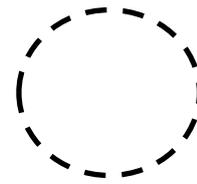




旅遊學院
INSTITUTO DE FORMAÇÃO TURÍSTICA
Institute for Tourism Studies

Seat Number:



ADMISSION EXAMINATION 2017/18

CHINESE PROGRAMME

5 March 2017

19:00 – 21:00

ENGLISH

KEY

Time allowed: **2 hours**

Instructions:

- Follow instructions to every question carefully.
- Do not use a dictionary.
- Write all answers using a pen in this **Examination Booklet**.

Applicant Number: AP17- _____

Part	A	B	C	D	E	F	Total
Marks	26	10	10	14	20	20	100
Scores							

This Examination Booklet contains 11 pages including this one.

Part A: Multiple Choice (26 marks)

Choose the best answer to complete the following blanks. **Circle** the letter (a, b, or c) that represents the choice.

1. (1) you tell me who that lady over there is, please?
a. Can
b. Should
c. Must
2. This is one possible solution to the problem. (2), there are others.
b. However
a. Therefore
c. Because
3. We need to wait (3) the bus to get here.
a. for
b. at
c. before
4. Would you (4) changing seats with me, so I can sit next to the window?
a. mind
b. think
c. like
5. (5), I would not hesitate to help him.
c. If I were you
a. If I was you
b. If I would be you
6. A large (6) of sheep died last week because of the storm.
b. number
a. amount
c. farm
7. I asked Mrs. Watson (7) solve the problem.
c. how she was going to
a. how she would be
b. how she does
8. John (8) a great musician. It is a pity that he does not play anymore.
b. used to be
a. was used to being
c. got used to be
9. (9) to the cinema alone is enjoyable for Mr. Holmes.
c. Going
a. Attending
b. Seeing
10. The teacher went into the classroom and (10) that some of the students were fighting.
b. saw
a. see
c. seen
11. Pollution creates (11) problems.
b. environmental
a. environment
c. environmentally
12. The baby started crying (12) the mother left the house.
c. as soon as
a. no sooner
b. very soon
13. (13) of these boys is in your English class?
a. Which
b. Who
c. Whom
14. My parents always say that I won't be successful (14) I work hard.
a. unless
b. since
c. therefore

15. John is interested **_(15)_** learning Korean.
a. in
b. on
c. to
16. Would you like **_(16)_** to drink, Helen?
a. nothing
b. things
c. anything
17. I **_(17)_** the same mobile phone since 2010.
a. used to have
b. had
c. have had
18. **_(18)_** the better team, we lost the match.
a. Despite being
b. Despite of being
c. Despite the fact being
19. The students **_(19)_** if the final exam would be difficult.
a. wonder
b. wondered
c. wondering
20. Our neighbours informed us that **_(20)_** house will be for sale next month.
a. they're
b. their
c. there are
21. Myla doesn't like meat, **_(21)_** she eats fish.
a. but
b. despite
c. or
22. I am looking forward **_(22)_** you.
a. on meeting
b. in meeting
c. to meeting
23. Please **_(23)_** your phones.
a. put away
b. put up
c. put in
24. Would you like **_(24)_** for lunch?
a. joining us
b. to join us
c. join
25. The hotel guests **_(25)_** an extra bed.
a. requested
b. replied
c. repeated
26. **_(26)_** she was sick, she missed many of the class lectures.
a. Therefore
b. Because
c. Thus

Part B: Spotting Errors (10 marks)

Read the sentences below and look carefully at the underlined words or phrases. Spot the error in each item by **circling** the letter below the underlined word/phrase chosen.

Example:

Question: When I first came to Macau in 1995, I eat a pork bun and I instantly loved the taste.

a b c d

The answer is “c”, so you should circle (c)

1.	Today, I was <u>surprising to receive</u> an email <u>from</u> my old <u>primary</u> school. a b c d
2.	The email was <u>sended</u> to inform me that my <u>former</u> principal, Mr. Choi, <u>will be retiring</u> <u>next week</u> . a b c d
3.	Students of the <u>school</u> , old and new, <u>will</u> be sending him a <u>present</u> to mark an occasion. a b c d
4.	All <u>those</u> who <u>has</u> contributed <u>towards</u> the gift will sign their names <u>on</u> a large card. a b c d
5.	This gift, and the card signed <u>by</u> current and former students, <u>will be sent</u> <u>at</u> the <u>principal's home</u> . a b c d
6.	We shall all <u>remember</u> Mr Choi for <u>her</u> patience and <u>understanding</u> and for the encouragement he gave us <u>when</u> we went so unwillingly to school. a b c d
7.	<u>Many</u> former students <u>attended a farewell</u> dinner <u>in</u> his honour next Thursday. a b c d
8.	It is an <u>interested</u> coincidence that the day before his <u>retirement</u> , Mr. Choi <u>will have been</u> teaching <u>for</u> a total of forty years. a b c d
9.	After his <u>retirement</u> , he <u>will devote</u> himself to painting, <u>that</u> will be an <u>entirely</u> new hobby for him. a b c d
10.	However, <u>this</u> does not matter; <u>as</u> he <u>has often remarked</u> , one is <u>ever</u> too old to learn. a b c d

Part C: Cloze Passage (10 marks)

Choose the best answer from the options listed below to complete the passage. **Circle the letter (a, b, or c) that represents the choice.**

Teenagers in the UK will be learning to cook in schools again. The idea is to encourage healthy eating to 1 the country's obesity problem. The government is afraid that people are losing basic cooking and food preparation skills because parents feed instant meals and fast food to 2 children.

In the past, cooking was a major subject in English schools - even if it was mainly aimed at girls. In recent years, cooking 3 less and less important in schools. In many cases, the schools themselves have stopped cooking meals in their kitchens. 4, the rising level of obesity has led to a discussion about the food that children should eat and the skills they should learn.

School principals want to teach young people 5 cook simple dishes like spaghetti bolognaise, curry or fried noodles. With that knowledge, they 6 at home later in life and experiment with the recipes.

The new lessons are due to start soon, but some schools without kitchens will have more time to 7. Moreover, it is unlikely that there will be enough teachers with the right skills because in the past courses 8 food technology rather than practical cooking. Also, the lessons for hands on cooking will only be one hour a week for one semester.

The recent interest in cooking is mostly a response to the large number 9 overweight people in Britain. At the moment, British people are among the heaviest in Europe, and according to the government, half of all Britons will be obese 10 twenty-five years if the situation doesn't change.

(Adapted from BBC Learning English,

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2008/01/080123_cooking.shtml)

-
- | | | |
|---|---|--|
| 1. a. solve
b. deal
c. suggest | 5. a. when to
b. where to
c. how to | 8. a. focus on
b. having focused on
c. focused on |
| 2. a. there
b. their
c. them | 6. a. should cook
b. are allowed to cook
c. can cook | 9. a. for
b. among
c. of |
| 3. a. became
b. has become
c. was becoming | 7. a. explain
b. prepare
c. solve | 10. a. in
b. at
c. on |
| 4. a. Although
b. Or
c. However | | |

Part D: Reading Comprehension I (14 marks)

Read the following passage carefully and choose the best answer for each question.

The buying and selling of spices was an ancient commercial activity. It involved the trading of spices, incense and herbs between Asia, Africa and Europe. Throughout history, spices have been as valuable as gold and silver. [Para. 1]

Pepper was once so valuable that it could be used to pay the rent. Pepper, along with other spices such as cinnamon, cloves and nutmeg, was such a hot **commodity** five centuries ago that people sailed across oceans searching for new routes to the spice-rich areas. [Para. 2]

**(Question 2)**

Spain and Portugal spent much of the 16th century fighting over cloves, while England and the Dutch fought over nutmeg in Indonesia. Full of nutmeg trees, a tiny island called Run became the world's most valuable real estate for a time in the 1600s, when England gave it up to the Netherlands in an agreement between the two countries. In exchange for Run, the Netherlands gave up some colonies including what is now known as Manhattan. [Para. 3]

By that time, European outposts already formed a ring around the Indian Ocean, bringing enormous wealth to their home countries. The world's first type of globalisation had begun, all for a more flavourful dinner. [Para. 4]

Spices are used in different forms – whole, chopped, ground, fried and as topping. Lighter spices are added last, and spices with a strong flavour should be added first. Spices and herbs are used for medicine too. [Para. 5]



Circle the best answer for each of the following questions. (2 marks each)

1. According to the passage, the spice trade (1).
 - a. was not important in the 16th century
 - b. refers to the global trade in goods like pepper
 - c. is a new way to prepare food

2. Choose a suitable heading for paragraph 3:
 - a. Examples of spice trade deals made between countries
 - b. Types of spices traded in the 1700s
 - c. Why pepper is so expensive

3. The best title for the reading passage would be (3).
 - a. Why Spices are Important
 - b. Healthy Herbs and Spices
 - c. The Global Spice Trade

4. The word **commodity** in paragraph 2 means:
 - a. A place where spices are found
 - b. A good that can be bought and sold
 - c. Something that is expensive

5. According to the passage, spices that have a strong flavour (5).
 - a. must not be used
 - b. are added last to a dish
 - c. should be added first

6. Spices mentioned in the passage include (6).
 - a. Nutmeg and cloves
 - b. Garlic and onions
 - c. Gold and silver

7. In the passage, the author mentions that (7).
 - a. many places were damaged by the spice trade.
 - b. the spice trade was a form of globalisation.
 - c. trading in spices was a peaceful activity.

Part E: Reading Comprehension II (20 marks)

The art of cross-cultural gift-giving

By Pamela Eyring

Adapted from: Reuters Lifestyle (2010) *Modern Etiquette: The art of cross-cultural gift giving*. Retrieved from: <http://www.reuters.com/article/us-etiquette-gifts-idUSTRE67M1XE20100823>

These days, many business people know they need to think about cultural differences when building international relationships. One part of relationship building is the art of international gift-giving. In many places such as in North America or the UK, gift-giving is not common in business. In fact, gift-giving could be seen as a form of corruption. However, in many countries such as Japan, gift-giving is considered polite and is important for business relationships. [Para.1]

Business gifts serve many purposes. They are used to build and maintain relationships, to show respect and appreciation or to improve the image or reputation of a company. [Para.2]

Here are the basic **dos** and **don'ts** about gift-giving:

1. Make it *appropriate*. A business gift is about your relationship. It should reflect your understanding of the receiver's culture and the value you place on the relationship. By taking time to research the traditions and customs of the receiver's home country, you will avoid embarrassment or rudeness. For example, never give a Jewish or Muslim colleague food items made from pork. [Para.3]

Avoid expensive gifts. Some companies even place limits on the value of what employees may accept in order to avoid the appearance of bribery. Presenting an expensive gift may put your business associate in the difficult position of not being able to accept it. [Para.4]

2. Make it *portable*. Make sure whatever you give is easy to carry and can pass through airport security without problems. That means no sharp objects or weapons, even decorative ones. Avoid fresh foods and plants completely. Also provide a carrying bag or package to make handling your gift easy. [Para.5]

3. Make it *relevant*. Locally made items from your region and culture are a nice way to provide a remembrance of a trip. Items that bear your company logo are common gifts but may be considered cheap in some cultures. The care and thought in selecting a gift show the value you place on the relationship. [Para.6]

Lastly, give careful thought to how your gift is presented. Different cultures have different ways of gift giving -- using only your right hand or using both hands, for example. Others have strong traditions about accepting a gift. In Singapore, for instance, it is normal to politely refuse a gift several times before finally accepting it. The receiver never opens a gift in front of the giver because that looks greedy. Understanding these traditions and customs, as well as taking time to choose an appropriate gift, will help you to avoid any awkwardness or embarrassment as you try to build a better business relationship. [Para.7]

Use the information in Paragraphs 1 & 2 to choose the best answer for the questions below by **circling** the correct letter: a, b, c or d. (2 marks each = 6)

1. What is the writer’s **main** topic?
 - a. Choosing appropriate wedding gifts
 - b. Choosing appropriate birthday gifts
 - c. Gift-giving in international business
 - d. Gift-giving in Singapore and Japan

2. In Para. 1 the writer says “...gift-giving could be seen as a form of corruption”. What other word from the passage could replace corruption?
 - a. value
 - b. bribery
 - c. rudeness
 - d. remembrance

3. According to this writer, WHY do people need to think carefully about gift-giving?
 - a. Gift-giving is not common.
 - b. Gift-giving is only part of international relationships.
 - c. People give gifts to show respect and appreciation or to improve the image of a company.
 - d. People from different places think differently about gift-giving in business.

Write your answer “T” for True or “F” for False in the box at the end of the sentence. (2 marks each = 6)

4. A costly gift is necessary to show your friendship with your business associate. F

5. It is **ALWAYS** a good idea to give business gifts with your company’s logo or name on them. F

6. In Singapore, you should **NOT** open any gifts you get in front of the person who gave it to you. T

Answer the questions below **IN COMPLETE SENTENCES** and **IN YOUR OWN WORDS** but using the information in the passage to support your answer. (4 marks each = 8)

7. According to this writer what should business people ALWAYS do to avoid embarrassment or problems when giving gifts?

7[sample answer]
 The gift giver should take the time and make the effort to understand the culture and traditions of the person who will be getting the gift to select a suitable gift and avoid any unintended embarrassment or problems.

8. The writer gives 3 suggestions for choosing gifts: *Make it appropriate, make it portable and make it relevant.* Which one of these suggestions do YOU think is most important and WHY?

8 [Answers will vary but the sentences needs to justify their choice. References will be from paragraphs 3, 5 or 6, probably mostly from 3 or 6.]

Answer quality	Score/4
<ul style="list-style-type: none"> answer with relevant content and clear support from the text, written grammatically in candidate's own words. 	4 marks
<ul style="list-style-type: none"> answer with relevant content and clear support from the text, & minor grammar errors. correct sentence/phrase copied from text with own explanation. 	3 marks
<ul style="list-style-type: none"> general answer, lack support; grammatical answer with good support; some grammatical errors causing difficulty in understanding correct sentence/phrase copied from text 	2 marks
<ul style="list-style-type: none"> an attempt with effort, key words present, but largely incomprehensible. 	1 mark
<ul style="list-style-type: none"> wrong answer no attempt 	0 mark

Part F: Writing (20 marks)

Write a short essay on ONE of the given topics. Provide details and support your idea with your own life experience. You should aim to write at least 120 words.

Make sure to write in complete sentences and in paragraph form. Pay attention to sentence structure, grammar and vocabulary.

1. Describe a place that you like to go to in your free time. Explain why you like going there.
2. Some people believe that children below 12 years old should not have a smartphone. Do you agree or disagree? Why?

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