

Choose the word that is different in the position of the main stress in each of the following questions.

- | | | | |
|-------------------|-----------------|-----------------|-----------------|
| 1. A. invaluable | B. investigate | C. intimacy | D. intensity |
| 2. A. undergrowth | B. untreatable | C. solidify | D. conventional |
| 3. A. alcohol | B. comment | C. chemical | D. proceed |
| 4. A. historian | B. architecture | C. biography | D. thermometer |
| 5. A. supposedly | B. curriculum | C. surprisingly | D. supernatural |

Choose the best answer to complete each of the following sentences.

6. Ann's encouraging words gave me to undertake the demanding task once again.
A. a point B. an incentive C. a resolution D. a target
7. You should at least an effort to find the boy's address if you don't want to lose your last hope.
A. do B. work C. put D. make
8. We are going to build a fence around the field with a view to sheep and cattle.
A. to breeding B. breed C. to breed D. breeding
9. Once a time there was a king so selfish and mean that no princess would agree to become his wife.
A. of B. at C. upon D. within
10. wait for no man.
A. Time and tide B. Time and fire C. Tide and fire D. Tide and time
11. I walked away as calmly as I could , they would have thought I was a thief.
A. In case B. If so C. Or else D. Owing to
12. Everyone can join our club, age and sex.
A. not mention B. in case of C. in place of D. regardless of
13. The polar bear's depends on its ability to catch fish.
A. survival B. survive C. surviving D. survivor
14. "Your parents must be proud of your result at school". - "....."
A. Sorry to hear that. B. Thanks. It's certainly encouraging.
C. Of course D. I am glad you like it.
- 15.... have made communication faster and easier through the use of email and Internet is widely recognized.
A. It is that computers B. That computers C. Computers that D. That it is computers
16. "Do you like pop music or jazz?" "I don't like of them. I prefer classical music."
A. either B. neither C. both D. any
17. Sometimes in a bad situation, there may still be some good things. Try not to “ throw out the with the bath water.”
A. fish B. duck C. baby D. child
18. any employee be ill, they must call the office to inform their head of departure.
A. Were B. Should C. Had D. If
19. Genetically, the chimpanzee is more similar to humans
A. are than any other animal B. than is any other animal
C. any other animal is D. and any other animal is
20. It was so foggy that the driver couldn't the traffic signs.
A. make out B. break out C. keep out D. take out
21. By next year, my son will have..... his education at Cambridge University.
A. realized B. completed C. graduated D. terminated
22. Don't to phone Mrs Whitman, I've already talked to her.

- Choose the word that is OPPOSITE in meaning to the underlined part in the following sentences.**

- Choose the underlined part that needs correction in each of the following sentences.**

- Choose the word that is CLOSEST in meaning to the underlined part in the following sentences.**

38. With the dawn of space exploration, the notion that atmospheric conditions on Earth may be unique in the solar system was strengthened.
A. expansion B. beginning C. continuation D. outcome
39. The teacher gave some suggestions on what could come out for the examination.
A. effects B. symptoms C. hints D. demonstrations

40. Roget's Thesaurus, a collection of English words and phrases, was originally arranged by the ideas they express rather than by alphabetical order.

A. restricted

B. as well as

C. unless

D. instead of

Read the passage and choose the best option to fill each bank.

A worrying question which (41) global attention is severe overpopulation and its drastic effects in the countries of the Third World. In regions where the birth rate is extremely high, poverty and starvation are(42). In India, there is (43) of thirty five infants being born every minute, yet the most shocking figures are those which (44) the enormous number of the victims of famine in certain African territories. Communities afflicted with acute destitution are additionally confronted with illiteracy, life in appalling conditions and infectious diseases (45) the indigenous populations. There is an urgent need for these problems to be solved . Unless measures are taken to (46) the suffering of the impoverished underdeveloped nations, desperate crowds of immigrants will (47) in flooding the richer states in(48) of a brighter future. It's the most (49) task for the international giants nowadays to help the poor populations get out of the poverty(50).

41. A. insists

B. wishes

C. requires

D. asks

42. A. profuse

B. rife

C. generous

D. predominant

43. A. a ratio

B. a measure

C. an average

D. a proportion

44. A. appear

B. refer

C. indicate

D. comprise

45. A. decimating

B. enumerating

C. discounting

D. outnumbering

46. A. discard

B. vanish

C. evaporate

D. ease

47. A. linger

B. maintain

C. persist

D. remain

48. A. search

B. chase

C. lookout

D. survey

49. A. confronting

B. challenging

C. rousing

D. plaguing

50. A. lure

B. pitfall

C. snare

D. trap

Choose the sentence that is closest in meaning to each italic one.

51. *I found myself at a loss to understand my closest friend's words.*

A. I found my closest friend's words easy to understand.

B. I understood my closest friend's words completely.

C. I lost heart and didn't understand my closest friend's words.

D. I found my closest friend's words quite incomprehensible.

52. *What you have been saying is beside the point.*

A. You was honest to have said about the point like that .

B. What you have been saying is quite irrelevant.

C. You have been talking too much about the point.

D. What you have been saying is beyond my expectation.

53. *Impressed as we were by the new cinema, we found it rather expensive.*

A. The new cinema was more expensive than we expected.

B. We were not impressed by the new cinema at all because it looked rather expensive.

C. We weren't as much impressed by the new cinema's look as its cost.

D. We were very impressed by the new cinema, but found it rather expensive.

54. *She should know better than to lend the money to him.*

A. She knew it would be better not to lend him the money.

B. She oughtn't to lend him the money.

C. She was just being helpful when she lent him the money.

D. It would be kind of her to lend him the money.

55. *Even though some events were cancelled, thousands of people attended the festival.*

A. No matter how many people attended the festival, some events were cancelled

- B. In spite some cancelled events, thousands of people attended the festival.
 C. As some events were cancelled, thousands of people attended the festival.
 D. Despite the cancellation of some events, thousands of people attended the festival.
56. *Wouldn't it be better to let them know about the alterations to the plan?*
 A. Why haven't they been informed about the new development?
 B. Shouldn't they have been consulted before the scheme was changed?
 C. Don't you think they should be informed about the changes in the plan?
 D. We'd better ask them to change the plan, hadn't we?
57. *It is unlikely that results of the elections will be made public before tomorrow morning.*
 A. Before tomorrow morning we will probably know the result of the elections.
 B. Tomorrow morning is probably the earliest that anyone will know the result of the selection.
 C. The results of the elections will most likely be made known before tomorrow morning.
 D. We will probably not be told the results of the elections tomorrow morning.
58. *Many countries share the view that drastic measures must be taken to stop the pollution of the seas.*
 A. The pollution of the seas can only be prevented providing that many countries follow the same policy.
 B. A lot of countries agree that it is essential to take strong action to put an end to the pollution of the seas.
 C. By putting into practice a series of precautions, it is generally believed that the pollution of the seas will be prevented.
 D. The seas will, it seems, continue to be polluted unless this agreement is accepted by a majority of the countries.
59. *People donated a lot, so the victims of the tsunami are now able to overcome difficulties.*
 A. To overcome difficulties, the victims of the tsunami needed people's generous donation.
 B. But for people's generous donation, the victims of the tsunami wouldn't be able to overcome difficulties now.
 C. The victims of the tsunami are now able to overcome difficulties but for people's donation.
 D. Despite people's generous donation, the victims of the tsunami are facing lots of difficulties.
60. *"I will let you know the answer by the end of this week," Tom said to Janet.*
 A. Tom suggested giving Janet the answer by the end of this week.
 B. Tom promised to give Janet the answer by the end of this week.
 C. Tom insisted on letting Janet know the answer by the end of this week.
 D. Tom offered to give Janet the answer by the end of this week.

Read the passages and choose the best answer to each question.

A number of factors related to the voice reveal the personality of the speaker. The first is the broad area of communication, which includes imparting information by use of language, communicating with a group or an individual, and specialized communication through performance. A person conveys thoughts and ideas through choice of words, by a tone of voice that is pleasant or unpleasant, gentle or harsh, by the rhythm that is inherent within the language itself, and by speech rhythms that are flowing and regular or uneven and hesitant, and finally, by the pitch and melody of the utterance. When speaking before a group, a person's tone may indicate unsureness or fright, confidence or calm. **At interpersonal levels, the tone may reflect ideas and feelings over and above the words chosen, or may belie them.** Here the speaker's tone can consciously or unconsciously reflect intuitive sympathy or antipathy, lack of concern or interest, fatigue, anxiety, enthusiasm or excitement, all of which are usually discernible by the acute listener. Public performance is a manner of communication that is highly specialized with its own techniques for obtaining effects by voice and /or gesture. The motivation **derived** from the text, and in the case of singing, the music, in combination with the performer's skills, personality, and ability to create empathy will determine the success of **artistic, political, or pedagogic** communication.

Second, the voice gives psychological clues to a person's self-image, perception of others, and emotional health. Self-image can be indicated by a tone of voice that is confident, pretentious, shy, aggressive, outgoing, or exuberant, to name only a few personality traits. Also the sound may give a clue to the facade or mask of that person, for example, a shy person hiding behind an overconfident front. How a speaker perceives the listener's receptiveness, interest, or sympathy in any given conversation can **drastically** alter the tone of presentation, by

encouraging or discouraging the speaker. Emotional health is **evidenced** in the voice by free and melodic sounds of the happy, by constricted and harsh sound of the angry, and by dull and lethargic qualities of the depressed.

61. *What does the passage mainly discuss?*

- A. The function of the voice in performance
- B. The connection between voice and personality
- C. Communication styles
- D. The production of speech

62. *What does the author mean by stating that, "At interpersonal levels, tone may reflect ideas and feelings over and above the words chosen" (lines 7-8)?*

- A. Feelings are expressed with different words than ideas are.
- B. The tone of voice can carry information beyond the meaning of words.
- C. A high tone of voice reflects an emotional communication.
- D. Feelings are more difficult to express than ideas.

63. *The word "Here" in line 8 refers to*

- A. interpersonal interactions
- B. the tone
- C. ideas and feelings
- D. words chosen

64. *The word "derived" in line 12 is closest in meaning to*

- A. discussed
- B. prepared
- C. registered
- D. obtained

65. *Why does the author mention "artistic, political, or pedagogic communication" in line 13?*

- A. As examples of public performance
- B. As examples of basic styles of communication
- C. To contrast them to singing
- D. To introduce the idea of self-image

66. *According to the passage, an exuberant tone of voice, may be an indication of a person's*

- A. general physical health
- B. personality
- C. ability to communicate
- D. vocal quality

67. *According to the passage, an overconfident front may hide*

- A. hostility
- B. shyness
- C. friendliness
- D. strength

68. *The word "drastically" in line 19 is closest in meaning to*

- A. frequently
- B. exactly
- C. severely
- D. easily

69. *The word "evidenced" in line 20 is closest in meaning to*

- A. questioned
- B. repeated
- C. indicated
- D. exaggerated

70. *According to the passage, what does a constricted and harsh voice indicate?*

- A. Lethargy
- B. Depression
- C. Boredom
- D. Anger

As the twentieth century began, the importance of formal education in the United States increased. The frontier had mostly disappeared and by 1910 most Americans lived in towns and cities. Industrialization and the bureaucratization of economic life combined with a new emphasis upon credentials and expertise to make schooling increasingly important for economic and social mobility. Increasingly, too, schools were viewed as the most important **means** of integrating immigrants into American society.

The arrival of a great wave of southern and eastern European immigrants at the turn of the century **coincided with** and contributed to an enormous expansion of formal schooling. By 1920 schooling to age fourteen or beyond was compulsory in most states, and the school year was greatly lengthened. Kindergartens, **vacation schools, extracurricular activities**, and vocational education and counseling extended the influence of public schools over the lives of students, many of whom in the larger industrial cities were the children of immigrants. Classes for adult immigrants were sponsored by public schools, corporations, unions, churches, settlement houses, and other agencies.

Reformers early in the twentieth century suggested that education programs should suit the needs of specific populations. Immigrant women were once such population. Schools tried to educate young women so they could occupy productive places in the urban industrial economy, and one place many educators considered appropriate for women was the home.

Although looking after the house and family was familiar to immigrant women, American education gave homemaking a new definition. In preindustrial economies, homemaking had meant the production as well as the consumption of goods, and **it** commonly included income-producing activities both inside and outside the home, in the highly industrialized early-twentieth-century United States, however, overproduction rather than scarcity was becoming a problem. Thus, the ideal American homemaker was viewed as a consumer rather than a producer. Schools trained women to be consumer homemakers cooking, shopping, decorating, and caring for children "efficiently" in their own homes, or if economic necessity demanded, as employees in the homes of others. Subsequent reforms have made these notions seem quite out-of-date.

71. *The paragraph preceding the passage probably discusses*

- A. the urbanization in the United States in the nineteenth century.
- B. the industrialization and the bureaucratization of economic life the United States in the nineteenth century.
- C. the formal schooling in the United States in the nineteenth century.
- D. the most important means of integrating immigrants into American society in the nineteenth century.

72. *It can be inferred from paragraph 1 that one important factor in the increasing importance of education in the United States was*

- A. the growing number of schools in frontier communities
- B. an increase in the number of trained teachers
- C. the expanding economic problems of schools
- D. the increased urbanization of the entire country

73. *The word "means" in line 5 is closest in meaning to*

- A. advantages
- B. probability
- C. method
- D. qualifications

74. *The phrase "coincided with" in line 7 is closest in meaning to*

- A. was influenced by
- B. happened at the same time as
- C. began to grow rapidly
- D. ensured the success of

75. *According to the passage, one important change in United States education by the 1920's was that*

- A. most places required children to attend school
- B. the amount of time spent on formal education was limited
- C. new regulations were imposed on nontraditional education
- D. adults and children studied in the same classes

76. *Vacation schools and extracurricular activities are mentioned in line 9 to illustrate*

- A. alternatives to formal education provided by public schools
- B. the importance of educational changes
- C. activities that competed to attract new immigrants to their programs.
- D. the increased impact of public schools on students.

77. *According to the passage, early-twentieth century education reformers believed that*

- A. different groups needed different kinds of education
- B. special programs should be set up in frontier communities to modernize them
- C. corporations and other organizations damaged educational progress
- D. more women should be involved in education and industry

78. *The word "it" in line 19 refers to*

- A. consumption
- B. production
- C. homemaking
- D. education

79. *Women were trained to be consumer homemakers as a result of*

- A. overproduction in the highly industrialized early-twentieth-century United States
- B. scarcity in the highly industrialized early-twentieth-century United States
- C. economic necessity in the highly industrialized early-twentieth-century United States
- D. income-producing activities in the highly industrialized early-twentieth-century United States

80. *Which paragraph mentions the importance of abilities and experience in formal schooling?*

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

KEY to **SECOND MOCK EXAMINATION (2012- 2013)**

1.C	2.A	3. D	4. B	5.D	6.B	7. D	8. D	9.C	10. A
11. C	12. D	13. A	14. B	15. B	16. A	17. C	18. B	19. B	20. A.
21. B	22. B	23. D	24. A	25. C	26. B	27. D	28. C	29. D	30. C
31. A	32. A	33. B	34. C	35. A	36. B	37. A	38. B	39. C	40. D
41. C	42. B	43. C	44. C	45. A	46. D	47. C	48. A	49. B	50. C
51. D	52. B	53. D	54. B	55. D	56.C	57. B	58. B	59. B	60. B
61. B	62. B	63. A	64. D	65. A	66. B	67. B	68. C	69. C	70. D
71. C	72. D	73. C	74. B	75. A	76. C	77. A	78. C	79. A	80. A

KEY to **SECOND MOCK EXAMINATION (2012- 2013)**

1.C	2.A	3. D	4. B	5.D	6.B	7. D	8. D	9.C	10. A
11. C	12. D	13. A	14. B	15. B	16. A	17. C	18. B	19. B	20. A.
21. B	22. B	23. D	24. A	25. C	26. B	27. D	28. C	29. D	30. C
31. A	32. A	33. B	34. C	35. A	36. B	37. A	38. B	39. C	40. D
41. C	42. B	43. C	44. C	45. A	46. D	47. C	48. A	49. B	50. C
51. D	52. B	53. D	54. B	55. D	56.C	57. B	58. B	59. B	60. B
61. B	62. B	63. A	64. D	65. A	66. B	67. B	68. C	69. C	70. D
71. C	72. D	73. C	74. B	75. A	76. C	77. A	78. C	79. A	80. A