***Grade 12***

***Join sentences from the boxes to make new sentences. Use which.***

|  |  |  |
| --- | --- | --- |
| ***1*** | ***.*** | ***This was very kind of her.*** |
| ***2*** | ***Jane doesn't have a phone.*** | ***This means we can't go away tomorrow.*** |
| ***3*** | ***Neil has passed his exam.*** | ***This makes it difficult to contact her.*** |
| ***4*** | ***Our flight was delayed.*** | ***This makes it difficult to sleep sometimes.*** |
| ***5*** | ***Kate offered to let me stay at her house.*** | ***.*** |
| ***6*** | ***The street I live in is very noisy at night.*** | ***This is good news.*** |
| ***7*** | ***Our car has broken down.*** | ***This meant we had to wait three hours at the airport.*** |

***Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 6.***

 The World Wide Web was developed by British physicist and computer scientist Timothy Berners-Lee as a project within the European Organization for Nuclear Research (CERN) in Geneva, Switzerland. Berners-Lee combined several (1)\_\_\_\_\_\_\_ ideas into a single system to make it easier for physicists to use data on the Internet. Moreover , he added multimedia-the ability to include graphics-to the hyperlink concept found in a previous Internet service known as gopher. Berners-Lee had begun working with hypertext in the early 1980s. An (2)\_\_\_\_\_\_\_\_ of the Web became operational at CERN in 1989, and the idea quickly spread to universities in the rest of the world.

Groups at the University of Illinois researched and extended Web technology. They developed the first browser (**3**)\_\_\_\_\_\_at many sites, named Mosaic, in 1993. To allow the Web to be accessed (4) \_\_\_\_\_\_ a wide variety of computer systems, researchers built multiple versions of Mosaic. Each version was designed to be used with a specific operating system, the software that (5) \_\_\_\_\_\_ the computer. Within a year, computer programmer Marc Andreessen had formed a commercial company (6) \_\_\_\_\_ and sell Web technologies.

**Question 1. A.** existing **B.** exist **C.** existed **D.** existence

**Question 2. A.** prototype early implementation **B.** implementation early prototype

 **C.** early implementation prototype **D.** early prototype implementation

**Question 3. A.** using  **B.** was used **C.** which was used **D.** Which used

**Question 4. A.** from **B.** to **C.** for **D.** into

**Question 5. A.** controls **B.** charge **C.** run **D.** Order

**Question 6. A.** to build **B.** build **C.** built **D.** building

***Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 7 to 11.***

**Question 7.** a.Linda: Yeah, it’s so beautiful outside! Last week, the weather was awful.

 b. ﻿﻿﻿Nam: It’s a lovely day, isn’t it?

c. Nam: I know, it was raining all the time. Have you got any plans for the weekends?

 **А.** b – a – c **B.** b – c – a **C.** c – b – a **D.** a – c – b

**Question 8.** a. Alice: What would you like to know?

﻿﻿﻿ b. Alice: Yes, they are. Currently, we’re looking for two servers to work at weekends.

 c. ﻿﻿﻿Mark: Good evening. I’m calling to ask about the vacancies for servers.

 d. ﻿﻿﻿Mark: Sounds good. So what are the working hours?

 e. ﻿﻿﻿Mark: Are these part-time jobs?

**A.** c – b – a – e – d **B.** c – e – d – b – a **C.** c – a – e – b – d **D.** c – e – a – b – d

**Question 9.** Hi Mai,

 a. ﻿﻿﻿What time shall I come to your place?

﻿﻿﻿ b. Do you want me to bring anything else?

 c. ﻿﻿﻿It might be a good idea to do the cooking in the morning.

 d. ﻿﻿﻿Thanks for inviting me to your house.

﻿﻿﻿ e. I’ll bring some fresh mangoes from our garden.

 See you soon.

 Linda

**A.** d – a – c – e – b **B.** d – c – a – b – e **C.** d – e – c – a – b **D.** d – a – c – b – e

 **Question10**: a. Sam: What did you think of the movie we watched last night?

 b. Jenny: I loved it! The acting was amazing, especially the main character.

 c. Sam: I agree! I think it was one of the best films I’ve seen this year.

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

**Question 11**: a. Lisa: I prefer studying in groups.

 b. Mark: What do you think about online study programs?

 c. Lisa: They help me understand concepts better and motivate me.

d. Mark: I find online programs convenient but sometimes feel isolated.

 e. Lisa: Group study can be more engaging, don’t you think?

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

**Read the following passage about protecting wildlife habitats and mark the letter A, B, C, or D on your answer sheet to indicate the correct option that best fits each of the numbered blanks.**

Protecting wildlife habitats is crucial for maintaining biodiversity and ensuring the survival of numerous species. Conservation efforts focus on preserving natural environments, restoring degraded areas, and (12) \_\_\_\_\_\_\_. Over time, various strategies have been implemented to safeguard these habitats, and (13) \_\_\_\_\_\_\_. As conservation techniques continue to evolve, the protection of wildlife habitats remains a priority for environmentalists worldwide.

While protected areas such as national parks and wildlife reserves play a vital role in habitat conservation, community involvement has become increasingly important. (14) \_\_\_\_\_\_\_, local communities are actively engaged in conservation projects, contributing to the protection of their natural surroundings. This collaborative approach has led to significant advancements in habitat preservation and (15) \_\_\_\_\_\_\_.

Moreover, education and awareness campaigns help highlight the importance of conserving wildlife habitats and encourage people to take action. Programs designed to educate the public about the impacts of habitat loss and the benefits of conservation emphasize the need for continued conservation efforts. (16) \_\_\_\_\_\_\_.

Thus, the ongoing efforts to protect wildlife habitats ensure that ecosystems remain healthy and resilient. (17) \_\_\_\_\_\_\_ reinforces the commitment to preserving the natural world for future generations.

**12. A.** responsible manage of natural resources

**B.** managing natural resources responsibly

**C.** manage responsible natural resources

**D.** managing responsibly natural resources

**13. A.** measures have been various adopted to ensure the protection of habitats

**B.** have adopted measures various to ensure habitat protection

**C.** various measures have been adopted to ensure habitat protection

**D.** to ensure habitat protection, various measures adopted

**14. A.** By switching to sustainable practices

**B.** If switch to sustainable practices

**C.** Switched to sustainable practices

**D.** Unless switching to sustainable practices

**15. A.** has led for the development of new conservation techniques.

**B.** has led new techniques to conservation development

**C.** new conservation techniques development has led on

**D.** has led to new conservation techniques development

**16. A.** Which drives home the urgency of protecting our natural world

**B.** This drives home the urgency of protecting our natural world

**C.** It drives home the urgency of protecting our natural world

**D.** Driving home the urgency of protecting our natural world on

**17. A.** Its ongoing commitment to conservation

**B.** Their ongoing commitment to conservation

**C.** Our ongoing commitment to conservation

**D.** His ongoing commitment to conservation

**Read the following passage and mark the letter A, B, C, D on your answer sheet to indicate the best answer to each of the following questions.**

Over the past decade many **priceless** heritage sites and monuments have been damaged in countries across the world. In Africa, sites in Libya, Algeria, Egypt, and Mali, among others, have been damaged during internal and cross-border conflicts. The three main threats to heritage sites are development projects, armed conflicts, and natural disasters. International agencies like UNESCO have called for the protection of heritage resources in the event of conflict. But this has not happened.

Destroying monuments is a violent act. Those responsible are trying to erase – by force – an aspect of history. One example was the Nazis who, during World War II, tried to destroy Jewish people’s art and personal property. The attacks on monuments and calls for **their** destruction reflect the systemic and complex violence in many African states, although it’s important to note that the problem is not only an African one. ISIS is the latest group destroying history and heritage. This is popular in Iraq. Syria is another country witnessing its heritage being **wiped out**.

When examining the ongoing conflict in the north of Mali, it is clear that heritage sites are just part of the damage of human lives and cultural property in the ongoing conflict. **It is worth considering national and world heritage conservation policies and guidelines.** All heritage is valuable and should be protected. Destroying heritage is not in the interest of humanity. The African continent has to address the question of how we collectively deal with difficult and damaged heritages.

A reflection on the UNESCO Conventions between 1954 and 1972 should also provide guidance on future actions on heritage management at local and national levels. The 1954 Convention, which calls for the protection of cultural heritage during conflict and war, was regularly mentioned during the Iraq conflict and recent conflict in Mali. The 1970 and 1972 Conventions draw attention to protecting world heritage by state parties. With these tools, countries should have enough guidance to individually and collectively protect heritage resources.

**Question 18.** Which of the following countries is not mentioned in paragraph 1 that has priceless heritage sites and monuments been damaged?

A. Algeria B. Mali C. Libya D. Angola

**Question 19**. The word ‘**priceless**’ in paragraph 1 is OPPOSITE in meaning to \_\_\_\_\_\_\_\_\_.

A. valuable B. worthless C. useful D. affordable

**Question 20**. The word ‘**wiped out**’ in paragraph 2 is best replace by \_\_\_\_\_\_\_\_\_.

A. preserved B. prevented C. damaged D. protected

**Question 21**. The word “**their**” in paragraph 2 refers to \_\_\_\_\_\_\_\_\_.

A. the Nazis’ B. monuments’ C. the Jewish’s D. attacks’

**Question 22**. Which of the following can be inferred from the passage about the destruction of heritage sites?

A. It is primarily limited to African countries.

B. It is a reflection of systemic violence in Africa.

C. It is not a serious concern for international agencies.

D. It is mainly caused by natural disasters.

**Question 23**. Which of the following best paraphrases the underline sentence in paragraph 3?

A. It's important to take into account policies and guidelines for conserving national and global heritage.

B. Evaluating these frameworks can provide worthless insights.

C. Attention to heritage conservation is nonessential for preserving cultural and historical significance.

D. These policies don’t play a crucial role in protecting our shared legacy.

**Question 24**. In which paragraph the writer mentions a present causal relationship?

A. Paragraph 1 B. Paragraph 2 C. Paragraph 3 D. Paragraph 4

**Question 25.** In which paragraph does the writer call for our responsibility in protecting heritage sites?

A. Paragraph 1 B. Paragraph 2 C. Paragraph 3 D. Paragraph 4

***Read the following passage about the urban shift and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 31 to 40.***

**DEPENDENCE ON TECHNOLOGY: TIME FOR CHANGE!**

**[I]** Los Angeles dancer, Brian Perez, was eating out with his friends one evening when suddenly everyone went quiet. **[II]** To his horror, he saw that the reason for this was that people were checking their phones. **[III]** What if they all put their gadgets in a pile in the middle of the table until they had finished the meal? **[IV]** If anyone picked up their phone, that person would have to pay the whole bill. And so, it is said, the game of “phone stacking” was born.

**The necessity for action** like this **highlights** a major problem in today's society: our inability to disconnect from technology. But while Brian's idea deals with the obsession in a social context, measures also need to be taken at home. Some people drop their smartphones into a box the moment they arrive home, which gives them the chance to interact with the people they live with. The fact that the phone cannot be heard - it is on silent - nor seen - the flashing lights are hidden by the box - means that they are no longer tempted to use **it.**

A less drastic solution is to banelectronic devices at certain times of day when the whole family is likely to be together, for example at meal times. This can be hard for everyone, from teenagers desperate to text friends to parents unable to **switch off** from work. On a normal day, however, dinner takes less than an hour, and **the benefits of exchanging opinions and anecdotes with the rest of the family certainly makes up for the time spent offline**.

Taking a break from technology is one thing, but knowing when to turn off a device is another. Time seems to stand still in the virtual world, and before you know it, you find that it is three o'clock in the morning. This is where a digital curfew comes in handy, a set time when all devices must be put away. Evenings without technology are usually nice and peaceful and make a more agreeable end to the day. And then it's time for bed. One of the best ways of ensuring you can sleep at night is to ban electronic devices altogether from the bedroom. Lying next to a machine bursting with information is far from relaxing, and the sounds it emits during the night can easily wake you up. **With technology out of the room, a line has been drawn between daytime and sleep time**, which enables us to switch off ourselves and drift off to sleep.

**Question 26.** Where in paragraph I does the following sentence best fit?

***Realising he had to do something to stop this, Brian made a rather daring suggestion.***

**A.** [I] **B.** [II] **C.** [III] **D.** [IV]

**Question 27.** The phrase **the necessity for action** in paragraph II could be best replaced by\_\_\_\_\_\_.

**A.** the requirement for change **B.** the importance of communication

**C.** the need for technology **D.** the demand for connection

**Question 28.** The word **it** in paragraph2 refers to.

**A.** fact **B.** phone **C.** light **D.** box

**Question 29:** According to paragraph 1, Brian Perez was shocked to find that\_\_\_\_\_\_.

**A.** people were willing to remove all their gadgets **B.** the prices for food were too expensive

**C.** people were glued to their phones **D.** everyone seemed quiet by nature

**Question 30:** Which of the following best summarises paragraph 3?

1. Banning electronic devices during family meals helps improve communication and connection.
2. Parents find it easy to disconnect from work during meal times.
3. Family meals should be brief to accommodate everyone’s schedules.
4. Teenagers resist limits on device use but benefit from family interaction.

**Question 31:** The phrase **switch off** in paragraph 3 could be replaced by\_\_\_\_\_\_.

**A.** disconnect to **B.** cut off **C.** turn off **D.** prevent from

**Question 32:** Which of the following statements is true, according to the passage?

1. People choose not to use their phones at home so that they can talk to other members.
2. Meal times are the most suitable for the whole family to use phones together.
3. Teenagers can find it easier to turn off their phones compared to their parents.
4. Brian's idea is not new in terms of making people less dependent on technology.

**Question 33:** The word **highlights** in paragraph 2 is OPPOSITE in meaning to\_\_\_\_\_\_.

**A.** tackles **B.** expects **C.** proposes **D.** minimizes

**Question 34.** Which of the following best paraphrases the sentence "With technology out of the room, a line has been drawn between daytime and sleep time"?

1. Removing devices from the bedroom helps distinguish between waking hours and rest.
2. Keeping technology in the bedroom allows for better sleep quality.
3. Limiting device usage at night makes it easier to stay awake.
4. Having devices in the bedroom is beneficial for sleep routines.

**Question 35:** Which of the following best summarizes the passage?

1. Frequent technology use can enhance family communication, but it often leads to disconnection during important moments.
2. Setting boundaries on device usage is essential for fostering meaningful interactions among family members.
3. While technology offers benefits, it can disrupt family life, necessitating limits on its use during shared times.
4. Families should embrace technology fully, as it provides more opportunities for communication and connection.