make a decision unwillingly

4. What did the writer find unusual about Darrowby?
A. the location of the bus stop
B. the small number of shops
C. the design of the square
D. the lack of activity

5. How did the writer's attitude change during the passage?
- A. He began to feel he might like living in Darrowby.
 - B. He became less enthusiastic about the job.
 - C. He realized his journey was likely to have been a waste of time.
 - D. He started to look forward to having the interview.

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

1. What outfit did the writer wear and why did he wear it?

2. What did the writer's friends who had qualified with him do when the writer got the interview opportunity?

3. What impression had the writer previously had of Yorkshire?

4. Which two sentences describe how the writer exactly felt when he found Darrowby beautiful?

5. How did the writer recognize Skeldale House?

Section 3—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.

1. Many people agree with the saying that “a penny saved is a penny earned”. But some think that only those who know how to spend their money can master the ability to make a fortune. Which point of view do you support? Why?
2. How important do you think lifelong learning is?
3. In the past, people made predictions that seemed silly at the time but later came true. For example, in 1865 the writer Jules Verne was laughed at for imagining a man on the moon. Do you have any incredible predictions that seem ridiculous now but might come true one day?