



THE SUMMATIVE MINISTRY EXAM 2023-2024

الاختبار الوزاري 2023-2024

دليل تطبيقي كامل (شرح قواعد مع اكثر من 100 سؤال+ 13
قطعة استيـــعاب مع اسئلة + دليل كتابة مع 3 موضوعات متوقعة)

Technology	People	Feelings and emotions
database	suspect	celebrate
data points	cyber-criminal	joy
artificial intelligence	graduation ceremony	anxiety
software	occasion	nervous
code	challenging	enthusiasm
	knowledge	determination
	capture	patience
	identity theft	

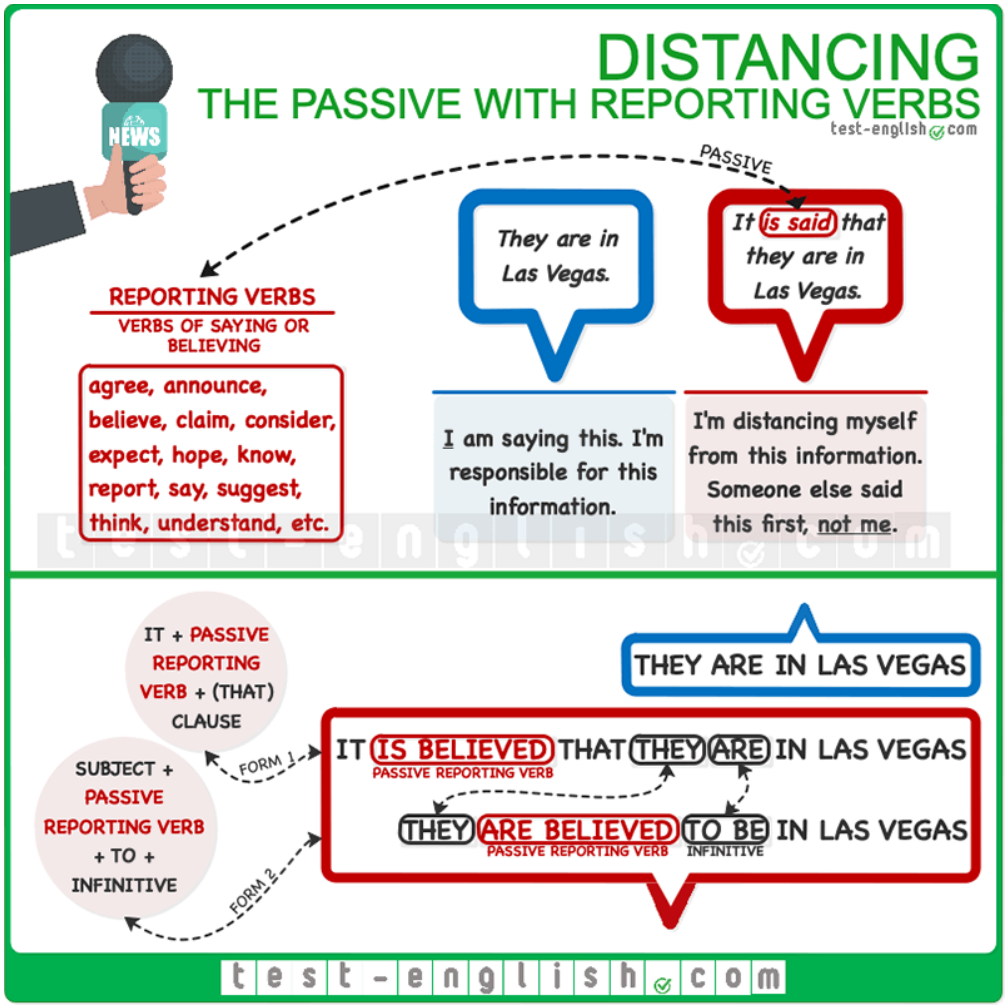
Reading exam: 65% of summative assessment term grade				**Writing exam: 35% of summative assessment term grade**			
Bloom's	**Part**	**Activity**	**Weighting**	**Bloom's**	**Part**	**Activity**	**Weighting**
Understand and recall (c.25%)	4	Ordering words in a sentence	13.33%	Understand and recall Application and analysis Higher-order thinking	1	Plan	10%
	5	MAZE	13.33%				
Application and analysis (c.35%)	6	Below-level reading text questions	13.33%				
	7	At-level reading text questions	14.64%	Understand and recall Application and analysis Higher-order thinking	2	Essay	25%
	8	At-level reading text questions	5.36%				
Higher-order thinking (5%)	3	Inference question	2%				
		Justification question	3%				

ECFE Alignment: Level 8.2			**Term Weighting: 40%**	**Domain: Reading and Writing**
Sections	**Question Type and Instruction**	**Outcomes Assessed**	**Number of Questions and Question Description**	**Constructs**
Part 1	Writing task Free-response plan	ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing. ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing. ENG.08.4.3.XX.016 Write extended texts on familiar and unfamiliar concrete topics. ENG.08.4.3.XX.018 Produce extended, structured texts that contain topic sentences and supporting details.	5 marks, marked using a rubric Students are asked to produce a plan to answer an essay prompt.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Phase 5 B2 - B2+
Part 2	Writing Task Extended response	ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing. ENG.08.4.3.XX.016 Write extended texts on familiar and unfamiliar concrete topics. ENG.08.4.3.XX.018 Produce extended, structured texts that contain topic sentences and supporting details.	25 marks, marked using a rubric Students are asked to produce an extended text in response to a prompt and three bullet points.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Topics: Technology, people, feelings and emotions. Expected text length: 200 words

Part 3	Free-response question Read the text and answer the question. Use full sentences.	LL6.R.In.1 Infer complex information needed for comprehension when it is not directly stated in a wide range of complex, extended texts. LL6.R.P.2 Consider how information from a wide range of complex, extended texts can be used after reading or listening.	Inference - 2 marks, marked using a rubric A free-response inference question that tests deep understanding of the text. Justification – 3 marks, marked using a rubric A free-response justification of the student's answer to the inference question.	Higher-order thinking C: Advanced application Phase 6 C1 Text: - extended - concrete and abstract topics - informative Text length: 425 words

ECFE Alignment: Level 8.2			Term Weighting: 60%	Domain: Reading
Sections	**Question Type and Instruction**	**Outcomes Assessed**	**Number of Questions and Question Description**	**Constructs**
Part 4	Ordering words in a sentence Select the correct words from the dropdown menus to make a sentence.	ENG.06.2.2.XX.014 Identify a wide range of features of text organisation and structure.	5 questions Single sentences that are reordered to test students' knowledge of basic grammar and sentence construction.	Remember and Understand A: Foundational proficiency Phase 4 B1 – B1+
Part 5	MAZE task multiple-choice questions Read the text and answer a, b or c.	ENG.08.2.2.XX.019 Identify a wide range of features of text organisation and structure.	10 questions Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.	Remember and Understand B: Grade-level mastery Phase 5 B2 - B2+ Text: - extended - concrete and abstract topics - informative Text length: 150 words
Part 6	Multiple-choice questions Read the text and answer a, b or c.	ENG.06.2.3.XX.018 Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics. ENG.06.2.3.XX.019 Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics.	6 questions Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers explicitly stated.	Application and Analysis A: Foundational proficiency Phase 4 B1 – B1+ Text: - simple, extended - familiar and some unfamiliar concretetopics - narrative Text length: 300 words
Part 7	Multiple choice questions Read the text and answer a, b or c.	ENG.08.2.3.XX.030 Read and understand the overall meaning of extended texts on concrete and some abstract topics. ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.035 Identify the mood and tone in extended texts on familiar and some unfamiliar concrete topics. ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.	10 questions Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers explicitly and implicitly stated.	Application and Analysis B: Grade-level mastery Phase 5 B2 - B2+ Text: - extended - concrete and abstract topics - narrative Text length: 380 words
Part 8	Multiple choice questions Read the text and answer a, b or c.	ENG.08.2.3.XX.033 Read and identify the main points of extended texts on concrete and some abstract topics.	4 questions Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers implicitly stated.	Application and Analysis B: Grade-level mastery Phase 5 B2 - B2+ Text: - complex, extended - concrete and abstract topics - narrative Text length: 380 words

chart



It is + verb 3 (said, believed, known, hoped, stated, reported, thought, rumored…) + that + subject verb

Huda is (said, believed, known, hoped, stated, reported, thought, rumored…) to + verb infinitive فعل مجرد (present or future مضارع او مستقبل)

Huda was (said, believed, known, hoped, stated, reported, thought, rumored…) to have verb 3 (ماضي)

Exercise 1

1. He is considered……..a good president. Everybody likes him.

A. To have been B. That he is C. To be

2. The company is said……. more than 100 million dollars only last month.

A. That it's lost B. To have lost C. To lose

3. It is rumoured……her.

A.him to leave B.that he's left C. Him to have left

4. The paintings are reported……..destroyed in the fire

A. That they were B. To be C. To have been

5. The fossil is believed……..back to the Miocene era.

A. That it dates B.to date C. To have dates

6. It is thought…….very tough.

A. That the competition is going to be B. That the competition to have been
C. That the competition to be

7. The witness is expected…….later this afternoon.

A.to testify B.to have testified C. that he'll testify

8. The suspect is known……..the city after the murder

A. To have left B.to leave C. That he has left

9. The new iPhone is thought…….next September.

A. To come out B. that it will come out C.to gave come out

10. It is said…….the party together

A. They to have left B.them to have left C.that they left

Exercise 2

1. The prime minister _____ his resignation tomorrow.

a. is expected to have announced

b. is expected that he will

c. is expected to will announce

d. is expected to announce

2. A suspect _____ after the murder.

a. is reported to have been arrested

b. is reported that was arrested

c. is reported that he was arrested

d. is reported to be arresting

3. The couple _____ by the end of the year.

a. are rumored they will get married

b. are rumored to get married

c. are rumored that will get married

d. are rumored to have got married

4. He _____ the best neurosurgeon of all time.

a. is considered be

b. is considered that he was

c. is considered to have been

d. is considered that it was

5. The side effects of this drug _____ severe.

a. think to be

b. are thought that they are

c. are thought they have been

d. are thought to be

Passive present simple

She writes a story every year.

Object + is/are + verb past participle 3

A story is written every year.

Sama watches 2 movies a month.

2 movies are watched a month.

Huda cooks Biryani every Friday.

Biryani is cooked every Friday.

Passive present continuous

Subject + is/are/am+ v.ing …….

Amal is calling her mum now.

They are praying Isha now.

I am teaching Laila now.

Object+ is/are + being + verb past participle 3

Mum is being called

Isha is being prayed now

Laila is being taught now.

Exercise 3

Shakespeare is writing a book.
(A) A book is being written by Shakespeare.
(B) A book is being writing by Shakespeare.
(C) A book is been written by Shakespeare.

The carpenter is making the tables.
(A) The tables is being made by the carpenter.
(B) The tables are being made by the carpenter.
(C) The tables are being made by the Carpenters.

(3) Some players are playing football in the ground.
(A) Football are being played by some players in the ground.
(B) Football is being playing by some players in the ground.
(C) Football is being played by some players in the ground.

(4) The washerman is not washing the clothes.
(A) The clothes are not being washing by the washerman.
(B) The clothes are not being washed by the washerman.
(C) The clothes is not being washed by the washerman.

(5) Lara is not typing a letter.
(A) A letter is not being typing by Lara.
(B) A letter is not being typed by Lara.
(C) A letter is not been typed by Lara.

(6) Our class teacher is teaching us english.
(A) We are being taught english by our class teacher.
(B) English is being taught us by our class teacher.
(C) We are being teaching english by our class teacher.

(7) Why are you writing a poem?
(A) Why is a poem been written by you?
(B) Why are a poem being written by you?
(C) Why is a poem being written by you?

(8) Is the servant washing the car?
(A) Is the car being washed by the servant?
(B) Is the car being washing by the servant
(C) Is the car being wash by the servant?

(9) The gardener is watering the plants.
(A) The plants are being watering by the gardener.
(B) The plants is being watered by the gardener.
(C) The plants are being watered by the gardener.

Exercise 4

1.That is why I ..... here.

A.am send B.am sent C.is sent

2. My name ..... on his hands.

A. Is written B.is wrote C. are written

3. I will not believe that they .....

A. are settle B. are settled C. settled

4. My mind ..... with other things.

A.is felt B.is filled C. Are fill

5. I ..... for in the next room.

A.am called B. Called C.was called

6. These servants ..... for the space of a week.

A. Are keep B.is kept C.are kept

Mixed conditionals جمل الشرط

Type 2= If + subject + verb past 2..., subject + would + base form

Type 3= if + subject + had + verb 3..., subject + would have + verb 3

Exercise 5 / Choose the correct answer to form mixed conditionals

1.If I hadn't fought for our relationship, we ..... together now.

A.wouldn't have been B.weren't C.wouldn't be

2.I would be happier if I..... 'yes' when she asked me to marry her.

A. Would say B. Had said C. Said

3. If you weren't such a jerk, they..... you to yesterday's party.

A. Would invite B.had invited C. Would have invited

4.If you ..... a map, as I told you, we wouldn't be lost now.

A. Took B. Would have taken C. Had taken

5. If I didn't love you, I ..... you last year.

A. Wouldn't marry you B.wouldn't have married C. Hadn't married

6. If I had more time, I ..... you last night.

A.would call B. Would have called C. Called

7. If you ..... that job, you would be miserable now.

A. Would have accepted B.would accept C. 'D accepted

8. I'm afraid of flying. If I ..... afraid of flying we'd have travelled by plane.

A. Wouldn't have been B. Wasn't C. Hadn't been

9. You wouldn't have this job if I .....you for the interview.

A. Didn't prepare B. Hadn't prepared C. wouldn't have prepared

Comparative adjectives

Short adjective	Long adjective	Irregular
Tall Short Old Young happy …er than	Dangerous Amazing Beautiful Harmful Careful More….than	Good= better than Bad= worse than Little= less than far= farther than Many/much= more than

Superlative

Short adjective	Long adjective	Irregular
Tall Short Old Young happy the …est	Dangerous Amazing Beautiful Harmful Careful The most …	Good= the best Bad= the worst Little= the least far= the farthest Many/much= the most

Exercise 6

1. This tea tastes a bit _____ the other.

a. bitterest than

b. more bitter than

c. more bitter that

2. She seems _____ since she got divorced.

a. happier

b. more happy

c. more happier

3. Could you speak _____, please? I don't understand you.

a. slowlier

b. most slowly

c. more slowly

4. Choose the two correct sentences.

a. Your car isn't any cheaper than ours.

b. Your car isn't as cheaper as ours.

c. Your car is no cheaper than ours.

5. The economy is getting _____.

a. more and more worse

b. every day badder

c. worse and worse

6. Which two sentences mean the same?

a. Tom is more intelligent than David.

b. David is more intelligent than Tom.

c. David isn't as intelligent as Tom.

7. He is _____ .

a.the most boring teacher I've ever met

b.the most boring teacher I've never met

c. The boringest teacher I've never met

8. It was the best day _____ my life.

a. of

b.in

c.than

Modals for deduction

Must = sure 100%

Can't = impossible 100%

May/ might= probability

Exercise 7

1. Paul is behaving in a very unusual way. I think he _____ again.

a. can't drink

b. can be drinking

c. might be drinking

2. If Suzan said that, it _____ true. She never lies.

a. might be

b. must be

c. can be

3. Sorry, but I'm not Connor. You _____ me for someone else.

a. might be confusing

b. must confuse

c. must be confusing

4. I'm not sure I trust Peter. He _____ the person we think he is.

a. might not be

b. can't be

c. must not be

5. You have walked for ten hours. You _____ exhausted.

a. can be

b. can't be

c. must be

6. He _____ his son, they look completely different.

a. might be

b. can't be

c. must not be

7. He _____ be very proud of you right now. You disappointed him.

a. must not

b. can't

c. might

Sentence Builder

Exercise 8

1. tidy always my room. I
2. TV. sometimes I watch
3. wash I the never car.
4. during day. often I the sleep
5. always do homework. I my
6. is bike My broken. red
7. Do like bananas? you
8. Where you live? do
9. it What ? time is
10. TV? Where she watch does

Exercise 9

1. vacation / go / . / to / on / isn't / going / Victoria

2. I / it / rain / think / . / going / don't / is / to

3. tell / name / you / . / going / his / not / I'm / to

4. aren't / going / we / listen / ? / to / to / him

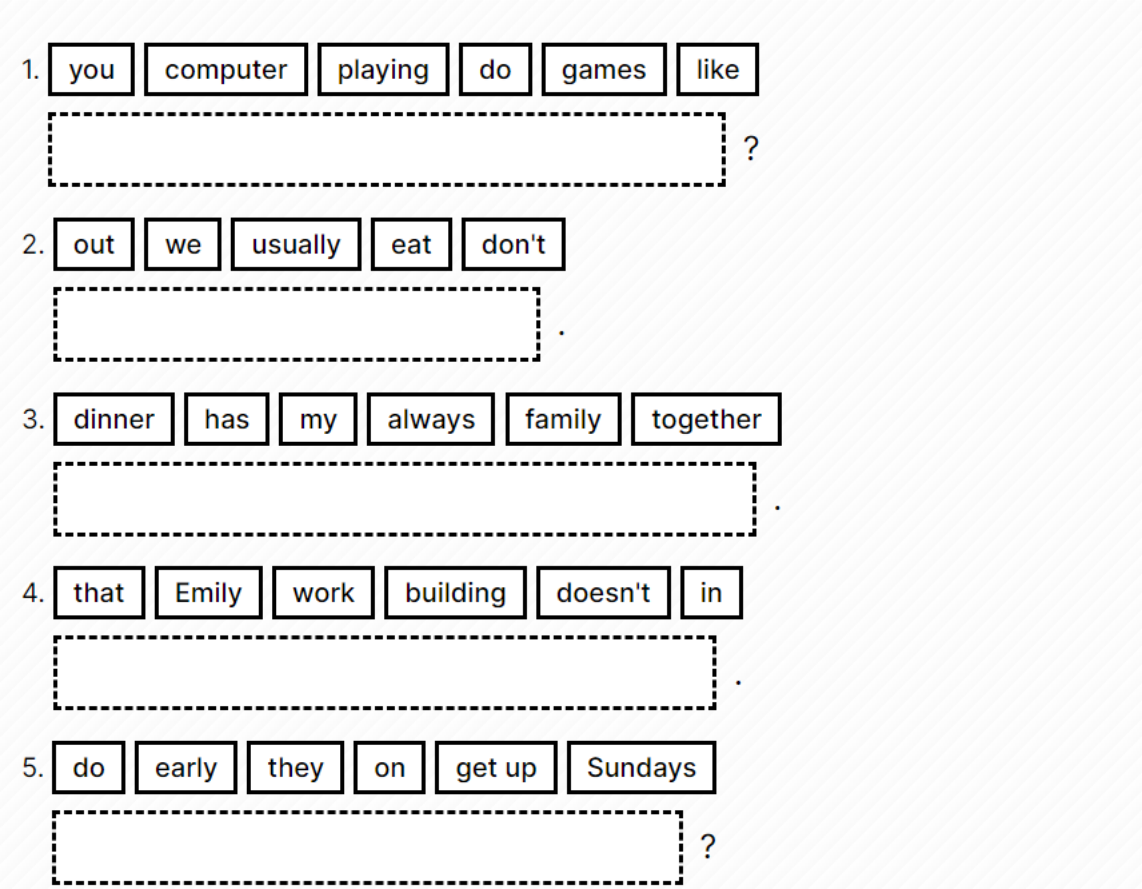
5. her / until / . / homework / isn't / to / going / do / tomorrow / she

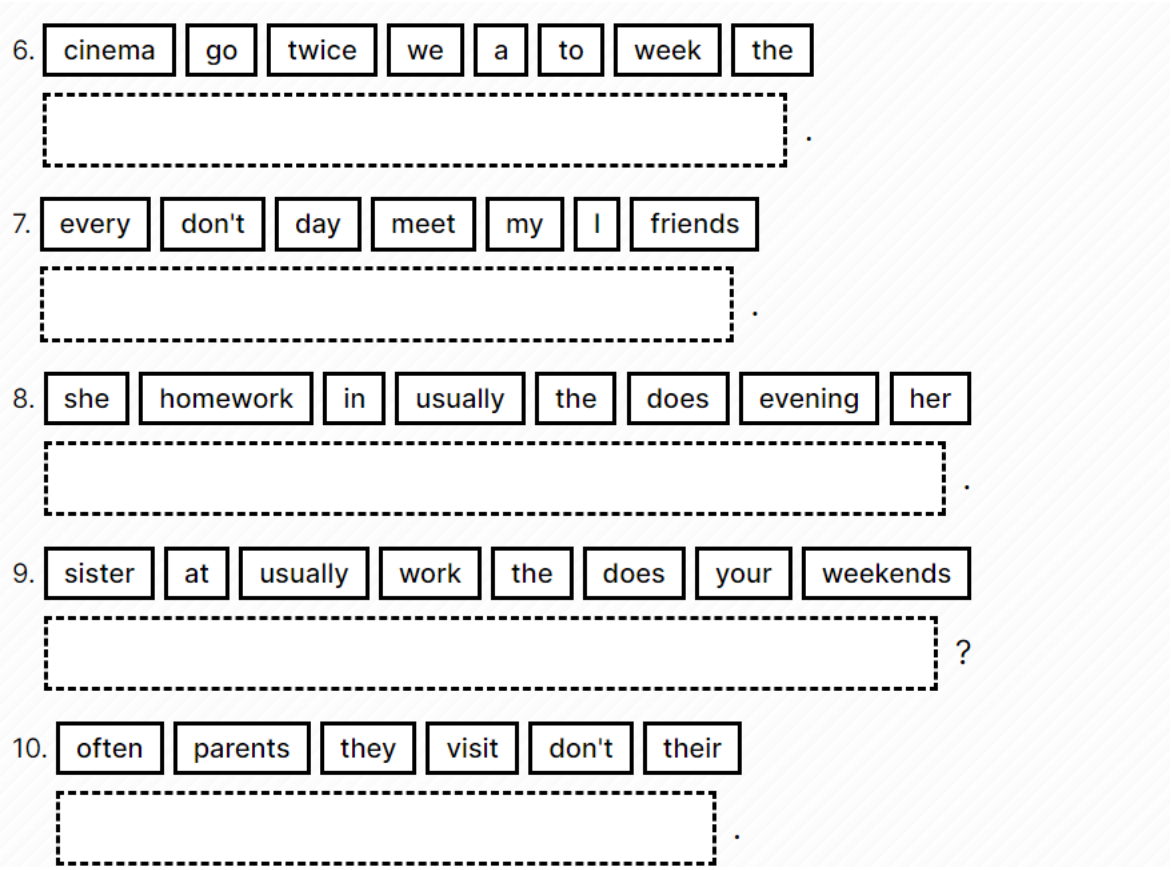
6. to / ? / you / going / vacation / are / go / on / where

7. to / ? / going / next / you / year / live / where / are

8. Hannah / movie /. / some / going / is / to / see / with / a / friends

Exercise 9





Maze

(Improve/ communicate/ advantages/ different/ students/ met/ native)

There are many (1) …….of studying abroad. First, you can make friends with people from many (2)……. countries. For example, my friend studied in Canada and (3)…….. friends from America and Brazil. In addition, if you study abroad you can (4)…….. your English or another foreign language. This is because you will need to (5)……. with your teachers and other (6)…….. Finally, if you are away from your own country you can learn to be independent.

Links

https://www.lingobest.com/free-online-english-course/quizzes/l4-08-vocab/

READING COMPREHENSION

TEXT 1

Artificial Intelligence (AI) is a **broad** field. Contained within are multiple areas of study in both practical and theoretical applications. Understanding the origins of the field and how it evolved over time is an important aspect of learning how to use it.

Artificial intelligence was born of a fundamental question: "Can machines think?" The concept of autonomous machines, robots even, was covered in works of science fiction, especially literature, prior to the 1950s. Artificial Intelligence dates back to the mid-20th century, a time when computing technology had advanced enough to allow computers to store commands. Early computers could execute commands but were unable to store data. Another problem is that computing developments were also quite pricey in those days.

The mid-1960s brought about the creation of ELIZA, a natural language communications program. Originally programmed to mimic casual conversation, ELIZA was an early **chatbot**. The program could respond to typed messages from a pre-programmed dialog based on words provided by the participant but had no built-in framework for contextualizing events. AI development slowed through the 1970s, a time known as the first **"AI winter"** a period when obtaining funding for AI projects was difficult.

In the 1980s, early knowledge systems known as expert systems grew in popularity. These programs could provide answers to questions by going through saved information based on an operator's database. They were intended to provide information as a human expert might and simulate the knowledge they had. By the late 1990s and into the early 2000s, artificial intelligence had already **met** important goals envisioned by its creators.

Michael S. Gashler Ph.D. from the University of Arkansas, Department of Computer Science and Computer Engineering sees where the future for AI applications lie: "As AI applications move toward mobile devices, people with skills in sensors, wearable computing, and human-computer-interfaces will be needed. Since AI is immensely computer-intensive, people who know how to parallelize using general-purpose graphical processing units and cloud systems are also needed. And people who are familiar with the domains in which artificial intelligence is being applied play an important role in helping with the transition to building more fully-automated systems."

1. The words **broad** in paragraph 1 is closest in meaning to
   a. full
   b. wide
   c. exact
   d. crowded

2. According to paragraph 2, what is the basis of AI?
   a. Robotics
   b. 20th century literature
   c. Using computing technology
   d. Knowing if machines can think

3. What is stated about technology in paragraph 2?
   a. AI has its origins in 1850.
   b. Computing technology was expensive.
   c. Computing science has not advanced that much.
   d. Information could be saved in the first computers.

4. What is mentioned about ELIZA in paragraph 3?
   a. Eliza was developed around 1960.
   b. It was intended to be a programming language.
   c. It could respond to very specific linguistic exchanges.
   d. Eliza had the ability to answer messages recorded in a script.

5. What can be inferred about the term **AI winter** in paragraph 3?
   a. The advances in AI slowed down.
   b. It used to snow a lot in the 1970s.
   c. There was a lot of money for AI projects.
   d. It was difficult to talk to people at that time.

6. What is NOT stated about expert systems in paragraph 4?
   a. They were supposed to emulate the responses of a human.
   b. They could respond certain type of questions.
   c. They became popular after the AI winter.
   d. They simulated an operator's behavior.

7. The word **met** in paragraph 4 is closest in meaning to
   a. visited
   b. greeted
   c. reached
   d. gathered

Text 2

The internet has become the integral part of today's generation of people; from communicating through instant messages and emails to banking, travelling, studying and shopping, internet has touched every aspect of life. With the growing use of the internet by people, protecting important information has become a necessity. A computer that is not having appropriate security controls can be infected with **malicious** logic and thus any type of information can be accessed in moments. Number of infected Web Pages and malicious websites can be seen every day that infects the computer and allow hackers to gain illegal access to other computer systems.

Hacking of important data, network outages, computer viruses and other cyber related threats affect our lives that range from minor inconvenience to serious incidents. Cyber threats can be caused due to negligence and vulnerabilities, or **unintentional** accidents. The main objectives of such type of system attackers or hackers are to steal confidential information, to make illegal monetary transactions, to destroy or to change data and the like. System attackers can be terrorists, crackers or recreational hackers. They have a variety of tools that can harm or infect the computer; usually they use malicious logic or virus to gain **unauthorized** access to a computer. Opening email attachments that carry the virus, clicking malicious links or websites or unintentionally downloading a dangerous program are common ways through which a computer can be infected and data can be stolen.

As the number of data networks, digital applications, as well as internet and mobile users are growing, so do the chances of cyber exploitation and cyber crimes. Even a small mistake in securing data or bad social networking can prove to be extremely dangerous. If accounts are not properly secured, it makes easier for hackers or unauthorized users to spread viruses or social engineered attacks that are designed to steal data and even money. Such types of issues highlight the need for cyber security as an essential approach in protecting and preventing data from being used inappropriately.

In simple language, Cyber Security or Information technology security means protecting data, networks, programs and other information from unauthorized or unintended access, destruction or change. It encompasses all the mechanisms and processes that protect digital equipment, information and records from **illegal** or unintended access, manipulation or destruction.

In today's dynamic environment, cyber security has become vital for individuals and families, as well as organizations (such as military, government, business houses, educational and financial institutions, corporations and others) that collect and store a wide range of confidential data on computers and transmit that to other computers across different networks. For families, protection of children and family members from cyber crime has become substantially important. For an individual, protecting information

that could impact social life as well as personal finance is essential. The internet has provided a wide array of learning opportunities, but there are risks too. Photos, videos and other personal information shared by an individual on social networking sites such as Facebook, Twitter can be inappropriately used by others may lead to serious and even life-threatening incidents. Social networking sites have become the most popular medium for sharing information and connecting with other people. But these sites have created varied opportunities for cybercrimes, compromised personal identities and information leakage. Therefore, it is important for individuals to understand how to protect against cyber threats, and must also comprehend the difference between virtual and real world. One should learn how to protect computers and personal information from being hacked and should engage in **appropriate** online behaviour in order to eliminate changes of cyber threats and thereby creating a safer online environment.

Q1. According to the author what does the cyber security means?

(a) Cyber Security means the dispersion of important data and devise a structural engineering that allow easy flow of information

(b) Cyber Security means protecting data, networks, programs and other information from unauthorized or unintended access, destruction or change.

(c) Cyber Security means the blocking of all the websites that are available in free domain

(d) Cyber Security means the Hacking of important data, network outages, computer viruses and other cyber related threats affect our lives that range from minor inconvenience to serious incidents.

(e) None of the above

Q2. According to the author, what is the main reasons behind cyber threats?

(a) the unknown person with malice

(b) due to intelligence, veneration and intentional threats.

(c) due to negligence and vulnerabilities, or unintentional accidents.

(d) by communicating through instant messages and emails to banking, travelling, studying and shopping on internet

(e) None of the above

Q3. What is the downside of Social media, according to the author?

(a) the long hours usage of social media could affect an individual mentally and become the victim of depression

(b) by sharing sensitive information, one can be vulnerable to sudden outburst of emotions

(c) information shared by an individual for socializing purposes can be distorted and can be used for malignant purpose.

(d) the social media owners can steal the information and sell this information for monetary purposes

(e) None of the above

Q4. According to this passage, how the virus gets into the computers?

(a) by saving data and clicking on the desktop

(b) by opening a document file in the search history

(c) by texting online and receiving files on social media platforms

(d) Opening email attachments that carry the virus, clicking malicious links or websites or unintentionally downloading a dangerous program

(e) None of the above

Q5. What will be the apt title for this passage?

(a) life hacks

(b) Cybercrime and hacking

(c) technology and its advantages

(d) technological advances

(e) The impact of social media

Q6. In the following question, find the word that is most similar in the meaning to the word 'malicious'?

(a) benefactor

(b) benign

(c) benevolent

(d) vitriolic

(e) vituperate

Q7. In the following question, find the word that is most similar in the meaning to the word "illegal"?

(a) symposium

(b) chagrin

(c) chauvinistic

(d) Felonious

(e) charlatan

Q8. In the following question, find the word that is opposite in the meaning to the word "unauthorized"?

(a) accredit

(b) unaccredited

(c) inadmissible

(d) increment

(e) liaison

Q9. In the following question, find the word that is opposite in the meaning to the word "appropriate"?

(a) malapropos

(b) opportunely

(c) sequestrate

(d) usurp

(e) commandeer

Q10. In the following question, find the word that is most similar in the meaning to the word "unintentional"?

(a) despotic

(b) harbinger

(c) fortuitously

(d) immaculate

(e) innocuous

TEXT 3

I first noticed the Samsong Galaxy Flip A while watching the Korean drama 'Hi Bye Mama'. When Kim Tae Hee's best friend uses the phone to take a picture of her family, I could not stop thinking about its futuristic look. After a few K-dramas featuring the same phone, I was simply sold. So I ordered one online as none of the shops in my town had it in stock.

As expected, my new shiny fuchsia phone is very light and can fit into my smallest handbag. Taking pictures is also easy as you can place the phone half-opened on a surface and set a timer. However, taking selfies can be quite disappointing as the front camera is not very sharp. It is quite difficult to flip it too and you need to use both hands! Three days in and my phone already has some scratches – the surface is quite slippery and the phone has slipped a few times!

Apart from the size that can fit into my palm and having something new to boast about, I personally find the phone not worth the RM5,399 I paid. Without its foldability, it is just an ordinary smartphone that needs to be charged after seven hours of continuous usage. For this, I give it 3 stars out of 5.

1) The writer first saw the phone .....

A. While reading the Korean magazine.
B. While watching the Korean Drama.
C. While talking to Korean neighbour.

2) The first feature that made the writer feel interested in the phone is its

A. Futuristic look.
B. Elegant look.
C. Simple look.

3) The writer is disappointed with the phone because of its…… except...

A. Slippery surface
B. Short battery life
C. Back camera

4) What is the meaning of boast?

A. Happy
B. Proud
C. To show off

5) How many stars the writer give to this model?

A. 5
B. 4
C. 3

TEXT 4

Today, Mike and his mom are going to the library. Mike wants to find a book to read. His mom wants to use a computer there.

When they get to the library, Mike finds a book about detectives. He also finds a book with chapters about a friendly ghost. Finally, he finds a book about a man who lives in the woods without food or water. He puts the books on the front desk and waits for his mom.

Mike's mom sits at one of the computers in the library. She checks her email and looks at pictures of flowers on the internet. Then she reads a news article on a website.

Mike's mom leaves the computer and walks over to Mike, holding up something out for him. Mike looks at her quizzically. It takes him a moment to recognize what she is holding. “I got that movie for us to watch tonight," says Mike's mom. “Are you ready to leave?”

"Sure," Mike says, now holding the movie out in front of him. He reads the cover while walking back to the library entrance. He puts his books and the movie on the front desk to check out. A librarian stands behind the counter holding an electronic scanner. "How long can we keep them?" Mike asks her.

"Three weeks," says the librarian.

"Cool," says Mike.

Suddenly, Mike is surprised. His mother is checking out something else that is too big to put on the desk. It’s a picture of the ocean.

"What is that for?" Mike asks.

"To put on our wall at home," says Mike's mom.

"You can do that?" Mike asks.

Mike's mom smiles at the librarian. "Yes," she says, "but we have to return it in three months."

1) Based on the books Mike finds to check out, we can tell that he is interested in

A. science
B. nature
C. mystery
D. adventure

2) While at the computer, Mike's mom

I. checks her mail
II. looks at pictures
III. reads an article

A. I only
B. I and II only
C. II and III only
D. I, II, and III

3) According to the passage, how long can Mike and his mother use the books and the movie before they must return them to the library?

A. one week
B. two weeks
C. three weeks
D. four weeks

4) Based on its use in paragraph 4, it can understood that **quizzically** belongs to which of the following word groups?

A. abnormally, strangely, weirdly
B. casually, carelessly, indifferently
C. passionately, keenly, intensely
D. inquisitively, questioningly, curiously

5) As used in paragraph 5, the phrase "check out" most nearly means

A. to see
B. to rent
C. to find
D. to buy

6) What does Mike's mom want to do with the picture of the ocean?

A. She wants to buy it.
B. She wants to hang it on her wall.
C. She wants to give it to her friend as a gift.
D. She wants to donate it to the library.

7) Using the passage as a guide, it can be understood that you can check out which of the following things from the library?

I. pictures
II. furniture
III. computers

A. I only
B. I and II only
C. II and III only
D. I, II, and III

8) Which of the following would be the best title for this passage?

A. Mike's Mom
B. A Picture of the Ocean
C. At the Library
D. Books, Computers, Movies, and Pictures

TEXT 6

Reading text: Robot teachers

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

1. It's easy to think robots ...
    a. will replace people even if we don't like the idea.
    b. are more capable than people and it's true.
    c. can do less than people but it's not always true.
2. Anthony Seldon thinks teachers in the future will ...
    a. help robots in class.
    b. teach knowledge to students.
    c. no longer exist.
3. Robots will probably never ...
    a. have human understanding of emotions.
    b. be a popular choice for teachers.
    c. be intelligent enough to work in education.
4. Some parts of the world ...
    a. pay robots to teach.
    b. already use robots in teaching jobs.
    c. have a shortage of teachers.

5. Teachers ...
    a. work harder than office workers.
    b. have less help than office workers.
    c. leave their jobs to become office workers.
6. Robots could ...
    a. empathise with students.
    b. mark homework.
    c. prepare lessons.

TEXT 7

Reading text: Social media influencers

It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.

So what is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to $25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

1. Choose your niche

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

2. Choose your medium and write an interesting bio

Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

4. Tell an interesting story

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

5. Make sure people can easily find your content

Publicise your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them.

Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

1. A social media influencer is not someone who ...
    a. guides the decisions of their followers.
    b. is an expert in a particular area.
    c. pays their followers to buy products.
    d. has many followers who pay attention to their opinions.
2. Companies want to use influencers to help ...
    a. sell their products to their followers.
    b. develop new products.
    c. write their blogposts.
    d. design their websites.

3. If you want to be an influencer, your bio on your social media account shouldn't ...
    a. say who you are.
    b. talk about your niche area.
    c. be interesting.
    d. be the same as other people's bios.
4. You should make sure that you post ...
    a. once a month.
    b. every day for the first month and then once a month after that.
    c. about similar subjects.
    d. about all sorts of different things.
5. You can make sure that people find your post by ...
    a. using hashtags.
    b. using funny or memorable titles.
    c. using different social media to link to your post.
    d. doing all of the above.
6. What should the title of this blogpost be?
    a. Five ways to influence people
    b. Five ways to use influencers in marketing
    c. Five tips on becoming a social media influencer
    d. Five tips on making money as an influencer

TEXT 8

Your digital footprint

Every time you go online you leave a trail. This is just like a real footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily be worrying but it is advisable to be aware of your digital footprint and to be cautious and sensible when you are online.

Six top tips for taking care of your digital footprint

1. Don't forget to log off when you leave a website, especially if you are using a shared computer. If you don't, someone can easily pretend to be you!
2. Don't tell anyone your passwords and don't write them down in an obvious place. Make them more complex by using a combination of letters, numbers and punctuation marks.
3. Tell an adult if you come across anything online that makes you upset, anxious or concerned. There are ways to report inappropriate or abusive content and in most cases web managers respond rapidly.
4. Remember your favourite websites by using the history button and the bookmark function on your computer or mobile device. This is a way that your digital footprint can work in your favour, but remember to clear your browser history regularly.
5. If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real photo.
6. Protect your identity online. Be careful about who you share personal information with and always think twice before sharing details like your email, home address, school or phone number with someone.

Think about the future

All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn’t impress the recruiters. So, remember: keep safe, don’t put too much personal information online and always think carefully before you post something. Ask yourself, ‘Would I be happy for absolutely everyone to see this?’

1. When you go online, you …

a. can choose what information is recorded about you.
b. leave a trail showing where you've been and what you've been doing.
c. send information to recruiters.

2. If people search for information about you, they can find your …

a. bookmarked websites.
b. passwords.
c. digital footprint.

3. Someone could pretend to be you if you don't log off when …

a. abandoning a site.
b. posting a comment.
c. sharing a photo.

4. You should make your passwords difficult to guess by …

a. using all capital letters.
b. making them complex.
c. including a symbol.

5. If a user reports inappropriate content, …

a. web managers usually react immediately.
b. recruiters often respond.
c. other users want to read what they've said.

6. You should report abusive remarks on the internet …

a. if you think they are really serious.
b. in all cases.
c. if you can find the contact and have time.

7. To remember your favourite websites, you can use the …

a. browser.
b. bookmark function.
c. mobile device.

8. Think carefully before …

a. sharing your favourite website online.
b. sharing your comments online.
c. sharing personal information online.

TEXT 9

What is the future of artificial intelligence (AI)? Will it be possible for robots to be autonomous? If so, when will that happen and will it be a good thing? We asked four experts what they think.

A

I would say that we are quite a long way off developing the computing power or the algorithms for fully autonomous AI, though I do think it will happen within the next thirty or forty years. We will probably remain in control of technology and it will help us solve many of the world's problems. However, no one really knows what will happen if machines become more intelligent than humans. They may help us, ignore us or destroy us. I tend to believe AI will have a positive influence on our future lives, but whether that is true will be partly up to us.

B

I have to admit that the potential consequences of creating something that can match or surpass human intelligence frighten me. Even now, scientists are teaching computers how to learn on their own. At some point in the near future, their intelligence may well take off and develop at an ever-increasing speed. Human beings evolve biologically very slowly and we would be quickly superseded. In the short term, there is the danger that robots will take over millions of human jobs, creating a large underclass of unemployed people. This could mean large-scale poverty and social unrest. In the long term, machines might decide the world would be better without humans.

C

Personally, I think it's fascinating to consider how we'll speed up our evolution as a species by augmenting our bodies. Imagine if you could implant a computer inside our brain! Soon we'll be able to do just that and enhance our mathematical ability, audiovisual perception and our memory, and this idea is only going to become more and more commonplace. AI is also popping up in the world around us. Recent developments include self-driving cars and drones carrying life-saving equipment to people at sea. Granted, there have been a few teething problems: one woman who was asleep on the floor had her hair eaten by her robot vacuum cleaner and there have been fatal accidents with self-driving cars. But progress always comes at a cost, and for me the advantages far outweigh the disadvantages.

D

I'm a member of the Campaign to Stop Killer Robots. Forget the movie image of a terrifying Terminator stamping on human skulls and think of what's happening right now: military machines like drones, gun turrets and sentry robots are already being used to kill with very little human input. The next step will be autonomous 'murderbots', following orders but ultimately deciding who to kill on their own. It seems clear to me that this would be completely unethical and dangerous for humanity. We need to be very cautious indeed about what we ask machines to do.

1. Which expert has a different view from the others regarding the timescale of AI becoming more autonomous?

   a. A b. B c. C d. D

2. Which expert has a similar view to A about the responsibility humans have for the future of AI?

   a. A b. B c. C d. D

3. Which expert agrees with B that the negative aspects of AI far outweigh the positive aspects?

   a. A b. B c. C d. D

4. Which expert seems to disagree with B about how fast humans can change?

   a. A b. B c. C d. D

5. Which expert gives their opinion about what will happen with the same level of certainty as D?

   a. A b. B c. C d. D

TEXT 10

We've all felt it: that uncomfortable feeling when you scroll through your social media feed and see photos of friends having a better time than you, or that sensation when you read about a friend's amazing job that you chose the wrong life path. This feeling is called FOMO, or fear of missing out.

The term was first coined in 1996 by Marketing Strategist Dr. Dan Herman. While listening to consumers in focus groups and interviews, he observed that many consumers mentioned a fear of missing out on opportunities which could bring them pleasure. Later, in 2004, Patrick McGinnis, a student at Harvard Business School, co-edited an article about the growing trend among his peers of being unable to commit to anything, even something as simple as booking a restaurant, for fear that they would miss out on something more exciting happening elsewhere.

Although people have felt FOMO for time immemorial, the growth of social media seems to have exacerbated the phenomenon. For many, it has now become habit to compare your life with others' lives – or rather the highlights of their lives; something that previous generations could not do so readily. This skews your sense of normal and brings about feelings like resentment, envy and dissatisfaction. What's more, marketers have seized on FOMO psychology as a means to drive sales. Sales that last a limited time, low stock availability notifications and pop-ups that show other people buying all tap into our FOMO.

Since the FOMO phenomenon was recognised, it has been increasingly studied by scientists eager to discover its trends and impacts. Scientists at Carleton and McGill University, for example, found that, surprisingly, traits like neuroticism and extroversion did not lead to a greater incidence of FOMO. They did, however, discover that negative FOMO feelings were experienced more often towards the end of the day and at the end of the week and that FOMO was experienced more by people carrying out obligatory work, like jobs and study.

This is not to say that people only experience FOMO when engaged in a mundane activity. In a follow-up study, researchers found that participants who specifically selected one activity over another experienced FOMO when reminded about the alternative activity, even if their chosen activity was sociable and enjoyable, and if the alternative was unsociable. Moreover, they experienced FOMO whether they were reminded about the alternative through social media or in conversation.

Interestingly, although FOMO is widely associated with teenagers and young adults and those who use social media, research has found that people of all ages experience it, irrespective of their social media use. Researchers at Washington State University, found that it is more closely linked to factors like loneliness and low self-esteem. However, for those people, social media can exacerbate the problem.

Some psychologists recognise an upside to FOMO, saying that it can motivate you to take action, connect with others and get out of your comfort zone. More often than not, though, FOMO leads to increasing isolation and even FOJI, fear of joining in, in the belief that your own insights or contributions will not be valued.

A rising counter-culture to FOMO, though, is JOMO – the joy of missing out. This includes the pleasure and satisfaction of a night in, doing what you enjoy best, turning off your phone notifications and living in the moment, focusing not on what you lack but on what you have.

1. The term FOMO was first used...

a. in a paper published by a Harvard student

b. on social media

c. by someone doing market research

2. It can be inferred that the meaning of FOMO now...

a. is the same as in 2004.

b. has changed since 2004.

c. changed between 1996 and 2004.

3. Which of the following impacts of FOMO is NOT mentioned in the text?

a. It can alter your perception of what ‘normal’ is.

b. It can be exploited to make people spend money.

c. It can make people fearful of normal social interactions.

4. According to the text, people in previous generations experienced FOMO less than nowadays because...

a. marketing campaigns were less targeted towards them.

b. they were less aware of what others were doing.

c.their lives were more similar to those of their peers.

5. According to the research, which of these people is MOST likely to experience FOMO?

a.an introvert doing school work on a Friday night.

b.a neurotic person relaxing on a Sunday afternoon.

c.an extrovert working on a Tuesday morning.

6. Who is most likely to be at risk from FOMO?

a. a young, sociable adult who uses social media widely

b. an older adult who is insecure and has low self-worth.

c. a confident teenager who does not use social media.

7. It can be inferred that FOJI...

a. causes people to become more lonely and isolated.

b. is one of the advantages of FOMO.

c. helps people to appreciate the present moment.

8. The text states that FOMO can be beneficial...

a. if people use it to seek out opportunities.

b. if people are suffering from FOJI.

c. if people are feeling isolated and undervalued.

TEXT 11

For years video games have been criticized for making people more antisocial, overweight or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

Games can help to develop physical skills. Pre-school children who played interactive games such as the ones available on Wii have been shown to have improved motor skills, for example they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly telling the difference between shades of grey. This is useful for driving at night, piloting a plane or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 per cent faster than others and are no less accurate, according to one study. It was also found that the best gamers can make choices and act on them up to six times a second, four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Additionally, video games can also reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

There is also evidence that gaming can help with psychological problems. At the University of Auckland in New Zealand, researchers asked 94 young people diagnosed with depression to play a 3D fantasy game called SPARX and in many cases, the game reduced symptoms of depression more than conventional treatment. Another research team at Oxford University found that playing Tetris shortly after exposure to something very upsetting – in the experiment, a film of traumatic scenes of injury and death was used – can actually prevent people having disturbing flashbacks.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after as little as a week of play, affecting regions in the brain associated with emotional control and causing more aggressive behaviour in the player. But Daphne Bavelier,

one of the most experienced researchers in the field, says that the violent action games that often worry parents most may actually have the strongest beneficial effect on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.

Only relatively recently have people started to realise ___.

a. the harmful effects of video games
b. the beneficial effects of video games
c. how much we don't know about video games' effects
d. how much video games affect the people that play them

Very young children show improved ___ after playing video games.

a. muscle control and co-ordination
b. social interaction
c. decision-making
d. ability to differentiate between different colours

Playing video games helps doctors ___.

a. do operations and read X-rays
b. make decisions under pressure
c. operate complex equipment
d. tend to more than one patient at a time

Video gamers' decision-making speed is significantly improved by ___.

a. years of gaming experience
b. long periods of game playing
c. playing video games in short bursts
d. certain types of video game

Women who play video games demonstrate ___.

a. faster reaction speeds
b. reduced stress levels
c. better spatial awareness
d. better multitasking ability

In one research study, the video game Tetris helped people to ___.

a. improve their concentration
b. overcome depression
c. forget disturbing experiences
d. make decisions faster

Research shows that violent video games ___.

a. have no negative effects on players
b. only affect players' brains after extended hours of play
c. may have positive and negative effects on the brain
d. only affect players' brains in beneficial ways

TEXT 12

There is increasing evidence that health is linked to personality. However, until now, the relationship has not affected the way health care is delivered. There are several reasons for this. Some health workers doubt whether there is a direct link between health and personality or whether it's just a coincidence. Some feel it is their professional duty to treat all patients in the same way. Others argue that delivering health services according to patients' personalities will have minimal impact and therefore isn't worth the effort. However, some psychologists believe that applying different procedures to people with different personalities could have a significant, positive effect on health.

Research into personality has, in recent years, focused on the Big Five model of personality types. This model measures how neurotic, extrovert, open to experience, agreeable and conscientious a person is. Some of these personality types have been studied in relation to health. For example, conscientious people tend to be less likely to smoke, drink too much alcohol or be inactive. However, in other cases, the relationship is less clear. Neurotic behaviour, for instance, has been found in some studies to increase the risk of death, in others to protect people from illness and in others to have no link to health at all.

Even so, if health workers applied an understanding of personality to the services they provide, they could influence the extent to which patients act on advice and follow their treatment. For example, high sensation-seeking individuals, who are extroverts and unconscientious in the Big Five model and tend to take part in risky activities, respond to drama, energy and emotion. Thus, to encourage those people to follow health advice, health promotions can be designed to incorporate those factors. An example of this was the campaign SENTAR which aimed to reduce cannabis use among high sensation-seeking teenagers. By creating a suitable television advert, they successfully engaged these youths and reduced their recreational drug use. Of course, this approach isn't always possible. It is often impractical and expensive to create several versions of a campaign to reach different personality types. However, recent developments in computer technology, cookies and targeted advertising may allow this approach to be used more in future.

Personality could also be considered when sending messages, information and guidance to specific patients. Already, health information is usually available in various forms – printed, digital, audio, and so on – to be suitable and accessible for different users, such as the blind, the elderly, and people

with reading difficulties. Research has also shown that, by identifying different patients' motivations for treatment and then corresponding with them in a way that reflects their motivations, patients will become more involved in their treatment, compared to when the same messages are sent to everyone. Correspondence could, therefore, be adapted to reflect patients' personality type, too. For example, less conscientious people could be sent phone reminders to attend appointments. So far, there has been very little research into the effectiveness of tailoring health guidance according to personality, so this area deserves further study.

Until now, the focus of personality-health research has been to explore the link between personality and health and has had very little practical application. Thus, health workers have not engaged deeply with it. However, by suggesting, trialling and implementing practices to engage patients with different personalities, the relationship between psychology researchers and health workers could improve, along with the health of the general public.

1. Who is the article most likely aimed at?

a. health workers outside psychology

b. patients at a clinic

c. psychologists

d. neurotic people

2. What is the main idea of the article?
Research into the link between Health and Personality...

a. has not been studied in great depth until recently.

b. can be practically applied to improve public health.

c. should be carried out by both clinicians and psychologists.

d. has shown that sensation-seeking individuals often risk their health.

3. Which of these is NOT a reason why clinicians do not currently consider personality in their approach to healthcare?

a. They lack sufficient training in psychology.

b. They think the effect on a patient's health will be hardly noticeable.

c. They consider it their duty to treat all patients equally.

d. They doubt whether a person's personality directly affects their health.

4. What can be concluded from the text about neurotic patients?

a. There is no consistent link between a patient's level of neurosis and their health.

b. They are more likely than non-neurotic patients to report illness.

c. Their neurosis protects them from becoming sick.

d. They are at greater risk from early death than non-neurotic patients.

5. It can be inferred that the campaign SENTAR...

a. was delivered across multiple media, including television and online.

b. was designed to attract conscientious, high sensation-seeking teenagers.

c. failed to reduce cannabis use among teenagers.

d. used drama and energy in its design.

6. The writer believes that improving computer technology...

A. can help health workers deliver appropriate messages to different types of people.

b. will ensure that more people are aware of public health campaigns.

c. will affect the number of high sensation-seeking people in the population.

d. can help psychologists better understand the link between personality and health.

7. In paragraph 4, the writer refers to a study that found that...

a. adapting letter-writing style can encourage patients with different goals to participate.

b. adapting correspondence to suit different personalities can have a positive impact on health.

c. phone reminders ensure that unconscientious patients attend appointments.

d. information in audio form helps blind people to access health information.

TEXT 13

Anyone who loves sports will agree that cheating is bad. For example, it was simply wrong for Spain to enter people who were not actually disabled into the 2000 Sydney Paralympics basketball team. But sometimes, it is hard to draw a line between what is cheating and what is not. Many sports encourage players to be 'sporting', that is, to play honestly and accept when they lose. However, in sports, the prizes for winning are great, so it is natural for people to use different ways to win a game. Sometimes players cheat or bend the rules to get an advantage in a game.

Gamesmanship is when you try to win a game by bending the rules or using dubious tactics. For example, when British Team cyclist Philip Hindes had a bad start in a team race in the 2012 Olympics, he didn't want to let his team down, and since he knew that if a rider fell early, the race would be restarted, he crashed his bike on purpose. Britain went on to win gold.

Other examples of gamesmanship are when players fake injuries or waste time. This might give them a chance for a short rest, or it could annoy their opponent and affect their concentration. For example, at the 2016 Rio Olympics, badminton player Carolina Marins screamed and shouted every time her opponent made a mistake. This affected her opponent's feelings, and people thought she behaved rudely. However, she won the gold medal without breaking any rules.

When there is a grey area, it is the referee or umpire's job to decide whether cheating is taking place. However, players can take advantage of this situation because referees aren't perfect and can't see everything. For example, in cricket, if the ball hits a batter's legs, he is out, and most batters know when they are out, so they should leave the field immediately. However, few cricketers are sporting. They wait until the umpire tells them to go because they want to stay in the game, and the umpire might not see what happened. This isn't considered cheating.

However, there's no denying that Diego Maradona cheated in the 1986 World Cup quarter-finals between England and Argentina. In that particular match, Maradona infamously scored a goal using his hand. The referee, who missed the incident, awarded the goal, and unsurprisingly, Maradona didn't question the decision. But the game of football, however, isn't always so forgiving of those who bend the rules, as Brazilian player Rivaldo knows. In the 2002 World Cup, he faked an injury during a match. Unlike Maradona, Rivaldo wasn't so lucky; he was caught out and was later fined,

proving that the outcomes of such actions are not always in the player's favour.

Sometimes, players might even try to lose on purpose. At the 2012 London Olympics, four women's badminton doubles teams from China, Indonesia and South Korea purposely played badly. They all wanted to lose because it would lead to an easier place in the tournament. Although none of the players broke any badminton rules, they were all disqualified for their poor sportsmanship.

Where there are games, people will always try different ways to win. But is bending the rules the same as cheating? Or does it just make the game more interesting because sports competitions are not only about physical skills but also about clever strategies?

1. According to the passage, the 2000 Sydney Paralympics basketball team...

a. won the gold medal despite cheating.

b. were in a grey area.

c. were rightly accused of cheating.

d. were accused of cheating when they did not.

2. British Team cyclist Philip Hindes…

a. lost a medal because he cheated.

b. used gamesmanship to win a medal.

c. won a medal despite cheating.

d. lost a medal because of gamesmanship.

3. Badminton player Carolina Marins…

a. used gamesmanship to win a game.

b. used gamesmanship, but lost a game.

c. cheated and won a game.

d. did not cheat, but was disqualified.

4. Cricketers who leave the field when they feel the ball touch their legs…

a. are breaking the rules.

b. are rare.

c. are using gamesmanship.

d. are following the rules.

5. Diego Maradona is mentioned because he…

a. took advantage of a referee's mistake.

b. challenged a referee's decision.

c. persuaded a referee to make a decision.

d.was punished for his gamesmanship.

6. The four badminton teams were disqualified…

a. despite not cheating.

b. because they cheated.

c. because they were sporting.

d. after winning their games.

Writing

Plan

Introduction = hook sentence/ title / aim of the essay

Paragraph 1 = Main idea

Subordinate ideas

Paragraph 2= Main idea

Subordinate ideas

Conclusion= summary/ opinion/ recommendation

Form

There is no doubt that/ It has been recognized that/ It has been observed that/ To commence with the fact that Title (paraphrased). The current essay aims to shed light on (advantages and disadvantages/ pros and cons/positives and negatives/ the reasons and solutions of …/ to what extent I agree or disagree with this statement/ my point of view concerning this topic. Moreover/ In addition/ Furthermore/ besides/As well as, a personal opinion and some recommendations concerning/regarding this topic are provided at the end of this article/essay.

As a matter of fact, there are many (advantages/ reasons/ effects…) of …. For instance,

On the other hand, there are some disadvantages/ solutions/ …of.. For example,……

Finally, / Last but not the least, / In conclusion,/ To sum up, All in all/ Overall/ from my point of view/in my opinion/I think/I do believe that this topic is controversial/ argumentative, so it deserves to be discussed in future studies/ research. As a result/ Consequently,/ I would strongly recommend (researchers/ scientists/ parents/ experts/ governments/ decision-makers, educators/ celebrities/ …) to think smartly as they can enable us overcome all challenges and predictable difficulties.

Reason	Contrast	Give example	Addition	Steps	Give result	Condition
Because Since As In order to So as to to Because of Due to	But However Although Even though Though Despite In spite of	For example, For instance, Such as Like Namely	Also, Moreover, Further Furthermore In addition Besides As well as And	First Initially, Secondly Thirdly Then Next After that finally, At the end	As a result Consequently So Thus Hence	If Unless Provided that

Using robots is useful but it can lead to a lot of problems:

1. **What are advantages of using robots?**
2. **What are disadvantages of using robots?**

Introduction= hook sentence, title, definition, aim of the essay.

Main body

1. Paragraph 1= advantages of using robots

   Subordinate ideas

   (saving time, easy, safety, helpful, controllable, professional, developed)

2. Paragraph = disadvantages of using robots + threatened jobs
   Subordinate ideas

(expensive, unemployment, laziness, maintenance, no feelings)

Conclusion= summary, opinion, recommendation.