

HCMC University Of Technology and Education Faculty of High Quality Training	ENGLISH PLACEMENT TEST READING	
Student's Name: Numerical Order:	Date : <i>27August 2016</i> <u>Time:</u> 50 minutes This paper has 06 pages	Room Invigilator 1:
SCORE:		Invigilator 2:

No materials whatsoever allowed
No further explanation allowed

Part 1.

You are going to read an extract from a novel about a teenager called Scotty Weems. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Scotty Weems

It began falling in the morning. I noticed it at the start of second period, biology, but I guess it could have started at the end of first period. There wasn't much to it at first, and it had been snowing a lot that month, so I didn't give it a great deal of thought. It was those small flakes, like grains of sugar. By third period, the flakes had fattened up and got serious, and people were starting to talk about it.

'Think they'll let us out early?' my friend, Pete said as we gathered our stuff and headed for our next class, Spanish. I looked out the window and sized it up. It was really coming down and there were already two or three centimeters on the windowsill. 'Maybe,' I said. 'Is it supposed to be a big one?'

'Supposed to be huge: 'Winter Storm Warning,'

'Where have you been?' he said.

'School, basketball practice, homework, whatever. Excuse me for not watching the weather forecast.'

'Well, if it's as big as all that, they'll probably let us go.'

'I hope you're right, Weems,' he said.

My name is Scotty Weems. I prefer 'Scotty', but most people, even my friends, call me 'Weems'. I guess it's easy to say. Anyway, I'm an athlete, so since I was a little kid, I've heard it shouted

every time I've done something right and every time I messed up, too. These days it's on the back of my basketball jersey. I like to think that someday people will be chanting it from the sidelines: 'Weems! Weems! Weems!' Chanting fans make any name sound good.

It was a Tuesday, and before the snow started falling the main thing on my radar was the start of the basketball season. The first game was supposed to be that night. So when Pete said, 'Think they'll let us out early?' what I heard was, 'Think they'll cancel the game?' Pete Dubois was one of my best friends, him and Jason Gillispie. The three of us were pretty tight. Pete blended in.

It was sort of his role. It might sound strange, being known for what you aren't, but Pete wasn't super hip or incredibly smart. He listened to mainstream rock and wore whatever clothes he'd been given by his parents. You needed some kids *like that*, otherwise all you had were competing groups, all dressed in outfits that amounted to uniforms and trying to play their music louder than yours.

So for Pete, early dismissal just meant more time at home, playing video games and eating pizza. For me, it meant *not collecting the payoff* for all those hours of practice I'd put in over the off-season, all those jump-shots I'd taken in the gym and out in the driveway. 'They're going to cancel the game,' I said to Pete. 'That's for sure.' 'Oh, yeah,' said Pete. 'That's bad.'

Pete didn't play basketball, not in a team anyway. Neither did Jason. They were the same friends I'd always had, the neighborhood kids I'd ridden bikes with when we were nine. I guess it's kind of weird to still have the same friends as when you were a little kid. It's not like you're expected to move on by high school, but you're definitely allowed. And most sporty kids run in packs, you know? But I had only just got onto the first team, so I was still kind of an outsider there anyway. I knew those guys would like me just fine when I became one of the top players, and that was my goal for this season. As for my real friends, Pete and Jason, I didn't have to prove anything to them.

1. How does Scotty say he felt about the snow at first?
 - A. It was far too boring to think about.
 - B. It was no real cause for concern.
 - C. He was shocked by its sudden appearance.
 - D. He was relieved it was only falling lightly.
2. What does Scotty say about being called 'Weems'?
 - A. It is appropriate for an athlete.
 - B. He thinks his supporters will find it memorable.
 - C. He has become accustomed to it.
 - D. He regards it as an expression of admiration.
3. What does '*like that*' in paragraph 5 refer to?
 - A. being an average type of person
 - B. being interested in rock music
 - C. wearing carefully chosen clothes
 - D. hiding your real personality
4. What does '*not collecting the payoff*' in paragraph 6 mean?
 - A. failing to take a break from

- B. doubting the result of
 - C. getting fed up with
 - D. missing out on the rewards of
5. What point is Scotty making when he talks about sporty kids running in packs?
- A. they have a shared natural ability
 - B. they grew up together in the same neighbourhood
 - C. they have a strong group identity
 - D. they are all motivated to achieve
6. What do we learn about Scotty in the final paragraph?
- A. He is embarrassed to be friends with people who aren't sporty.
 - B. He lacks confidence in his ability to make new friends.
 - C. He feels secure about the friendships he already has.
 - D. He values the friendship of the people in his basketball team.

Part 2.

You are going to read an article about a special kind of skateboard. Six sentences have been removed from the article. Choose from the sentences A – G the one which fits each gap (7 – 12). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

An amazing skateboard

The skateboard controlled by brainwaves that moves wherever you think it should.

Thinking of getting somewhere in a hurry? A new gadget from a company called Chaotic Moon Labs proves that the future of travel is only limited by the imagination. A skateboard they have developed, aptly named the Board Of Imagination, takes commands directly from the rider's brainwaves and transfers them to a motor that propels the board forward. You just think of a destination, and how fast you would like to get there, and the Board Of Imagination will set off – hitting a top speed of around 50km per hour. If you think that's too fast, it will slow down.

A film on the internet of the board being put through its paces by the general manager of Chaotic Moon Labs, who refers to himself simply as 'Whurley', shows that he has mastered the art of thinking his way from Point A to Point B. The secret of his success is special software in an onboard computer – and a clever headset that monitors and interprets brainwaves. So far, he's the world's leading pilot of the board. 7

On the video, Whurley demonstrates how the board is handled. He gets on, looking relaxed and confident. 8 As he puts it through its paces, he manages to hit fairly high speeds. The computer can be seen attached to the front of the board, and the motor is underneath. Whurley compares the process to imagining pulling yourself along with a rope. If you 'see' the destination in your mind, and how fast you want to get there, the Board Of Imagination's gadgetry will do the rest.

The whole concept started with another motorised board, called the Board of Awesomeness. That gadget used a tablet computer and an adapted computer games console to analyse hand movements. 9 The new version is more sophisticated and uses a special wireless headset which can detect signals from the brain and process them.

Whurley explains that the headset sends signals from the rider's brain to the computer via a connector built into the headset. Then, software installed on the computer controls the electric motor. Of course, riders who want to use the board need to be able to balance. 10 Whurley says this was a simple and painless process. He practised with just the headset and a computer so that a profile of how he 'thinks' could be made. That profile was then loaded onto the computer on the board. 11 Thinking about lunch, or boring work could bring the board to an abrupt halt.

Sounding like a man speaking from painful experience, Whurley says: 'We quickly realised that we would have to find a way to handle distraction. We've done the best we can to compensate. 12 The only thing they can do is practise. Hopefully over time they can learn to focus.'

- A. The only problem is that users really do have to keep their minds focussed.
- B. As a result, they became easier to ride.
- C. Then, the board seems to take off of its own accord.
- D. However, it will always be an issue for most riders.

- E. Apart from that basic requirement, they just have to get their brainwaves and the computer software to work together.
- F. It's clear, however, that there could be other skaters thinking themselves to various destinations in no time at all.
- G. These were then converted into commands for the motor

Part 3:

You are going to read an article about four young environmentalists. For questions 13 – 22, choose from the four people (A – D). The people may be chosen more than once. Mark your answers on the separate answer sheet.

Which person

is trying to explain how some behaviour has harmful effects? 13

followed up a talk by offering an opportunity for practical action? 14

- says they were motivated by a desire to share their enthusiasm? 15
- believes that an idea they came up with worked well? 16
- selected something because it was relatively straightforward to deal with? 17
- received public recognition for their environmental contribution? 18
- says the future of the environment depends on a particular group of people? 19
- mentions someone whose expert knowledge highlighted a problem? 20
- helped to create a place that reflected their values? 21
- mentions having to gain consent to start on a project? 22

13

Young environmentalists

Four young people talk about their involvement in environmental projects.

A Lucy Walker

I won a national award for the work I did on a project to build an environmental centre made entirely out of green materials. It's a 100% carbon neutral building, which means that all the building materials were reused or recycled. The centre is somewhere kids can learn how to take care of the environment, but I realised that not everyone would have the opportunity to visit it. I therefore created an online curriculum guide, so kids could also learn about the environment in their schools. I translated it into Spanish as well so that it could be available to more people. All this took two years and I did it because I have a great love for the outdoors and being in the midst of wildlife, I wanted other young people to be able to experience the same passion that I feel.



C Josh Benito

After seeing an article in the newspaper about an environmental competition, I felt inspired to do something related to planting trees so I set up a project at my local primary school. I gave a presentation to the kids teaching them about the importance of taking care of the environment and how trees can help. Then, each of the 300 pupils was given two young trees: one to take home and plant in their garden, and one to give to a neighbour or friend. I think the project was an effective way of getting the message across to more people. Attached to each tree was information about helping the environment and the name of the project. This experience has taught me leadership skills and how to organise a large group. I have also learned many things from having to meet and talk with many different individuals.



B Justin Day

While hiking near my home, I noticed a plant I didn't recognise growing along the side of the trail. My sister, a naturalist, told me the plant was an invasive, non-native plant that is toxic to local wildlife. I then discovered that there are a number of different types of non-native plants in my area. Some excrete poisons into the ground so nothing can grow there for many years. I had to get permission from the local council to remove some of them, but I realised I couldn't do it alone. So I set up an environmental organisation to recruit other teenagers to give me a hand. We all learnt how to properly identify, remove and dispose of the invasive plants. Our focus has mainly been on a plant called *Dalmatian Toadflax*, which is easier to pull up, so anyone can do it. We also work on replanting areas with native grass and wildflower seeds.



D Erica Klek

When I was at primary school, my friend and I got really involved in aluminium can recycling and we also did a project on the greenhouse effect. Later on at high school I helped co-ordinate an environmental event because I wanted to make more people aware of important issues. It's our generation that's going to make or break the environment. Some teenagers don't know they're doing the wrong things, and I want to help them understand. I recently prepared a guide for students interested in organising similar activities in their own schools, which has been distributed to most of the schools in my area. I've also been helping to replant trees after they were destroyed in a hurricane. Unfortunately, we lost a lot, both exotic and native species.



THIS IS THE END OF THE READING TEST