

General Placement Test (20 Questions 30 minutes)

Section 1: Multiple Choice Questions

Vocabulary: Choose the best word to complete each of the following sentences.

- The Royal Irrigation Department will review its assumptions in building dams to _____ the most powerful earthquakes that could possibly occur.
A. confront
B. persist
C. withstand
D. encounter
- Painting your home is one way in which your family may be _____ to lead and mercury, either from the paint or from removing old paint in preparation work.
A. poisoned
B. displayed
C. contacted
D. severed
- For long-term planning, what the developing countries need is _____ development.
A. lavish
B. susceptible
C. renewable
D. sustainable
- Some _____ rain forests in various parts of the globe would be devastated by climatic change.
A. tough
B. critical
C. prosperous
D. fertile

Grammar: Choose the underlined part which makes the sentence grammatically incorrect.

- Devoted^(A) to farming and cottage industries, the Amish live^(B) an incredible^(C) industrious yet^(D) materially simple life.
- Not only will^(A) Aztec, the 300-foot-long^(B) submarine be^(C) able to cruise 50 feet below the Arctic's ice-covered surface but it should^(D) travel almost 1,000 miles in just two weeks.
- Scientific studies have shown that unless^(A) material is reviewed, most of them^(B) will be forgotten^(C) in a surprisingly short amount of time^(D).
- Cleaning products^(A), for example^(B), are often given lemon or pine scents because of^(C) people link those^(D) scents with cleanliness.
- In 1928, Alexander Fleming, while conducting^(A) an unremarkable study on bacteria, discovered inadvertently that mold growing^(B) on one of his cultures^(C) was killed^(D) the bacteria.

10. It has been calculated^(A) that if the emission of greenhouse gases continues^(B) at the present rate, the increase in temperature would have been^(C) enough to cause a rise in sea level of between^(D) 24 and 30 cm by 2030.
11. In spite^(A) an enormous increase in agricultural production, many countries around the globe are incapable^(B) of feeding their^(C) growing population^(D).

Reading: Read the following passages and choose the correct answer for each of the questions.

Passage 1: Questions 12-14

Desert tundra, or cold desert, occurs on the Arctic edges of North America, Europe, and Asia. In these areas the near eternal freezing temperatures cause an environment in which plant life is virtually impossible. The existence of ice rather than water for the majority of the year means that vegetation lacks sufficient moisture for growth. During the short period of time when the temperature increases enough for the ice to melt, there is generally a large volume of water. This excess of water, coupled with a lack of drainage through the frozen subsoil, does not allow vegetation to flourish.

12. According to the passage, desert tundra is found
- A. throughout North America, Europe, and Asia
 - B. in Antarctica
 - C. on the Arctic borders of the northern continents
 - D. at the North Pole
13. According to the passage, what makes plant life almost impossible in areas of desert tundra during most of the year?
- A. Excessive water on the plants
 - B. The frozen state of the water
 - C. The increase in temperature
 - D. The lack of ice
14. According to the passage, why can't the water drain after it melts?
- A. The land beneath the surface is still frozen.
 - B. The temperature is too high.
 - C. The period of time is too short.
 - D. The vegetation is flourishing.

Passage 2: Questions 15-20

Section A

The role of governments in environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often, however, governments act in an even more harmful way. They actually subsidise the exploitation and consumption of natural resources. A whole range of policies, from farm-price support to protection for coal-mining, do environmental damage and (often) make no economic sense. Scrapping them offers a two-fold bonus: a cleaner environment and a more efficient economy. Growth and environmentalism can actually go hand in hand, if politicians have the courage to confront the vested interest that subsidies create.

Section B

No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area, not counting Antarctica, and the proportion is rising. World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in cultivation, but also because more land has been brought under the plough. Higher yields have been achieved by increased irrigation, better crop breeding, and a doubling in the use of pesticides and chemical fertilisers in the 1970s and 1980s.

Section C

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of monoculture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Section D

Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land. The annual value of these subsidies is immense: about \$250 billion, or more than all World Bank lending in the 1980s. To increase the output of crops per acre, a farmer's easiest option is to use more of the most readily available inputs: fertilisers and pesticides. Fertiliser use doubled in Denmark in the period

1960-1985 and increased in The Netherlands by 150 per cent. The quantity of pesticides applied has risen too: by 69 per cent in 1975-1984 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land-clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion.

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidised -- and growing them does no less environmental harm than other crops.

15. What is the main idea of section A

- A. The effects of government policy in rich countries
- B. The effects of government policy in poor countries
- C. Governments and management of the environment
- D. The probable effects of the new international trade agreement

16. What is the main idea of section B

- A. Farming and food output
- B. The environmental impact of modern farming
- C. Farming and soil erosion
- D. The new prospects for world trade

17. What is the main idea of section C
- A. Soil erosion in India and China
 - B. The environmental impact of modern farming
 - C. The probable effects of the new international trade agreement
 - D. The new prospects for world trade
18. Research completed in 1982 found that in the United States soil erosion
- A. reduced the productivity of farmland by 20 per cent.
 - B. was almost as severe as in India and China.
 - C. was causing significant damage to 20 per cent of farmland.
 - D. could be reduced by converting cultivated land to meadow or forest.
19. By the mid-1980s, farmers in Denmark
- A. used 50 per cent less fertiliser than Dutch farmers.
 - B. used twice as much fertiliser as they did in 1960.
 - C. applied fertiliser much more frequently than in 1960.
 - D. more than doubled the amount of pesticide they used in just 3 years.
20. Which one of the following increased in New Zealand after 1984?
- A. farm incomes
 - B. use of fertiliser
 - C. over-stocking
 - D. farm diversification

ช่วงคะแนน และ คำแนะนำ

1-13 คะแนน

น้องควรปรับพื้นฐานก่อนด้วยคอร์ส *Pre-Inter* เพื่อปรับบทวนเนื้อหาในส่วน grammar, reading, writing, และ vocabulary ที่เป็นพื้นฐานในการเรียนคอร์สหลักในชุด core series และ exam series ต่อไป (*น้องที่พื้นฐานยังไม่แน่น ไม่ควรข้ามไปลงคอร์สในชุด core series ทันทีเพราะอาจตามไม่ทัน เรียนได้ไม่เต็มประสิทธิภาพ ในชุด core series จะเน้นการใช้กลยุทธ์ในการทำข้อสอบ แคบทบทวนเนื้อหาและเน้นจุดสำคัญในส่วนต่างๆเช่น grammar เพราะน้องที่ลงเรียนมีพื้นฐานระดับหนึ่งแล้ว จึงเน้นการฝึกทำเร็วในเวลาจำกัดเลย เพราะนั่นคือหัวใจสำคัญของการข้อสอบภาคอินเตอร์)

14 - 17 คะแนน

น้องมีพื้นฐานที่ดีในการทำโจทย์ ทำข้อง่ายได้ทั้งหมดและข้อปานกลางได้บางส่วน บางเรื่องอาจยังรู้เนื้อหาไม่ครบทุกแง่มุมหรือลืมเนื้อหาไปแล้ว หรือยังไม่รู้เทคนิคทำโจทย์ให้รวดเร็ว น้องสามารถลง course ในชุด core series ได้เลย เพื่อเรียนรู้การใช้เทคนิคทำเร็วในเวลาจำกัด แล้วต่อยอดด้วยคอร์สในชุด exam series เพื่อฝึกทำโจทย์ยากหลากหลายรูปแบบ ฝึกทำข้อสอบจับเวลาเหมือนจริง

18-20 คะแนน

น้องมีพื้นฐานที่ดี อาจเคยเรียนมาจากที่อื่นแล้ว แต่อาจต้องการฝึกมือเพื่อสร้างความชำนาญ หากอยากได้คะแนนสูงมากๆเกือบเต็มเพื่อไปแข่งขันกับคนอื่น หรือขอทุน สามารถเรียนวิชาต่างๆในชุด exam series ได้เลย เพื่อเน้นฝึกโจทย์ยากหลากหลายรูปแบบ ฝึกทำข้อสอบจับเวลาเหมือนจริง เรียนรู้ เทคนิคและทักษะเพื่อให้ได้คะแนนสูงขึ้น