

**Read the following text carefully and choose the correct option (A, B, or C) for each question. All answers must be filled in on the answer sheet.**

**EXAMPLE:**

**Answer Sheet**

What is the text about?

- |  |                          |                                     |                          |
|--|--------------------------|-------------------------------------|--------------------------|
| a. Effects of pollution on the economy     | a. <input type="radio"/> | b. <input checked="" type="radio"/> | c. <input type="radio"/> |
| b. Effects of pollution on the environment | (answer "b" is chosen)   |                                     |                          |
| c. Effects of pollution on health          |                          |                                     |                          |

- 1 People love their automobiles. They allow us to go where we want to when we want to. They are a form of entertainment; they are a form of art, a pride of ownership. Songs are written about cars. Prince wrote a great song: "Little Red Corvette." He didn't write "Little Red Laptop Computer." He wrote about a car.
- 2 The fact is, when we do our market research around the world, we see that there is nearly a universal **aspiration** on the part of people to own an automobile. A car is an object of desire. Everybody wants to own one. And 750 million people in the world today have a car. And you say, boy, that's a lot. But you know what? That's just 12 percent of the population. We really have to ask the question: Can the world sustain that number of automobiles? And if you look at projections over the next 10 to 15 to 20 years, it looks like the world car park could grow to on the order of 1.1 billion vehicles. Now, if you parked **those** end to end and wrapped them around the Earth, that would stretch around the Earth 125 times.
- 3 Now, we've made great progress with automobile technology over the last 100 years. Cars are dramatically cleaner, dramatically safer, more efficient and radically more affordable than they were 100 years ago. But the fact remains: the fundamental DNA of the automobile has stayed pretty much the same. If we are going to reinvent the automobile today, rather than 100 years ago, knowing what we know about the issues associated with our product and about the technologies that exist today, what would we do?

1. What is the main idea of the text?

- a. People have always been emotionally attached to their cars.
- b. There are too many cars in the world today.
- c. In the future cars must become more sustainable.

2. In paragraph 2, '**aspiration**' refers to \_\_\_\_\_.

- a. anxiety
- b. ambition
- c. aggression

3. In paragraph 2, '**those**' refers to \_\_\_\_\_.

- a. 1.1 billion vehicles
- b. projections
- c. next 10 to 15 to 20 years

4. Which of the following **CAN** be inferred from paragraph 2?

- a. the world is not ready for a huge increase in the number of cars
- b. 88% of the population do not have any desire to own a car
- c. people will own fewer cars because they will be less affordable

5. The author's attitude towards the progress with automobile technology is \_\_\_\_\_.

- a. disappointed and pessimistic
- b. concerned but supportive
- c. enthusiastic and determined

Part 2- Section 1  
Reading B

Questions 6-10

**Read the following text carefully and choose the correct option (A, B, or C) for each question. All answers must be filled in on the answer sheet.**

**EXAMPLE:**

**Answer Sheet**

What is the text about?

- a. Effects of pollution on the economy      a.       b.       c.   
b. Effects of pollution on the environment      (answer "b" is chosen)  
c. Effects of pollution on health

“ \_\_\_\_\_ ”

- 1 I've been fascinated with crop diversity for about 35 years now, ever since I came across a fairly **obscure** academic article by someone named Jack Harlan. He wasn't a well-known person at the time. What he described in this article, which became very famous later, was the diversity within crops — all the different kinds of wheat and rice and such — as a genetic resource. And he said, "This genetic resource," — and I'll never forget the words — "stands between us and catastrophic starvation on a scale we cannot imagine."
- 2 I figured he was really on to something, or he was one of these academic nutcases. So, I looked a little further, and what I figured out was that he wasn't a nutcase. He was the most respected scientist in the field. What he understood was that biological diversity — crop diversity — is the biological foundation of agriculture. **It** is the raw material of evolution in our agricultural crops. Not a trivial matter. And he also understood that that foundation was crumbling and breaking into pieces. That, indeed, a mass extinction was underway in our fields, in our agricultural system. And that this mass extinction was taking place with very few people noticing and even fewer caring.
- 3 Now, I know that many of you don't stop to think about diversity in agricultural systems and, let's face it, that's logical. You don't see it in the newspaper every day. And when you go into the supermarket, you certainly don't see a lot of choices there. You see apples that are red, yellow, and green and that's about it. We have about 200,000 different varieties of wheat, and we have about 400,000 different varieties of rice, but the tragic thing is that this diversity is being lost. In the United States, in the 1800s — that's where we have the best data — farmers and gardeners were growing 7,100 named varieties of apples. Imagine that. 7,100 apples with names. Today, 6,800 of those are extinct, no longer to be seen again.

6. The most suitable heading for the text is “\_\_\_\_\_.”
- Agricultural Biodiversity is in Serious Danger
  - Scientists Try to Save the Agricultural Crops
  - Ways to Solve the Problem of Agricultural Mass Extinction
7. In paragraph 1, ‘**obscure**’ is closest in meaning to \_\_\_\_\_.
- confusing
  - simple
  - unpopular
8. Which of the following **CAN** be inferred from paragraph 2?
- The majority of people worked toward more sustainable agricultural practices
  - People were not aware of the significant problems facing agriculture
  - The future of agriculture was in the hands of concerned farmers
9. In paragraph 2, ‘**It**’ refers to \_\_\_\_\_.
- Biological foundation
  - Biological diversity
  - Biological agriculture
10. In this article, the main purpose of the author is to \_\_\_\_\_.
- draw people’s attention to the issue of loss of agricultural diversity
  - inform the readers about what they can do to overcome agricultural problems
  - change the readers’ ideas about the value of certain agricultural products such as apples

Part 2- Section 2  
Reading C

Questions 11-19

**Read the following text carefully and choose the correct option (A, B, or C) for each question. All answers must be filled in on the answer sheet.**

**EXAMPLE:**

**Answer Sheet**

What is the text about?

- |  |                          |                                     |                          |
|--|--------------------------|-------------------------------------|--------------------------|
| a. Effects of pollution on the economy     | a. <input type="radio"/> | b. <input checked="" type="radio"/> | c. <input type="radio"/> |
| b. Effects of pollution on the environment | (answer "b" is chosen)   |                                     |                          |
| c. Effects of pollution on health          |                          |                                     |                          |

- 1 It's June 2018. Sally picks up a handheld device and holds it to her finger. With a tiny pinprick, it draws off a tiny droplet of blood, makes 2,000 different measurements and sends the data wirelessly to a distant computer for analysis. A few minutes later, Sally gets the results via e-mail, and a copy goes to her physician. All of Sally's organs are fine, and her physician advises her to do another home medical check-up in six months.
- 2 This is what the not-so-distant future of medicine will appear like. Over the next two decades, medicine will change from its current reactive mode, in which doctors wait for people to get sick, to a mode that is far more preventive and rational. I like to call it P4 medicine—predictive, personalized, preventive and participatory. What is driving this change are powerful new measurement technologies and the so-called systems approach to medicine. Whereas medical researchers in the past studied disease by analyzing the effects of one gene at a time, the systems approach will give them the ability to analyze all your genes at once. The average doctor's office visit today might involve blood work and a few measurements, such as blood pressure and temperature; in the near future physicians will collect billions of bytes of information about each individual—genes, blood proteins, cells and historical data. They will use this data to assess whether your cell's biological information-handling circuits have become perturbed by disease, whether from defective genes, exposure to bad things in the environment or both.
- 3 Several emerging technologies are making this holistic, molecular approach to disease possible. Nano-size devices will measure thousands of blood elements, and DNA sequencers will decode individual human genomes rapidly, accurately and inexpensively. New computers will sort through huge amounts of data gathered annually on each individual and **boil down** this information to clear results about health and disease. Having summarized and simplified this information, the system will then help the physician to chart the best course of action for the patient.
- 4 Medicine will begin to get more predictive and personalized (the first two aspects of P4 medicine) over the next five to 10 years. First, doctors will be able to sequence the genome

of each patient, which together with other information will yield useful predictions about his or her future health. It will be able to tell you, for example, that you have a 30 percent chance of developing ovarian cancer before age 30. Second, a biannual assessment of your blood will make it possible to get an update on the current state of your health for each of your 50 or so organ systems. These steps will place the focus of medicine on individual patients and on assessing the impact that genes and their interactions with the environment have in determining health or disease.

- 5 In preventive medicine (the third P), researchers will use systems medicine to develop drugs that help prevent disease. If, say, you have a 50 percent chance of developing prostate cancer by the time you're 50, you may be able to start taking a drug when you're 30 that would reduce substantially that probability. In the next 10 to 20 years the focus of health care will shift from dealing with disease to maintaining wellness.

- 6 Participatory medicine, the final P, will provide patients with the amazing opportunities to take control of their health care. To participate effectively, though, they will have to be educated as to the basic principles of P4 medicine. New companies that can analyze human genome variation are already planning to provide patients with genetic information that may be useful in modifying their behavior to avoid future health problems. In the future, patients will need not just genetic data but insight into how the environment is turning genes on and off to cause disease—just as smoking often causes lung cancer and exposure to sunlight can cause skin cancer.

11. What is the main idea of the text?

- In twenty years time, the technological changes in medicine will lead to a system that is more cost-effective.
- The future of medicine will be determined on the basis of the changes taking place in molecular genetics.
- In the near future, the developments in medicine will dramatically change the way medicine is practised.

12. Why does the author mention "Sally" in paragraph 1?

- to suggest a possible reason for an idea that is mentioned in the next paragraph.
- to present an example that shows how the future of medicine might look like.
- to draw the reader's attention to Sally's vision of the future of medicine.

13. In paragraph 2, which of the following is **NOT** mentioned as one of the differences between present-day medicine and systems approach to medicine?
- the type of medicine prescribed by doctors
  - how genes are analyzed by researchers
  - reactive mode versus preventive mode
14. In paragraph 3, '**boil down**' is closest in meaning to \_\_\_\_\_.
- to make easier to understand
  - to refer to something more complicated
  - to add more details to something
15. According to paragraph 4, which of the following is **TRUE**?
- The second most important thing to do to prevent ovarian cancer is to get blood test done every two years.
  - The information provided by a patient's genes will be essential in predicting the occurrence of many diseases including ovarian cancer.
  - In the next five to ten years, doctors will be able to predict with 30% accuracy if a patient gets ovarian cancer or not.
16. In paragraph 4, '**It**' refers to \_\_\_\_\_.
- His or her future health
  - Other information
  - The genome of each patient
17. Which of the following **CAN** be inferred from paragraph 5?
- The prevention of diseases with new medical technology will help old people live at least 30 more years.
  - Living a healthy life-style including a nutritious diet will become less important in the next ten to twenty years.
  - Medical researchers will focus more on developing drugs that aim to prevent diseases rather than cure them.

18. According to paragraph 6, which of the following is **TRUE**?

- a. Patients need to be more informed about how P4 medicine works to benefit from it.
- b. P4 medicine provides many opportunities for patients who are ready to quit smoking.
- c. Several new companies are investing in P4 medicine to control patients' genes.

19. In this article, the main purpose of the author is to \_\_\_\_\_.

- a. analyze the pros and cons of medical changes
- b. discuss the future of medicine
- c. suggest solutions to medical problems

Part 2- Section 3  
Reading D

Questions 20-37

*Read the text below carefully and follow the instructions for the two sections afterwards.*

- 1 At the dawn of a new millennium the phenomenon of English seems more alive and universal than ever before. Like a Jackson Pollock of language, countless new variants are adding to the amazing variety of the overall picture: urban dialects like “Jafaikan”; or local Asian hybrids like Konglish (English in South Korea) and Manglish (Malay and English). Yet, even at its peak, this has been a passing moment, with a tragic result: the 9/11 attack on the twin towers, the Iraq war and the polarisation of the global community in the “war on terror.” \_\_\_\_\_ . Since 2001 the achievements of what might be seen as the American century have been quickly destroyed.
- 2 During the presidency of George W. Bush, American language and culture became associated with unilateral and often irrational policies of a wounded superpower, acts of aggression, pretending to be self-defence and motivated by anger, insecurity and fear. In earlier times this phase might have resulted in an angry reaction towards the dominant language and culture of the moment. But this did not happen – for two main reasons. First, in 2008, after almost a decade of angry chauvinism, American democracy seemed to rediscover its purpose and elected Barack Obama. Secondly, so-called “soft power” has its own path; there was always an important distinction to be drawn between culture and foreign policy. Young Iranians could hate George W. Bush but idolise American pop stars, burn the American flag but splash out on American-style jeans and computers.
- 3 Moreover, English had developed a supranational momentum that gave it a life independent of its British, and more especially its American, roots. Already multinational in expression, English was becoming a global phenomenon with a strong, inner multinational dynamic, an emerging **lingua franca** described by the historian Benedict Anderson as “a kind of global-hegemonic post-clerical Latin.” In other words, English has replaced Latin as the most commonly used commercial tongue among the people of the world.
- 4 Today there is almost no limit to the scope of this subject. The world’s varieties of English range from the “crazy English” taught to the Chinese-speaking officials of the Beijing Olympics, to the “voice and accent” manuals issued by Infosys and Microsoft at their Bangalore headquarters. Thus, English today contains a paradox. To some, it seems to carry the seeds of its own decay. In the heartlands of the mother tongue, there are numerous anxieties about its future: in the United States, language conservatives worry about the Hispanic threat to American English. But simultaneously the real challenge to the English of Shakespeare and the King James Bible comes less from alien speech than from the nonstop changes made to English in various daily transactions across the known world. Here, global English, floating free from its troubled British and American past, has begun to **take on a life of its own**. My prediction is that the 21st-century expression of British and American English – the world’s English – is about to make its own declaration of freedom from the linguistic past, in both grammar and vocabulary.

- 5 In the book called *The Prodigal Tongue*, “news from the future of English”, Mark Abley has a telling passage about the “Latvians and Macedonians, Indonesians and Peruvians, Israelis and Egyptians” who sign up for the official online forum of the rock group Coldplay. To these fans, writes Abley, it doesn’t matter that the band consists of three Englishmen and a Scot singing in a tongue that was once limited to part of an island off Europe’s coast. Now, wherever on the planet these fans happen to live, music connects them. So does language. As long as they’re willing to use the words in the accelerating global language that Coldplay speaks, the forum gives all its members a chance to speak.
- 6 This is the interactive, ever-changing world of global English. At the beginning of the 21<sup>st</sup> century, rarely has a language and its culture enjoyed such an opportunity to represent the world. In rough numbers alone, English is used, in some form, by approximately 4 billion people, two-thirds of the planet, and outnumbered only by the speakers of Chinese, approximately 350 million of **whom** also speak some kind of English.
- 7 This has many expressions. In a different version of “crazy English,” *Harry Potter and the Deathly Hallows* was pirated in several Chinese versions, blending storylines taken from Tolkien and kung-fu epics, with titles like *Harry Potter and the Chinese Empire*, and *Harry Potter and Leopard Walk up to Dragon*. At the same time, JK Rowling—the British author of the *Harry Potter* books—would launch the last book in the series in English, from Reykjavik to Quito. This is what happened on the night of 21 July 2007 when children and teenagers crowded around bookstore checkouts across the world, with an immediate sale (3.5 million copies in the first week) of the English-language edition. In Germany, “muggle,” “quidditch” and “house elf” were becoming “part of German schoolchildren’s vocabulary.”
- 8 The world’s appetite for English language and culture means that the Royal Shakespeare Company will tour its “Complete Shakespeare” productions worldwide, Manchester United will plan its matches to suit Japanese television schedules, and the House of Lords will rule on the use of torture in the “war on terror” using arguments whose roots lie in the debates surrounding Magna Carta. The same pressures mean that, in 2006–07, about 80% of the world’s home pages on the world wide web were “in some kind of English,” compared to German (4.5%) and Japanese (3.1%), while Microsoft publishes no fewer than 18 versions of its “English language” spellcheckers.
- 9 By 2010 Britain’s role in the world, no longer colonial, is to participate in the international rendering of English and its culture. Like an elderly relative at a teenage rave, the UK sponsors the consumption of English as a highly desirable social and cultural force, “the worldwide dialect of the third millennium.”
- 10 Those are the words of Jean-Paul Nerrière, a French-speaking former IBM executive and amateur linguistic scholar. In 1995, Nerrière, who had noticed that non-native English-speakers in the Far East communicated more successfully in English with their Korean and Japanese clients than competing British or American executives, formulated the idea of “decaffeinated English” and, in a moment of inspiration, named it “Globish.” His idea quickly caught on. In *The Last Word*, **his** reports from the frontline of language change, journalist Ben Macintyre writes: “I was recently waiting for a flight in Delhi, when I overheard a conversation



**Instructions for questions 26-37:**

**Choose the correct option (A, B, or C) for each question about the text above. All answers must be filled in on the answer sheet.**

**EXAMPLE:**

**Answer Sheet**

1. What is the text about?

- |  |                             |                                     |                          |
|--|-----------------------------|-------------------------------------|--------------------------|
| a. Effects of pollution on the economy     | 1. a. <input type="radio"/> | b. <input checked="" type="radio"/> | c. <input type="radio"/> |
| b. Effects of pollution on the environment | (answer "b" is chosen)      |                                     |                          |
| c. Effects of pollution on health          |                             |                                     |                          |

26. In paragraph 1, which of the following sentences could best fit into the blank?

- a. Overnight, the positive feelings of the 1990s were replaced by something much more dangerous.
- b. Especially after the 9/11 attack Americans started learning foreign languages to understand other cultures better.
- c. People in the developed world realised that weapons of mass destruction cannot be easily destroyed.

27. Which of the following **CAN** be inferred from paragraph 2?

- a. English is not the most widely used language in the world anymore because of the aggressive foreign policies of the Bush administration.
- b. It is possible to approve certain American cultural elements and also be against its foreign policies.
- c. Iranians in their youth hate the American foreign policy but as they get older they start appreciating the positive aspects of the American culture.

28. In paragraph 3, '**lingua franca**' is closest in meaning to \_\_\_\_\_.

- a. language familiarity
- b. historical language
- c. language of the world

29. In paragraph 4, '**take on a life of its own**' is closest in meaning to \_\_\_\_\_.

- a. become problematic
- b. become lively
- c. become independent

30. According to paragraph 5, which of the following is **TRUE**?
- A rock band like Coldplay can interact with its fans who are very well-trained in rock music.
  - Coldplay fans can communicate with each other thanks to English no matter where they are from.
  - People from all over the world appreciate the music of Coldplay because the band is from Britain.
31. In paragraph 6, the word '**whom**' refers to \_\_\_\_\_.
- two-thirds of the planet
  - speakers of Chinese
  - 4 billion people
32. According to paragraph 7, which of the following is **TRUE**?
- Books like Harry Potter are very popular around the world because English is a global language.
  - Harry Potter books are very popular in China because Chinese children enjoy reading fantasy books about dragons.
  - In Germany many schoolchildren can speak English thanks to Harry Potter books.
33. Which of the following **CANNOT** be inferred from paragraph 8?
- English soccer teams have a worldwide audience.
  - German and Japanese language websites will become more popular in the near future.
  - English language and culture will continue to be fashionable around the world.
34. According to paragraph 9, what is Britain's role in today's world?
- to dominate the world through cultural imperialism
  - to act as a role model for the developing world
  - to promote English as the language of the world
35. In paragraph 10, the word '**his**' refers to \_\_\_\_\_.
- Jean-Paul Nerrière's
  - Ben Macintyre's
  - a Spanish UN peacekeeper's

36. In paragraph 10, '**comprehensible**' is closest in meaning to \_\_\_\_\_.

- a. understandable
- b. legal
- c. inspirational

37. According to paragraph 10, what is the main difference between English and Globish?

- a. English is spoken everywhere by everyone, whereas Globish is spoken only in the Far East.
- b. English is the real language spoken by native-speakers; Globish, on the other hand, is just an artificial conversation.
- c. English is rooted in the British and American culture, while Globish is the truly universal version of English.

**Part 2- Section 4**  
**Reading A, B, C, D**

**Questions 38-40**

**Instructions for questions 38-40:**

***For questions 38-40, you need to think about Reading A, B, C, and D (all the texts you have read in Part 1- Section 1, 2, and 3). Choose the correct option (A, B, or C) for each question. All answers must be filled in on the answer sheet.***

**EXAMPLE:**

**Answer Sheet**

What is the text about?

- |  |                          |                                     |                          |
|--|--------------------------|-------------------------------------|--------------------------|
| a. Effects of pollution on the economy     | a. <input type="radio"/> | b. <input checked="" type="radio"/> | c. <input type="radio"/> |
| b. Effects of pollution on the environment | (answer "b" is chosen)   |                                     |                          |
| c. Effects of pollution on health          |                          |                                     |                          |

38. Which of these is the least optimistic text?

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

39. Which of these texts discuss the role of technology in shaping the future of a product or service?

- a. Reading B only
- b. Reading C only
- c. Both readings C and D

40. In which of these two texts does the author provide an anecdote to make a point?

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