



Đề thi thật 1: Sleep

Historically, it was difficult to study sleep. Not much can be gleaned from observing recumbent persons and questionnaires are no use, because people remember little of their experience during sleep. The breakthrough came in the 1950's with electroencephalogram (EEG) recordings of brain electrical activity, when it was confirmed that sleep is anything but dormant.

We need sleep for biological restoration. It promotes cell growth, regeneration and memory consolidation. By shutting down most of the body's machinery, resources can be focused on repairing damage and development. When people are deprived of sleep for any reason, there is deterioration in performance, particularly on tasks requiring concentration, and eventually, behaviour becomes shambolic. The individual becomes progressively incoherent and irritable and, after a few days, may experience delusions and hallucinations. The disruptive effects of sleep deprivation have even been successfully used as a basis of persuasion in interrogation.

A vital part of sleep is dreaming, which happens most intensively during rapid eye movement (REM) sleep. We typically spend more than two hours each night dreaming, though this is often spread over four or five separate periods. Infants spend up to 50 per cent of their sleep time in REM sleep, which is understandable when one realises that REM sleep is the time used for brain development, as well as learning, thinking, and organising information. If people are woken when REM sleep commences, depriving them specifically of dream-sleep, the proportion of REM sleep increases once they fall asleep again to make up what was lost. This suggests that REM sleep is an essential aspect of sleep.

Sleep and sleep-related problems play a role in a large number of human disorders and affect almost every field of medicine. For example, problems like a stroke tend to occur more frequently during the night and early morning, due to changes in hormones, heart rate, and other characteristics associated with sleep. Sleep also affects some kinds of epilepsy in complex ways. REM sleep seems to help prevent seizures that begin in one part of the brain from spreading to other brain regions, while deep sleep may promote the spread of these seizures. Sleep deprivation can also trigger seizures in people with some types of epilepsy.

Questions 1- 7

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Write your answers in boxes 1-7 on your answer sheet.

Sleep

- Sleep study only advanced after the electroencephalogram started to be used.
- Sleep is used to restore the body and cells, and strengthen the 1.....
- With little sleep, people operate worse, especially when 2..... is needed.
- The effects of sleep deprivation can be severe and have been used in interrogations.
- REM sleep is when dreaming occurs; important especially for 3....., who need a lot of REM sleep for their brains.
- If REM sleep is lost, the body increases the 4..... of REM sleep in the next sleep to make it up.
- Strokes are more common during or after sleep, and 5..... and other seizures can both be caused and prevented by sleep.
- Sleep is closely associated with the 6....., as cytokines produced while the body fights infectious disease induce sleepiness; sleeping when sick helps people save the 7..... to fight infections.



Đề thi thật 1: Sleep

The neurons that control sleep interact strongly with the immune system. As anyone who has had the flu knows, infectious diseases tend to make people feel sleepy. This probably happens because cytokines, chemicals produced while fighting an infection, are powerful sleep-inducing substances. Sleep helps the body conserve energy that the body's immune system needs to mount an attack.

Sleeping problems occur in almost all people with mental disorders, including those with depression and schizophrenia. People with depression, for example, often awaken in the early hours of the morning and find themselves unable to get back to sleep. The amount of sleep a person gets also strongly influences the symptoms of mental disorders. Sleep deprivation is an effective therapy for people with certain types of depression, while it can actually cause depression in other people. Extreme sleep deprivation can lead to a seemingly psychotic state of paranoia and hallucinations in otherwise healthy people, and disrupted sleep can trigger episodes of mania in people with manic depression.

Sleeping problems are common in many other disorders as well, including Alzheimer's disease, stroke, cancer, and head injury. These sleeping problems may arise from changes in the brain regions and neurotransmitters that control sleep, or from the drugs used to control symptoms of other disorders. In patients who are hospitalised or who receive round-the-clock care, treatment schedules or hospital routines also may disrupt sleep. The old joke about a patient being awakened by a nurse so he could take a sleeping pill contains a grain of truth. Once sleeping problems develop, they can add to a person's impairment and cause confusion, frustration, or depression. Patients who are unable to sleep also notice pain more and may increase their requests for pain medication. Better management of sleeping problems in people who have a variety of disorders could improve the health of these patients and their quality of life.

Insomnia is a widespread affliction. It is linked with conditions such as depression and chronic pain, but occurs also in otherwise healthy people. It is often due to temporary life circumstances, like trouble at work or anticipation of an exciting event, however, some people just have difficulty sleeping regardless of circumstances. What is interesting is that complaints of sleeplessness are often exaggerated, because people remember more easily the times they are awake during the night than the times they are asleep. When insomniacs are observed in a sleep lab, their EEG records often suggest that their sleep pattern is fairly normal, even though in the morning they maintain they hardly slept a wink. Various devices for monitoring one's own sleep patterns are now marketed, for example mobile phone apps connected with forehead electrodes.

Questions 8-13

Do the following statements agree with the information given in the text?

In boxes 8-13 on your answer sheet write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

8. A lack of sleep can both help and hinder people suffering from depression.

9. Better sleep routines can help people who suffer from Parkinson's disease.

10. People who are sleep-deprived actually have a better tolerance to pain.

11. In spite of media reports, insomnia is not a common problem.

12. Insomniacs often sleep more than they realise.

13. Overuse of mobile phone apps can cause insomnia in some people.





Đề thi thật 2: Maori Fish Hooks

A.

Maori fish hooks, made from wood, bone, stone, and flax, are intended to have the best possible design and function. The hooks are designed to target specific species with precision. In the industry of commercial long-line fishing, there are some Maori hook designs that are making a splash.

B.

When Polynesians first came to New Zealand sometime within the years 1100-1300 AD, they didn't have the technology necessary to heat and manipulate metal out of rocks. Meanwhile, fish was the settlers' main food source at the time, so fishermen made their hooks and fishing gear out of wood, bone, stone, and shells. Other plants native to the island of New Zealand, such as flax (harakeke), cabbage tree (ti), and astelia (kiekie), provided the necessary fibrous material to make fishing lines and nets of greater or equal strength to the jute used by Europeans at the time. However, as a material, metal is more malleable and can be shaped in various ways, whereas natural materials are limited in the forms they can take. The Maori fish hooks needed to be more innovative in overcoming these limitations.

C.

Early accounts of Europeans who settled and explored New Zealand claimed that Maori hooks, known as matau, were "odd," "of doubtful efficacy," "very clumsy affairs," or "impossible looking." Archaeologists from more recent times have also described the round hook as odd, with comments such as, "shaped in a manner which makes it very difficult to imagine could ever be effective in catching a fish." William Anderson, who was aboard the Resolution during Cook's third voyage in 1777 as the ship's surgeon, remarked that the Maori "live chiefly by fishing, making use... of wooden fish hooks pointed with bone, but so oddly made that a stranger is at a loss to know how they can answer such a purpose."

D.

The Museum of New Zealand Te Papa Tongarewa conducted a study on Maori fish hooks 230 years later and demonstrated that the unique hook design was a matter of function. The hook's design allowed it to catch fish by spinning away from the direction of the point and catching their jaws, instead of poking a hole through the fish or being used as a lever, as some archaeologists had suggested. It appears that the design of the Maori fish hook is perhaps the world's most efficiently and masterfully designed, likely superior to any modern metal fish hook today.

Questions 1-8

The reading passage has ten paragraphs labelled A-J.

Which paragraph contains the following information?

Write the correct letter A-J in boxes 1-8 on your answer sheet.

NB You may use any letter more than once.

1 *Instruction on how to recognise authentic Maori hooks from counterfeit ones*

2 *A description of a different type of hooks that are not used to catch fish*

3 *An acknowledgement that Maori design and craftsmanship are still relevant in the modern world*

4 *An investigation into how the hooks functioned so effectively*

5 *A description of how modern technology began to dominate and eventually took over from traditional hook construction*

6 *A list of raw materials used to construct hooks*

7 *An outline of how different styles of hooks and types of materials were employed to catch larger fish*

8 *An account of how the Maori employed new technology and adapted it*



Đề thi thật 2: Maori Fish Hooks

E.

To make larger hooks, Maori used shanks made of strong wood, with stout points made of bone or shell. They tied tree branches and saplings together to grow them into ideal shapes for building, then harvested the plants when they reached the appropriate size. They hardened wood by carefully drying it and burying it underground with fires lit above. Human bone was often used for bone points, which were securely lashed to a groove at the end of the shank using pre-made flax materials (muka). When they wanted to catch larger species like sharks, groper, and ling, they used composite hooks. However, on average, the traditional hook was usually no longer than a three-finger breadth (128 mm in length).

F.

To capture seabirds for food and feathers, like albatross, the islanders used slender hooks that can be differentiated from other hooks intended for fish by their lighter build and lack of an inturned point. Many of these hooks were collected by early explorers, suggesting that seabird catching with hook and line was an important source of food and feathers for the Maori (105 mm in length). Slender hooks with wide gapes were used to capture albatross and other seabirds and can be distinguished from fish hooks by their lighter construction and absence of an inturned point. Early explorers collected many of these hooks, which could indicate that catching seabirds provided significant amounts of food and feathers for the Maori.

G.

The Maori quickly adopted new materials once they became available through European explorers, sealers, and whalers who began arriving towards the end of the 1700s. At this point, the Maori were still making their fish hooks but were now using metals and imported materials. Wooden and flax components of old, abandoned fish hooks decomposed quickly as traditional hooks were discarded in favor of new ones. Tools made of luxury materials such as ivory or greenstone may have been kept as decorative items, with stylized Maori fish hooks today serving as a symbol of cultural revitalization.

H.

The Maori continued to recreate traditional designs even as new materials became available, preferring hook shapes introduced by Pakeha in the 1800s. By maintaining the tradition of the rotating hook design, they remained connected to an essential part of their cultural heritage. In the end, however, mass-produced European metal hooks eventually dominated, making it difficult to continue crafting hooks from nails, horseshoes, and other metal objects. Eventually, traditional designs fell out of favor.

I.

By the late 19th and early 20th centuries, tourist and collector demand for Maori artifacts had grown, leading manufacturers to produce large quantities of forged hooks. These replicas were then traded with both Maori and Europeans as forgeries of the real thing, sometimes directly commissioned by artifact dealers. Fake hooks can be identified by their cheap construction, inconsistent materials, rudimentary lashings, odd or overly elaborate decorative carvings, and the absence of in-turned points or angled grooves used to attach the fishing line properly.

J.

The evolution of matau throughout history symbolizes how the Maori have adapted to European tools, materials, and technology over time. It also reflects how European influence contributed to, rather than completely replaced, traditional Maori skills, as native materials were replaced or complemented by metals and, more recently, artificial materials. Today, commercial longline fishermen around the world have begun using the circle hook design—one that is nearly identical in appearance and function to the traditional matau. It appears that the advantages and improved catch rates of this Maori technology have once again been recognized.

Questions 9–13

Do the following statements agree with the information given in the reading passage? In boxes 9–13 on your answer sheet, write.

YES – if the statement reflects the claims of the writer

NO – if the statement contradicts the claims of the writer

NOT GIVEN – if it is impossible to say what the writer thinks about this

9 The early European settlers quickly understood how the Maori fish hook worked

10 The hook works by making a hole and embedding itself in the mouth of the fish

11 The Maoris catch seabirds by their feet

12 There used to be a demand for Maori fish hooks and many counterfeit ones were produced

13 Today European style hooks have completely replaced the traditional styles used by the Maoris





Đề thi thật 3: The Significant Role of Mother Tongue in Education

One consequence of population mobility is an increasing diversity within schools. To illustrate, in the city of Toronto in Canada, 58% of kindergarten pupils come from homes where English is not the usual language of communication. Schools in Europe and North America have experienced this diversity for years, and educational policies and practices vary widely between countries and even within countries. Some political parties and groups search for ways to solve the problem of diverse communities and their integration in schools and society. However, they see few positive consequences for the host society and worry that this diversity threatens the identity of the host society. Consequently, they promote unfortunate educational policies that will make the “problem” disappear. If students retain their culture and language, they are viewed as less capable of identifying with the mainstream culture and learning the mainstream language of the society.

The challenge for educator and policy-makers is to shape the evolution of national identity in such a way that rights of all citizens (including school children) are respected, and the cultural linguistic, and economic resources of the nation are maximised. To waste the resources of the nation by discouraging children from developing their mother tongues is quite simply unintelligent from the point of view of national self-interest. A first step in providing an appropriate education for culturally and linguistically diverse children is to examine what the existing research says about the role of children’s mother tongues in their educational development. In fact, the research is very clear. When children continue to develop their abilities in two or more languages throughout their primary school, they gain a deeper understanding of language and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both. More than 150 research studies conducted during the past 25 years strongly support what Goethe, the famous eighteenth-century German philosopher, once said: the person who knows only one language does not truly know that language. Research suggests that bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages.

The level of development of children’s mother tongue is a strong predictor of their second language development. Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. When parents and other caregivers (e.g. grandparents) are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue, children come to school well-prepared to learn the school language and succeed educationally. Children’s knowledge and skills transfer across languages from the mother tongue to the school language. Transfer across languages can be two-way: both languages nurture each other when the educational environment permits children access to both languages.

Questions 27-30

Choose the correct letter, A, B, C or D. Write the correct letter in boxes 27-30 on your answer sheet.

27. What point did the writer make in the second paragraph?

- A. Some present studies on children’s mother tongues are misleading
- B. A culturally rich education programme benefits some children more than others
- C. Bilingual children can make a valuable contribution to the wealth of a country
- D. The law on mother tongue use at school should be strengthened

28. Why does the writer refer to something that Goethe said?

- A. to lend weight to his argument
- B. to contradict some research
- C. to introduce a new concept
- D. to update current thinking

29. The writer believes that when young children have a firm grasp of their mother tongue

- A. they can teach older family members what they learnt at school
- B. they go on to do much better throughout their time at school
- C. they can read stories about their cultural background
- D. they develop stronger relationships with their family than with their peers

30. Why are some people suspicious about mother tongue-based teaching programmes?

- A. They worry that children will be slow to learn to read in either language
- B. They think that children will confuse words in the two languages
- C. They believe that the programmes will make children less interested in their lessons
- D. They fear that the programmes will use up valuable time in the school day



Đề thi thật 3: The Significant Role of Mother Tongue in Education

Some educators and parents are suspicious of mother tongue-based teaching programs because they worry that they take time away from the majority language. For example, in a bilingual program when 50% of the time is spent teaching through children's home language and 50% through the majority language, surely children won't progress as far in the latter? One of the most strongly established findings of educational research, however, is that well-implemented bilingual programs can promote literacy and subject-matter knowledge in a minority language without any negative effects on children's development in the majority language. Within Europe, the Foyer program in Belgium, which develops children's speaking and literacy abilities in three languages (their mother tongue, Dutch and French), most clearly illustrates the benefits of bilingual and trilingual education (see Cummins, 2000).

It is easy to understand how this happens. When children are learning through a minority language, they are learning concepts and intellectual skills too. Pupils who know how to tell the time in their mother tongue understand the concept of telling time. In order to tell time in the majority language, they do not need to re-learn the concept. Similarly, at more advanced stages, there is transfer across languages in other skills such as knowing how to distinguish the main idea from the supporting details of a written passage or story, and distinguishing fact from opinion. Studies of secondary school pupils are providing interesting findings in this area, and it would be worth extending this research.

Many people marvel at how quickly bilingual children seem to "pick up" conversational skills in the majority language at school (although it takes much longer for them to catch up with native speakers in academic language skills). However, educators are often much less aware of how quickly children can lose their ability to use their mother tongue, even in the home context. The extent and rapidity of language loss will vary according to the concentration of families from a particular linguistic group in the neighborhood. Where the mother tongue is used extensively in the community, then language loss among young children will be less. However, where language communities are not concentrated in particular neighborhoods, children can lose their ability to communicate in their mother tongue within 2-3 years of starting school. They may retain receptive skills in the language but they will use the majority language, in speaking with their peers and siblings and in responding to their parents. By the time children become adolescents, the linguistic division between parents and children has become an emotional chasm. Pupils frequently become alienated from the cultures of both home and school with predictable results.

Questions 31-35

Complete the summary using the list of word, A-J, below

Write the correct letter, A-J, in boxes 31-35 on your answer sheet.

- A - teachers
- B - schools
- C - dislocation
- D - rate
- E - time
- F - family
- G - communication
- H - type
- I - ability
- J - area

Bilingual Children

It was often recorded that bilingual children acquire the 31..... to converse in the majority language remarkable quickly. The fact that the mother tongue can disappear at a similar 32..... is less well understood. This phenomenon depends, to a certain extent, on the proportion of people with the same linguistic background that have settled in a particular 33..... If this is limited, children are likely to lose the active use of their mother tongue. And thus no longer employ it even with 34....., although they may still understand it. It follows that teenager children in these circumstances experience a sense of 35..... in relation to all aspects of their lives.

Questions 36-40

Do the following statements agree with the information given in Reading Passage?

In boxes 36-40 on your answer sheet write:

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

36. Less than half of the children who attend kindergarten in Toronto have English as their mother tongue

37. Research proves that learning the host country language at school can have an adverse effect on a child's mother tongue.

38. The Foyer program is accepted by the French education system.

39. Bilingual children are taught to tell the time earlier than monolingual children.

40. Bilingual children can apply reading comprehension strategies acquired in one language when reading in the other.