

- Thí sinh **KHÔNG** được sử dụng tài liệu, kể cả từ điển.
- Giám thị coi thi **KHÔNG** giải thích gì thêm.

Họ và Tên thí sinh:	Điểm bài thi
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I. LISTENING (2.0 points)

Part 1: For questions 1 – 5, listen to two colleagues, Tina and Harry, talking about the problems of traffic congestion in their city, and decide whether the opinions are expressed by only one of the speakers or whether the speakers agree.

Write: **T** for **Tina**,
H for **Harry**,
B for **Both** of the speakers.

- Personal experience suggests that the new bus-lane system has been ineffective in reducing traffic congestion.
- The bus-lane system may eventually encourage increased use of the buses.
- People resent the idea of losing the freedom that the motor car represents.
- Some people have more reason to depend on their cars than others.
- By organising our everyday lives better, we would all cut down on car journeys.

Your answers:

1.	2.	3.	4.	5.
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Part 2: For questions 6 – 10, listen to talk about the effects of climate change and match each number (6 – 10) in Column I with one letter A – H in Column II to make a correct statement according to what is stated or implied by the speaker. Write your answers in the corresponding numbered boxes provided.

Column I	Column II
6. Housing shortages 7. Blackouts 8. Emission pledges 9. Hunger and famine 10. Droughts	A. escalate as extreme weather devastates small-scale farmers once vital to the global food supply. B. affect more children than ever, especially in regions where forest fire smoke is a recurring threat. C. prompt islands, such as the Maldives, to create floating structures for living and services. D. await those forced into urban areas by relentless destruction from unpredictable weather. E. have spread across many areas, largely due to the increasing frequency of extreme heat waves. F. strike places like the southwestern US more often, for longer periods, and with greater severity. G. remain unmet as many governments lack the will or capacity to implement their commitments. H. lead to increased cases of dehydration, heatstroke, and physical exhaustion.

Your answers:

6.	7.	8.	9.	10.
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Part 3: For questions 11 – 15, listen to an interview with a historian. Write the letter A, B, C, or D in the numbered boxes provided to indicate the correct answer to each of the following questions according to what you hear.

- The settlement at Dimini is especially interesting because
 - it dates back to the Neolithic period.
 - it includes a large, central building surrounded by smaller ones.
 - it is surrounded by a series of stone walls.
 - it is the oldest example of an organised community in Greece.
- The two theoretical reconstructions of the site
 - are based on different interpretive models.
 - assume that the central building was a castle.
 - were influenced by the writings of Homer.
 - were formulated at roughly the same time.
- According to Professor Pretz, Chourmouziadis' interpretation
 - is convincing and provides insight into how the settlement worked.
 - is based on evidence of social and economic activity in the settlement.
 - is persuasive but the thinking behind it is open to question.
 - is too simple and generic to be of any real value to historians.

14. The main difference between the two theories regarding Dimini is that
- A. they disagree about the settlement's social system.
 - B. they disagree about the function of the central building.
 - C. they disagree about the economic function of the settlement.
 - D. the historians were inspired by different authors.
15. Professor Pretz
- A. thinks historians should pay more attention to the social, historical and cultural influences of the period.
 - B. suggests that the study of the past is affected by influences in the historian's own society.
 - C. proves that some historians are entirely subjective in their approach to the study of the past.
 - D. implies that the interpretations of the settlement at Dimini are unrealistic.

Your answers:

11.	12.	13.	14.	15.
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Part 4: For questions 16 – 20, listen to a piece of news and complete the following sentences. Write NO MORE THAN THREE WORDS taken from the recording in each gap. Write your answers in the provided space.

The secrets of the deep ocean

Immensely as it expands over the Earth, the majority of the ocean remains an (16) to humans.
 It has become progressively practical to enter the formidable territory of the ocean thanks to technological advances like (17)
 Apart from billions of cubic kilometers of water and fish in the depths of the ocean, there also exist alien species, many of which will disintegrate once captured.
 Down in the abyssal depth, the scientists discovered a crustacean species inhabiting (18) with remains of plastic in its body.
 The ocean is home to (19), which produce the majority of oxygen, and makes climatic conditions on Earth conducive to life.
 Unbeknownst to us, the ocean is wielding influence on every Earthling by sustaining the (20) of the planet.

Your answers:

16.	17.	18.	19.	20.
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II. LANGUAGE IN USE (2.0 points)

Part 1: For questions 21 – 30, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the numbered boxes provided.

Many cinematic classics of (21) cultural significance owe their existence to favours, connections, or the director simply being (22) This traditional system for movie financing (23) in privilege is not only unfair, it also has the serious (24) of overlooking new and unknown talent.

Now, with the growth of crowdfunding, it's becoming the (25) to pursue funding via the Internet. Through crowdfunding, directors and writers can (26) their ideas straight to audiences who can then choose a project and donate money (27) Experts and media commentators have (28) crowdfunding's success to an audience's natural ability to (29) if an idea will be a hit or not. (30), there's no guarantee that a crowdfunded film will become a blockbuster, but one thing is for sure: involving audiences in the process can only be a good thing!

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|---|---------------------------|---|-----------------|
| 21. A. enduring | B. lingering | C. unabating | D. unceasing |
| 22. A. at the right time in the right place | | B. in the right place at the right time | |
| | C. right time right place | D. right place right time | |
| 23. A. entrenched | B. embedded | C. rooted | D. implanted |
| 24. A. snag | B. fault | C. flaw | D. blemish |
| 25. A. standard | B. benchmark | C. exemplar | D. norm |
| 26. A. toss | B. pitch | C. establish | D. propel |
| 27. A. proportionately | B. correspondingly | C. accordingly | D. respectively |
| 28. A. attributed | B. assigned | C. accounted | D. applied |
| 29. A. reason | B. sense | C. notice | D. read |
| 30. A. Admittedly | B. Conceivably | C. Assuredly | D. Inexorably |

Your answers:

21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
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Part 2: For questions 31 – 35, read the passage, then fill in each of the numbered spaces with the correct form of the words given in the box. Write your answers in the numbered boxes provided. There are FIVE words that you do not need to use.

ACT	PRIOR	INDICATE	RECORD	STATISTICAL
HEAVE	LAND	FIX	MATCH	LAG

Andy Leek’s escape to Argentina from Britain’s soaring rents is no doubt extreme. But the fact that this relatively successful artist feels he is better off paying transatlantic air fares than stumping up for ever-rising landlord demands is (31) of a crisis that only ever seems to get worse.

Polls show 23% of voters now rank housing as the most important issue facing the country, up from 14% at the December 2019 general election. More people now rate it as a (32) than crime or the environment, according to YouGov. Yet little is done.

The historic rises in private rents recorded by official (33) this week confirmed the pain renters are already feeling in their wallets. Across England, renters are paying £107 more a month on average compared with a year earlier, and it is almost double that in London. Private rents keep rising faster than inflation and far above pay rises, driven in part by the continued high cost of borrowing for landlords but also the chronic (34) of supply and demand.

The constant rent increases are causing (35) for families who face no choice but to move somewhere cheaper, often again and again. The financial cost of these unwanted moves by renters has been estimated at more than £500m a year by the housing charity Shelter.

Your answers:

31.	32.	33.	34.	35.

Part 3: The passage below contains FIVE mistakes. For questions 36 – 40, UNDERLINE the mistakes and WRITE THEIR CORRECT FORMS in the numbered boxes provided.

Swissair, founded in 1931, flew passenger routes in Europe through the 1930s and 40s and was soon well established. From 1947, when it began flying to New York, South Africa, and South America, the airline quickly became a hugely successful company - too much so that by the early 1970s, it was known as ‘the flying bank’ and was considered so stable and reliable that it came to be regarded as a national symbol of Switzerland.

By the late 1970s, consequently, the airline business had become more competitive, and in the early 80s, Swissair began to miss its edge. In an article entitled, ‘The grounding of the “flying bank”’, management experts Aaron Hermann and Hussain G. Rammal suggest that groupthink took over at Swissair in the late 1980s, when the size of the company's board was reduced. We believe that at the heart of the problem was the fact that the directors who remained not only all came from similar backgrounds but also lacked any airline industry experience. There were two clear signs of groupthink: firstly, they believed that Swissair was too powerful to fail, and secondly, they thought their decisions were moral right. In the 1990s, no one on the board had the knowledge or experience to disagree when the company made a series of bad business decisions that finally led to the failure of ‘the flying bank’ on 31 March 2002, after 71 years of service.

Your answers:

36.	37.	38.	39.	40.

III. READING (4.0 points)

Part 1: For questions 41 – 50, read the following passage and fill in each of the numbered spaces with ONE suitable word. Write your answers in the corresponding numbered boxes provided.

Mind over Matter

The brain is a complex organ and its (41) workings are not yet fully understood by the medical community. A (42) in point is the placebo effect. It is rumoured that a doctor in World War II gave his patients a placebo when pain (43) was in short supply. He was able to operate on them successfully and the patients went on to make a miraculous (44) From this, the doctor deduced that the positive (45) outlook that taking a placebo can give patients, can prove extremely powerful in treating them. The mere action of ingesting a pill or getting an (46) seems to reduce anxiety levels and allows the brain to (47) its own painkilling chemicals. Placebos cannot modify a disease (48), but they can assist the body in healing itself. Even though the (49) behind it is not yet fully understood, it could be a powerful tool that can go a long way in the care of (50)

Your answers:

41.	42.
43.	44.
45.	46.
47.	48.
49.	50.

Part 2: Read the following passage and do the tasks that follow.

Happiness – It's All in Your Head

The need to survive and procreate is at the root of adaptive behaviours for all life forms. However, humans may be distinct in their ability to respond consciously to a pleasurable stimulus, to recall this afterwards, and thus to anticipate another period of happiness and actively plan actions that may bring this about. This facility of abstract consciousness confers an evolutionary advantage on humankind, but at the price of an appreciation of our own potential unhappiness and inevitable mortality. Nonetheless, most humans are engaged in a constant struggle to achieve, and the urge to maximise and prolong happiness is one of our primary motivations for doing so.

To search for the specific areas of the brain responsible for happiness, more than a hundred students from the University of Wisconsin were recruited for an experiment. Each was sent 25 text messages a day, asking them to rank their positive and negative emotions throughout the day, both during ordinary activities and when playing a game which offered \$15 rewards. In another part of the experiment, the research team used Magnetic Resonance Imaging scans to search for those parts of the brain that lit up in response to feelings of happiness. The team are wondering whether the information they collected will allow us to train our brains to extend and even multiply our happy moments.

The experiment found that one small area of the brain appears to be the source of the prolongation of positive feelings. Repeated neuron firings in this area are associated with an extended duration of happy feelings. A team psychologist, Aaron Heller, believes that it is important to recognise that the duration of enjoyable emotions is as valuable as their strength. He is keen to learn more about the difference between someone who can richly enjoy a sunset and another who responds little to this event, and for whom happy emotions quickly diminish.

Following on from these initial findings, it appears that there are many parts of the brain that offer reward systems that respond to pleasurable stimuli, or that give us pleasure: three can be found deep within the brain and four others in the cerebral cortex (the outer layer of brain tissue). However, there are very few mechanisms that cause pleasure reactions in the form of a response we usually label as 'liking' – that is, a promotion and continuation of the pleasurable feeling. Of these, there are two or three tiny hotspots in the sub-cortex and some in the brainstem region. In experiments, these hotspots can be stimulated with tiny injections of drugs to produce a doubling or tripling of the sensation of liking.

A further discovery is the motivational process we might describe as 'wanting', which responds to an attractive stimulus and desires the reward of repeated exposure to it. Drawing from these conclusions, we can perceive different areas of brain activity which correspond to 'pleasure', as a short-lived impact on the individual, to 'liking', as a more long-term response to that pleasure that can lead to improved mood, and to 'wanting', that operates as a motivational force to repeat pleasurable experiences.

The fact that these responses are different and occur in different parts of the brain may help to explain why addicts of all kinds may crave a reward without necessarily liking that reward. In extreme circumstances, an addict may want something that is fully recognised consciously as being undesirable – the dissociation occurs because of the lack of integration of the mental faculties and may be expected to lead to unhappiness.

Similarly, the situation is bleak for someone whose pleasure regions of the brain do not function normally. The lack of a sensation of pleasure is an important symptom of mental illnesses, including depression. Damage to one area has proved to be a direct cause of 'anhedonia', or lack of pleasure. In animals with such damage, even the delight in sugary tastes can be lost so that they react as if the substance is bitter or otherwise foul-tasting.

In humans, anecdotal evidence tells us that Parkinson's Disease patients who have been treated with tiny electrical probes to destroy a small group of cells in the brain may show a reduction in emotional expression, while stimulation of this area appears to help with depression. Changes in the structure of the brain here, caused by injury or disease, have been found to produce a complete absence of pleasurable sensations.

This is not the full story about depression; however, in some cases, there may be a kind of automatic appreciation of fundamental pleasures, but the more developed thought processes that normally arise, such as reflection on the enjoyment or anticipation of renewed pleasure, may no longer be available to some people.

This identification of brain regions related to enjoyment brings some confidence in understanding the mind's reception of sensory pleasures, but there are still significant gaps in our appreciation of the processes behind more sophisticated levels of enjoyment which might come from the arts, or from joyful play. Further, there are the broader pleasures that come from social

interactions which are essential to humans: they run from the heightened sensory responses to touch from loved ones to the more abstract appreciation of reciprocity, social rewards, and valued relationships.

For questions 51 – 55, read the summary and fill in each space with NO MORE THAN FOUR WORDS taken from the passage. Write your answers in the corresponding numbered boxes provided.

Humans possess a unique capacity for (51), enabling them to recall pleasurable experiences, anticipate future joy, and intentionally act to maximize and prolong happiness. While this offers an evolutionary edge, it also brings awareness of potential suffering and (52) To investigate the brain’s role in happiness, researchers studied students at the University of Wisconsin. Participants regularly reported their emotions during daily tasks and while playing a game offering \$15 rewards. Researchers discovered that sustained positive emotions were associated with (53) in a specific brain region. To pinpoint these areas, they employed (54) to observe the brain's response to feelings of happiness. Psychologist Aaron Heller emphasizes that the length of positive emotions matters as much as their intensity. He aims to understand why some people deeply enjoy experiences like (55), while others feel little and lose happiness quickly.

Your answers:

51.	52.	53.	54.	55.
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For questions 56 – 60, decide whether each of the following statements is True (T), False (F), or Not Given (NG).

Write T, F, or NG in the corresponding numbered boxes provided.

- 56. There are fewer ‘pleasure’ sites in the brain than ‘liking’ ones.
- 57. Some people suffer from a disconnect between the different brain responses to pleasurable stimuli.
- 58. People with depression can suffer from disturbances to their sense of taste.
- 59. Depression may be correlated with an inability to remember, or look forward to, pleasure.
- 60. We now understand the brain chemistry that controls complex forms of pleasure.

Your answers:

56.	57.	58.	59.	60.
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Part 3: In the passage below, seven paragraphs have been removed. For questions 61 – 67, read the passage and choose from paragraphs A - H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write the letters A - H in the corresponding numbered boxes provided.

COACH CARTER:

Having the Courage to Make a Stand

"Our deepest fear is not that we are inadequate; our deepest fear is that we are powerful beyond measure. It is our light not our darkness that most frightens us," Marianne Williamson.

This powerful message from author Marianne Williamson rings true in an incredible story about a group of young men and their struggle against adversity. It is a story so astonishing that it seems like it should come straight from a Hollywood film. In this case, however, it was a series of remarkable real-life events that provided the story for the Hollywood blockbuster Coach Carter.

61.

The reason, while unorthodox, was simple enough. Although the team were having huge success on the court, they weren't having the same level of success off the court academically. In a bold move at the start of the season, Ken Carter had taken the unusual decision to make his players sign a contract, one which set them clear targets for improvement in their studies, for their behaviour in and out of class, and for meeting their obligations as role models to other students.

62.

To Coach Carter there was more to life than trophies or medals. Being a graduate of Richmond High School himself, and coming from a poor family of nine, he knew first-hand the difficulties and social inequalities faced by young people in the area: crime, delinquency, low income and a troubling lack of opportunities for higher education. Ken Carter understood that he had a duty to help these young men break through those socio-economic barriers, and so he set an ambitious goal for his players to play sports at college.

63.

It was against this backdrop of opposition and fear, a fear of taking a stand and saying no, a fear of reaching out and seizing one's inner potential and realizing one's power, that Coach Carter fought for the sake of his students. Never giving up, never writing them off, and never ceasing to believe in them and their ability to better themselves, despite the objections and outcry.

64.

What's more, despite the initial hostility, Carter found himself flooded by notes and letters of support, from all over the country for his courageous act, congratulating him for his youth mentoring advocacy and social work. News networks also rushed to Richmond High. Requests came for interviews from magazines and newspapers such as Sports Illustrated, People magazine, the Los Angeles

Times and USA Today. And most incredibly, permission was sought to turn the team's story into a major motion picture starring actor Samuel L Jackson.

65.

People took to heart that success in life depends on academic and social success and not just sporting skill alone. This was especially true for students at Richmond High, whose success was solid proof of Carter's methods. During his time as coach from 1997 to 2002, every single one of his athletes graduated, with many going on to college.

66.

This approach to mentoring unquestionably helped change his students' lives, and his methods and charisma are perfectly portrayed by Jackson, who plays his part on the silver screen to perfection. Ultimately however, it is Ken Carter the real person who makes the story so powerful and moving.

67.

Coach Carter's inspirational character traits are an example to us all. His story is a reminder to never give up in the face of overwhelming odds, to always stand by our convictions, and to never lose faith in the goodness of people and their ability to break free from the restrictions that circumstance places on them.

Missing paragraphs

A. Carter never anticipated so much publicity from his stance, and was quick to point out that things were about his students and not himself. The power of his message, that young people have to take responsibility for their actions and shape their own place in society, struck a chord across the nation, however.

B. Ken Carter was just an ordinary basketball coach trying to help students in his local high school, Richmond High, when one single action turned his life upside down and made him and his players the focus of national media attention. That act was his decision to pull chains across the doors of the school gym and lock out his team of young sports stars. The lockout came as a total shock to the boys, who were undefeated. Why would their coach cancel training on the cusp of such great success?

C. And they were significant. Not only did he face verbal abuse and threats, he also risked losing his job as coach when parents rallied against him and demanded he be replaced. On top of this, his decision cost the team two forfeits and the chance for an unbeaten season. Yet, Coach Carter's athletes stood by him, fueled by the desire to break social stereotypes and get away from their inner-city lives. Together the boys made the decision to take responsibility for themselves and devote the time that they needed to their studies so that they could have a brighter future.

D. The catalyst for Carter denying access to the gym was discovering that 15 of his 45 athletes were not honouring these contracts, which they had signed in good faith. Carter knew full well that his rules were strict and was under no illusions.

In fact many of the school's best athletes refused to play for him as a result. However, that didn't faze Ken Carter, or make him back down from his principles one bit.

E. His clarity of purpose, tenacity and compassion made him a true hero. One who ceaselessly campaigned for more and refused to write anyone off. Few other people could have been as good a custodian for these troubled young men as Ken Carter was.

F. In order to do so however, they would have to become student athletes and earn the grades needed for a sports scholarship. Here, the brave sports coach faced unexpected opposition when his actions prompted resistance not only from reluctant students, but also from a faculty that had seemingly given up and a body of parents who didn't believe their kids could go professional and were furious with his decision to take high school sport away from their boys.

G. When asked about the secret to his success Carter explained his belief in three crucial elements that are required to change a person for the better. He motivated students by putting a contract in their hand, providing knowledge to expand their mind and connecting with them emotionally. These simple things he believes can change peoples' way of thinking and alter their vision of the world forever.

H. Following the lockout college scouts attended the state championship to watch Richmond High. Many stated that while the Richmond story was remarkable, the really amazing thing was the respect and affection that the players held for their coach.

Your answers:

61.	62.	63.	64.	65.	66.	67.
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Part 4: For questions 68 – 72, read the following passage and write A, B, C, or D in the corresponding numbered boxes provided to indicate the correct answer which fits best according to what is stated or implied in the text.

Joanna Knight reviews Roger Scruton's book 'Beauty'

Roger Scruton's new book 'Beauty' is a lucid and often graceful compendium of his reflections. **[A]** He discusses beauty in nature and art, and above all in buildings. Even in an artistic paradise like the city of Venice, Scruton's attention moves quickly from the heroic buildings on the waterfronts to the 'modest neighbours' that surround them. 'Ravishing beauties,' he says, 'are less important in the aesthetics of architecture than those that create a soothing context, a continuous narrative as in a street or a square, where nothing stands out in particular.' **[B]**

Beauty may have its roots in sensuous enjoyment, but even at its humblest it appeals to something larger: a willingness to consider, compare and arrive at a judgement. **[C]** The 'judgement of taste', as the philosopher Immanuel Kant called it, spans two

worlds: a private world of individual subjectivity, as idiosyncratic as you please, and a public world where you defend and develop your tastes through conscientious discussion - where you try to reason me out of wearing a yellow shirt, for instance, and I try to persuade you to get rid of the Carmen ringtone on your phone.

Scruton explores beauty in its various forms, starting with nature. **[D]** He maintains, for instance, that the beauty of unspoilt wilderness depends on an evident absence of any fixed centre, a lack of prescribed edges. The beauty of birds, animals and flowers, on the other hand, is rooted in their existence as self-defining entities with boundaries of their own. And the special beauty of the human body belongs not to a mere assemblage of body parts but to the personality that finds expression in it. All this beauty gives you, as Scruton puts it, a sense that 'a world that makes room for such things makes room for you.'

Gardens are different again. They are places where wild nature has been disciplined, more or less sympathetically, into artificial forms. Their beauty is not that of infinite landscapes but of bounded spaces that surround us, rather like architectural interiors; and they enable Scruton to move smoothly from considering natural beauty to the far more contentious terrain of high art. Scruton can be as perceptive about sculpture, painting and classical music as about the varieties of natural beauty, but inevitably he is more controversial.

It is curious to observe how Scruton's feelings lead him to transgress his own standards of courtesy and decorum, and indeed of accurate and well-tuned prose. And you do not have to be a complete punk to suspect that the cause of his anguish may lie within him, and particularly in his premise that there is an unbroken continuum between the beauties of nature and works of art. Any attempt to cover the entire spectrum of reasonable pleasure with a single concept of beauty is bound, after all, to be quite a stretch.

Take the literary arts. Scruton is conspicuously vague when he invokes the concept of 'beautiful novels', and he sounds distinctly uneasy when describing story and dialogue as 'sensory features' of fiction, as if they could appeal to the same aesthetic sense as glorious sunsets. Yet, in the case of literature, beauty is only half the story, and this applies to other art forms too. In a revealing passage, Scruton confesses to a general dislike for cinema as an art form, but he makes one exception: you could take a still from any film by Ingmar Bergman, he says, frame it and hang it on your wall, and it would hold its own there like a picture. That may or may not be true; but single, silent images, however beautiful, are hardly a promising basis for understanding cinematic techniques or judging how they may have extended the ancient arts of storytelling.

Scruton sometimes reminds me of R.G. Collingwood, one of the most gifted philosophers of the 20th century, with a marvellous sense of history and, apart from a weakness for irritable sarcasm, a wonderful way with words. Like Scruton, he worked out his philosophical ideas in constant engagement with the arts. Unlike him, though, he was aware that there is more to art than beauty. In his autobiography, he described how he came to realise that works of art, however beautiful, will fail if they are unreal or imperceptive; and that works that disappoint lovers of beauty may still articulate issues about the world. If a work does not achieve beauty, it may still bear witness to truth.

68. In describing the buildings of Venice, Scruton reveals his belief that
- A. they are less beautiful than some architects claim.

B. some of the streets lack anything of aesthetic value.

C. a harmonious whole is crucial in architecture.

D. beauty can be oppressive if it is overdone.
69. The reviewer thinks Scruton's discussion of gardens
- A. acts as a link between two different aspects of the broader topic.

B. provides an opportunity for him to condemn artificiality.

C. allows him to emphasise the importance of discipline.

D. balances the previous section on wild nature.
70. How can the reviewer's argument in the sixth paragraph best be summarised?
- A. Including a section on works of art was a mistake.

B. The assumption about beauty underlying the book is flawed.

C. Scruton had difficulty fitting all his conflicting ideas on beauty into the book.

D. Scruton's normal writing style is inappropriate for a book of this type.
71. In the final paragraph, why does the reviewer refer to R.G. Collingwood?
- A. to suggest that Scruton was not sufficiently involved in the arts

B. to point out the importance of taking history into account

C. to indicate how Scruton should have widened his view of art

D. to compare the two writers' fondness for sarcasm
72. Which of the following square brackets **[A]**, **[B]**, **[C]**, or **[D]** best indicates where in the passage the sentence "*Each manifestation of beauty, he argues, reflects a different way in which meaning and value are disclosed to us.*" can be inserted?
- A. **[A]**

B. **[B]**

C. **[C]**

D. **[D]**

Your answers:

68.	69.	70.	71.	72.
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Part 5: For questions 73 – 80, read the following passage and choose from the sections (A – E). The sections may be selected more than once. Write the letter A, B, C, D, or E in the corresponding numbered boxes provided.

In the Minds of Great Learners

What’s the secret behind history’s greatest self-taught masters?

A. History is filled with people called autodidacts, or individuals who teach themselves about a subject or subjects in which they have little to no formal education. Benjamin Franklin was an autodidact. So were Jorge Luis Borges, Eileen Gray, Gustave Eiffel, and Frida Kahlo. The original ‘self-directed learners,’ autodidacts possess intrinsic motivation, self-determination, and a true passion for learning.

‘Look around,’ says psychologist Annie Murphy Paul. ‘We all know at least one successfully self-taught expert, and the tech world is teeming with them.’ The question is, how’d they get that way? On this topic, Paul says, ‘the psychological literature is largely silent.’ Still, the psychology of motivation and interest suggests that ‘self-directed learners are not born, but can be made.’ Bearing this in mind, what are the habits of the world’s best learners and how do they do it?

B. One important habit is to seek personal renewal. In a speech to a top consulting firm, the celebrated professor John W. Gardner explored this idea and the urgent need for leaders to commit themselves to continued learning and growing. ‘We have to face the fact that most men and women out there in the world of work are more stale than they know, more bored than they would care to admit,’ he said. So what is the opposite of boredom: the personal attribute that allows individuals to keep learning, owing, and changing, to escape their fixed attitudes and habits? ‘Not anything as narrow as ambition,’ Gardner explained to the crowd. He then offered a simple maxim to guide the accomplished leaders in the room. ‘Be interested,’ he urged them. ‘Everyone wants to be interesting, but the vitalising thing is to be interested. As the proverb says, “It’s what you learn after you know it all that counts.”’

C. Another useful habit is to calculate your motivation-to-inhibition ratio. This was a technique used by Kató Lomb, one of the first simultaneous interpreters in the world. She was able to interpret fluently in nine or ten languages. She learned these languages as an autodidact. Not believing in the so-called language talent, she tended to express language skill with a fraction, with motivation in the numerator and inhibition (the fear of starting to speak, of being laughed at) in the denominator. In her conviction, the stronger the motivation is within us, and the more we can put aside inhibition, the sooner we can take possession of the skill. Lomb also practiced immersion, and one of her favourite study tricks was to try to read a novel in a language completely unknown to her as a way to decipher the language. ‘We don’t really need to look up each and every word in the dictionary: it only spoils our joy of reading. In any case, what we can remember is what we have figured out ourselves.’

D. It’s also vital to be open-minded. This trait is exemplified by American musician, songwriter, composer, recording engineer and film director Frank Zappa. In a career spanning more than 30 years, Zappa composed rock, jazz and orchestral works. As if all that weren’t impressive enough, he also directed feature-length films. One of the secrets to his success was, ironically, the fact that he began his career with no formal training: ‘Since I didn’t have any kind of formal training, it didn’t make any difference to me if I was listening to Lightnin’ Slim, or a vocal group called the Jewels ... or Webern, or Varèse, or Stravinsky,’ he said in 1989. ‘To me, it was all good music.’ It was his diverse musical influences that led him to create the music he became famous for-music that was often difficult to categorise.

E. The last habit is to break up your goals, something pioneered nearly three hundred years ago by Benjamin Franklin, when he came up with an approach to changing habits called the list of thirteen virtues. These were character traits he took to be important, but in which he found himself lacking. He knew that nurturing these habits would bring about positive change in his life. Starting at the top of the list, Franklin spent one week working on each virtue. In the morning, he thought about how he would reinforce the new habit throughout the day. During the day he looked at his notes to remind himself of the new habit. To accomplish his virtues, he broke them into small units of work, thinking only about one unit at a time. ‘Spend most of your time working on the task in front of you,’ he wrote, ‘and avoid dreaming too much about the big goal.’ Now that’s sound advice, still valid even today!

In which section does the writer mention

- 73. an approach that likens learning to an equation?
- 74. the subtle difference between two similar principles?
- 75. the importance of a wide frame of reference?
- 76. an unusual technique that throws learners in the deep end?
- 77. the need to focus on individual tasks?
- 78. an overlooked truth that is often avoided?
- 79. a belief that something is not predestined but created?
- 80. the state that can cause learning to stop?

Your answers:

73.	74.	75.	76.	77.	78.	79.	80.
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