

**I. Read Text I, Text II, and Text III. Choose the best option from a – d for questions 1 – 15.**

**Text I**

[1] Why do we care so strongly about what other people do, even when their actions won't affect us? And how do we decide that someone else has done something wrong? These questions are at the heart of moral psychology, and psychologists' answers to these questions have changed with intellectual fashion. Historically, psychologists have disagreed about whether moral judgments are primarily products of emotional and non-rational processes or of reasoning and 'higher' cognition — thinking. Recently, however, findings from several areas of cognitive neuroscience have begun to agree on an answer: emotions and reasoning both matter, but automatic emotional processes tend to dominate.

[2] During the cognitive revolution of the 1950s and 1960s, behaviorist and Freudian theories gave way to mental models and information processing as the preferred framework in psychology. In the moral domain, Lawrence Kohlberg was a part of this revolution. According to Kohlberg, moral growth is driven not by simple brain maturation but rather by experience in 'role taking', or looking at a problem from multiple perspectives. Role taking improves moral reasoning, and moral reasoning, Kohlberg thought, drives moral judgment.

[3] But as the cognitive revolution matured in the 1980s, many researchers began calling for a complementary 'affective revolution'. Kohlberg's focus on moral reasoning seemed to ignore the importance of moral emotions. At the same time, new findings in evolutionary psychology and primatology — the study of apes — began to point to the origins of human morality in a set of emotions (linked to expanding cognitive abilities) that make individuals care about the welfare of others, including feelings of sympathy, and about cooperation, cheating, and norm-following, including feelings of shame, gratitude and vengeance.

[4] In the 1990s, the affective revolution was reinforced by a new focus on 'automaticity' — the mind's ability to solve many problems, including high-level social ones, unconsciously and automatically. A recent comprehensive model, the social intuitionist model, brings together research on automaticity with findings in neuroscience and theory in evolutionary psychology. This model suggests that moral judgment is much like aesthetic judgment: we see an action or hear a story and we have an instant feeling of approval or disapproval. These feelings are best thought of as affect-laden intuitions, as they appear suddenly and effortlessly in consciousness, with an affective valence (good or bad), but without any feelings of having gone through steps of searching, weighing evidence, or inferring a conclusion. ( A ) — for example, about reciprocity, loyalty, purity, suffering — are shaped by natural selection, as well as by cultural forces. People certainly do engage in moral reasoning, but these processes are typically one-sided efforts in support of <sup>(a)</sup>pre-ordained conclusions. (As Williams James said, 'A great many people think they are thinking when they are merely rearranging their prejudices.') Moral reasoning matters, but it matters primarily in social contexts in which people try to influence each other and reach consensus with friends and allies.

[Adapted from Green, J. and Haidt, J. (2002) <Title of the article omitted> *TRENDS in Cognitive Sciences*, Vol. 6, No. 12, December 2002, p. 517.]

**Questions 1 – 9 refer to Text I.**

1. What is the main role of paragraph [1] in Text I?
  - a. It raises the issue of intellectual fashion.
  - b. It explains the purpose of cognitive neuroscience.
  - c. It provides examples of moral judgments.
  - d. It introduces what the text is about.
2. According to the development of the models described in Text I, which of the following is the correct order of hypotheses (i) – (iv)?
  - (i) The human mind is able to solve high-level social problems unconsciously.
  - (ii) Moral reasoning is developed by looking at a problem from more than one perspective.
  - (iii) Moral reasoning is influenced primarily by moral emotions.
  - (iv) Moral judgment is shaped by natural selection and cultural forces.
  - a. (i)-(ii)-(iii)-(iv)
  - b. (ii)-(iii)-(i)-(iv)
  - c. (iii)-(i)-(iv)-(ii)
  - d. (ii)-(i)-(iii)-(iv)
3. What occurred during the first twenty years of the cognitive revolution?
  - a. Moral emotions played an important role.
  - b. Mental models and information processing were rejected.
  - c. Kohlberg's model was proposed.
  - d. Behaviorist and Freudian theories were introduced.

4. Which of the following best fits in blank A in paragraph [4]?
- a. These steps                      b. Many models                      c. These feelings                      d. Many problems
5. In paragraph [4], which of the following is equivalent in meaning to (a)pre-ordained conclusions?
- a. morality models                      b. prejudices                      c. social contexts                      d. consensus with friends
6. Which of the following is a correct statement about the social intuitionist model?
- a. This model is most influenced by evolutionary psychology.  
 b. This model appeared before behaviorist and Freudian theories.  
 c. This model predicts that human moral judgment is the same as that of the apes.  
 d. This model is based on automaticity, neuroscience, and evolutionary psychology.
7. What does conscious reasoning do in the social intuitionist model?
- a. It supports moral judgments.                      b. It appeals to moral judgments.  
 c. It guides moral judgments.                      d. It evaluates moral judgments.
8. According to one of the models described in Text I, people foster moral development by experiencing problems. Which of the following is the period in which such a model was developed?
- a. pre 1950s                      b. 1950s and 1960s                      c. 1980s                      d. 1990s
9. What is the best title of Text I?
- a. Human Intuitions for Moral Reasoning                      b. Origins of Human Morality and the Affective Revolution  
 c. Development of Moral Judgment Models                      d. The Dominance of Automatic Emotional Processes

**Text II**

Suppose a runaway trolley is about to run over and kill five people. Suppose further that you can hit a switch that will divert the trolley onto a different set of tracks where it will kill only one person instead of five. Is it okay to hit the switch? Now, what if the only way to save the five people were to push a large person (larger than yourself) in front of the trolley, killing him but saving the others? Would that be okay?

Most people say ‘yes’ to the first case and ‘no’ to the second in spite of the fact that (b)these cases are so similar. Although it is easy to generate (and surprisingly difficult to defend) hypotheses about why one ought to treat these cases differently, Greene and colleagues have attempted to explain how people do in fact arrive at this puzzling pair of conclusions.

To explain the difference, they propose a distinction between what they believe are two fundamentally different kinds of moral thinking, drawing on capacities that emerged at different stages of human evolution. On the one hand, (c)moral thinking is driven largely by social-emotional dispositions built on those we inherited from our primate ancestors. At the same time, (d)humans have a unique capacity for sophisticated abstract reasoning that can be applied to any subject matter. One might suppose, then, that human moral thinking is not one kind of process, but rather a complex interaction between (at least) two distinct types of processes: domain-specific, social-emotional responses and domain-neutral reasoning processes applied in moral contexts.

[Adapted from Green, J. and Haidt, J. (2002) <Title of the article omitted> *TRENDS in Cognitive Sciences*, Vol. 6, No. 12, December 2002, p. 519.]

**Questions 10 – 12 refer to Text I and Text II.**

10. What is the difference between (b)these cases described in Text II?
- a. the method of killing a single person                      b. the result of killing people  
 c. the number of people saved                      d. the hypothesis explaining the result
11. Which model in Text I is based on the idea in Text II that (c)moral thinking is driven largely by social-emotional dispositions?
- a. behaviorist model                      b. cognitive model                      c. affective model                      d. automaticity model

12. Which model in Text I incorporates the idea in Text II that (d) humans have a unique capacity for sophisticated abstract reasoning?
- a. behaviorist model      b. Freudian model      c. cognitive model      d. affective model

### Text III

People often believe that moral judgments about “right” and “wrong” are the result of deep, thoughtful principles and should therefore be consistent and unaffected by irrelevant aspects of a moral dilemma. For instance, as long as one understands a moral dilemma, its resolution should not depend on whether it is presented in a native language or in a foreign language. Here we discuss systematically different judgments people make when they face a moral dilemma in a foreign language and in their native language.

There are good reasons to expect that using a foreign language would reduce utilitarian resolutions of moral dilemmas. For example, there is evidence that utilitarian choice — the choice made to bring about the greatest happiness of the greatest number of people — relies on controlled processes that require cognitive resources, and that an increase of cognitive load or stress reduces utilitarian choice in moral dilemmas. The added cognitive load and anxiety of using a foreign language could therefore reduce the use of controlled processes and subsequently reduce utilitarian choice. That is, to the extent that utilitarian choice reveals a higher contribution of controlled processes and such processes require the recruitment of cognitive resources, then conditions that increase cognitive load such as the use of a foreign language should decrease utilitarian choice.

Despite this potential impact of cognitive load, we propose that using a foreign language results in the opposite, that it actually increases utilitarian choice. In general, a foreign language elicits less intense emotional reactions relative to a native language. For example, the perceived force of emotional phrases is reduced when presented in a foreign language compared to a native language. Additionally, biases that are driven by emotional factors, such as loss avoidance, are reduced when people make decisions in a foreign language. Such reduced emotionality, we argue, promotes a more reasoned, controlled process that leads to a utilitarian choice. Hence, we hypothesize that moral judgments in a foreign language would be less affected by the emotional reactivity elicited by a dilemma.

[Adapted from Costa, A., Foucart, A., Hayakawa, S., Aparici, M., Apesteguia, J., Heafner, J., and Keysar, B. (2014) Your morals depend on language. *PLoS ONE*, Vol. 9, No. 4, e94842. DOI:10.1371/journal.pone.0094842.]

### Questions 13 – 15 refer to Text I, Text II, and Text III.

13. Which of the following statements supports the claim that using a foreign language elicits a less intense reaction?
- a. Biases are present when people make decisions in a foreign language.  
b. People feel emotion more weakly when spoken to in a foreign language.  
c. There is a measured impact of foreign language usage on cognitive load.  
d. Utilitarian choice relies on controlled processes that require cognitive resources.
14. Who would predict what according to Text I and Text III?
- a. Many researchers in the 1980s would predict that using a foreign language would increase utilitarian resolution.  
b. The social intuitionists would predict that using a foreign language would reduce utilitarian resolution.  
c. Lawrence Kohlberg would predict that using a foreign language would increase utilitarian resolution.  
d. Williams James would predict that using a foreign language would reduce utilitarian resolution.
15. Which of the following statements is true according to Text II and Text III?
- a. Emotion would be increased when people use a foreign language.  
b. When we use a foreign language, we are less likely to kill somebody to save others.  
c. Moral dilemma resolution is more likely to be driven by emotion when people use a foreign language.  
d. Sophisticated reasoning potentially impacts on moral judgments in a foreign language.

**II. Read the text and rearrange the seven words in 1 – 5 in the correct order. Then choose the option from a – d that contains the third and fifth words.**

In recent weeks, two major medical organizations have issued independent warnings about toxic chemicals in products all around us. Unregulated substances, they say, are sometimes linked to breast cancer, obesity (being too fat), diabetes, and other diseases. “Widespread exposure to toxic environmental chemicals threatens healthy human reproduction,” one of the major medical organizations warned in a landmark statement last month. The organization’s focus is on endocrine disrupters, chemicals <sub>1</sub>(confuse / that / sex / the / imitate / hormones / and) body. Endocrine disrupters are found in pesticides, plastics, shampoos and cosmetics, cash register receipts, and countless other products. “Exposure to toxic chemicals during pregnancy is ubiquitous,” the organization cautioned, adding that virtually every pregnant woman in America has at least 43 different chemical contaminants in her body. It cited a National Cancer Institute report finding that “to a disturbing extent babies are born pre-polluted.” The other major <sub>2</sub>(is / that / warning / organization / issued / a / the) Endocrine Society, the international association of doctors and scientists who deal with the hormone system. “Emerging evidence ties endocrine-disrupting chemical exposure to two of <sub>3</sub>(health / society / biggest / threats / facing / public / the) — diabetes and obesity,” the Endocrine Society said in announcing its 150-page “scientific statement.” It added that “mounting evidence” also ties endocrine disrupters to various types of cancer. Sometimes these problems apparently arise in adults <sub>4</sub>(because / were / before / born / exposures / of / they). “The threat is particularly great when unborn children are exposed,” the Endocrine Society warned. Europe is moving toward testing chemicals before they go on the market, but the United States is falling behind because of the power of the chemical lobby. For now, experts say <sub>5</sub>(to / best / people / is / for / the / approach) try to protect themselves.

[Adapted from Kristof, N. (2015) Contaminating our bodies with everyday products. November 28, 2015, *The New York Times*.]

- |   |  |  |  |
|---|--|--|--|
| 1. a. <i>3rd</i> : hormones<br><i>5th</i> : imitate | b. <i>3rd</i> : sex<br><i>5th</i> : and        | c. <i>3rd</i> : that<br><i>5th</i> : and       | d. <i>3rd</i> : and<br><i>5th</i> : that       |
| 2. a. <i>3rd</i> : issued<br><i>5th</i> : warning   | b. <i>3rd</i> : warning<br><i>5th</i> : issued | c. <i>3rd</i> : that<br><i>5th</i> : is        | d. <i>3rd</i> : is<br><i>5th</i> : that        |
| 3. a. <i>3rd</i> : facing<br><i>5th</i> : health    | b. <i>3rd</i> : health<br><i>5th</i> : facing  | c. <i>3rd</i> : threats<br><i>5th</i> : public | d. <i>3rd</i> : public<br><i>5th</i> : threats |
| 4. a. <i>3rd</i> : before<br><i>5th</i> : of        | b. <i>3rd</i> : of<br><i>5th</i> : before      | c. <i>3rd</i> : exposures<br><i>5th</i> : they | d. <i>3rd</i> : they<br><i>5th</i> : exposures |
| 5. a. <i>3rd</i> : people<br><i>5th</i> : the       | b. <i>3rd</i> : the<br><i>5th</i> : people     | c. <i>3rd</i> : for<br><i>5th</i> : approach   | d. <i>3rd</i> : approach<br><i>5th</i> : for   |

### III. Answer the questions in Sections A and B.

#### Section A: Read the passage and choose the best option from a – d for questions 1 – 6.

Burga and colleagues compared DNA of flightless Galápagos cormorants with ( i ) of their close relatives, including double-crested cormorants, which have large wings and can fly. The researchers found more than 23,000 differences in more than 12,000 genes. Those changes have occurred within the last 2 million years, a short time by evolutionary standards.

Many of those genes probably ( ① ) nothing to do with wing size. ( A ) Burga and colleagues ( ② ) down which genes might have had ( I ) biggest effect on cormorant evolution using a computer program that predicts whether a change in a gene will affect its function. Genes that have mutations ( ii ) damage function may have big evolutionary consequences. Of the genes predicted to have altered function, the researchers selected ( II ) 3.3 percent that have changed most drastically in Galápagos cormorants.

To determine ( iii ) these genes do, Burga examined whether any of ( III ) human versions of these genes cause problems when they are mutated in people. Eight of the banged-up genes ( B ) with limb defects caused by faulty primary cilia, hair-like structures ( iv ) grow from cells.

[Adapted from Saey, T. H. (2016) How the Galapagos cormorant got its tiny wings. *Science News*. Retrieved from <https://www.sciencenews.org/article/how-gal%C3%A1pagos-cormorant-got-its-tiny-wings> on May 18, 2016.]

1. Which of the following blanks CANNOT be filled with the word “that”?  
a. i                                      b. ii                                      c. iii                                      d. iv
2. Which of the following word pairs best fills blank ① and blank ②?  
a. ①: have                              b. ①: have                              c. ①: had                              d. ①: had  
②: narrowed                              ②: narrow                              ②: narrowed                              ②: narrow
3. Which of the following best fits in blank A?  
a. In the same way                      b. Because                              c. By contrast                              d. So
4. Which of the following blanks should be filled with the word “the”?  
a. I and II                              b. II and III                              c. I and III                              d. I, II, and III
5. Which of the following two words from the text each mean the same as banged-up in the last paragraph of the text?  
a. compared, examined                      b. predicted, caused  
c. altered, mutated                              d. selected, determined
6. Which of the following best fits in blank B?  
a. associated                              b. were associated                      c. have associated                      d. had been associated

**Section B: The six paragraphs [A] – [F] given below make up a passage but are not properly ordered. Moreover, the five parts (1) – (5) of paragraph [A] are not properly ordered, either. Read the passage and choose the best option from a – d for questions 7 and 8. (Words marked with an asterisk (\*) are defined below the passage.)**

- [A] (1) In this article, however, Bateson and colleagues provide the first evidence that a similar relationship between affective state and cognitive bias exists in an invertebrate\* species, the honeybee.
- (2) These ‘cognitive biases’ may thus be useful measures of animal affect. So far, published studies have been of mammals and birds only.
- (3) The authors raised interesting questions about the interpretation of such studies, and their implications for invertebrate ‘emotion’.
- (4) Recently there has been considerable interest in the possibility that the decisions animals make in ambiguous situations reliably reflect the valence (positivity or negativity) of their emotional (affective) state.
- (5) As in depressed or anxious humans, animals in negative affective states are more likely to make negative (‘pessimistic’) judgments about ambiguous stimuli than those in positive states.

[B] But how can such states be measured? At present, we cannot measure the conscious experience of emotion — the feeling of anxiety or happiness — in other species. However, contemporary research conceptualizes emotions as comprising not just a conscious component, but also behavioral, neural and cognitive components. Changes in these latter three components can be measured objectively, and, therefore, may be useful indicators of such states.

[C] To measure cognitive biases, honeybees were trained on a discrimination task in which one combination of two odours in a 1 : 9 ratio was presented with a rewarding sugar solution, while another combination of the odours in a 9 : 1 ratio was presented with a less rewarding (less concentrated) sugar solution or, in separate experiments, an aversive (punishing) bitter solution. In just 12 training trials, many of the bees learnt to extend their probosces\* to the 1 : 9 odour combination in order to drink the associated reward, and to withhold their probosces when the 9 : 1 odour combination was presented to avoid the punishing or less rewarding outcome.

[D] The next stage of the experiment allowed investigation of cognitive biases by presenting ambiguous odour cues which were intermediate between the two trained odour combinations (odour ratios of 3 : 7, 1 : 1, 7 : 3). Bees responding to these ambiguous stimuli by extending their probosces could be categorized as showing a more ‘optimistic’ response than those that did not. Before bees were tested, half were subjected to one minute of vigorous shaking to simulate a dangerous event such as an attack on the hive, and to induce something akin to a negative affective state through exposure to this naturally aversive stimulus.

[E] Do non-human animals have emotions? If so, how can we measure them? And why should we be interested? Society’s concerns about animal welfare are rooted in the assumption that animals can experience negative sensations and emotions, and hence suffer. Furthermore, the development of mind-therapy drugs continues to rely on animal models of emotion. Clearly, there are pragmatic and societally important reasons for studying emotional states in animals.

[F] The hypothesis that bees in this shaken state would show a more ‘pessimistic’ response to ambiguous odour cues than non-shaken bees was supported. They were less likely to extend their probosces to the trained 9 : 1 odour combination predicting punishment, and to the most similar ambiguous 7 : 3 odour combination.

[Adapted from Mendl, M., Paul, E.S., and Chittka, L. (2011) Animal behaviour: Emotion in invertebrates? *Current Biology*, Vol. 21, Issue 12, pp. 463 – 465, 21 June 2011. DOI: 10.1016/j.cub.2011.05.028]

invertebrate\*: animals that neither possess nor develop a vertebral column (a backbone)  
probosces\*: the long, thin noses of some animals (such as an elephant)

7. Which of the following shows the best (most coherent) sentence order for paragraph [A]?

- a. 1-2-3-5-4                      b. 2-5-4-1-3                      c. 3-1-4-5-2                      d. 4-5-2-1-3

8. Which of the following shows the best (most coherent) paragraph order for the passage?

- a. F-B-C-D-A-E                      b. E-B-A-C-D-F                      c. C-B-E-A-F-D                      d. A-C-D-E-B-F

#### IV. Read the texts in Sections A and B and answer the questions.

##### Section A: For questions 1 – 5, choose the best option from a – d.

An argument is a line of reasoning designed to prove a point. The central point of an argument is called the conclusion. Each piece of evidence used by the author is called a premise, and the way in which the premises are combined is called reasoning. In Example 1, where the conclusion is based on two premises, the argument is said to be valid—that is, if the premises are true, then the conclusion must be true.

<Example 1> Premise 1: All birds fly. Premise 2: Penguins are birds. Conclusion: Penguins fly.

Note that a premise does not have to contain objective, factual evidence to support the conclusion. For an argument to be valid, a premise does not have to be true as long as reasoning is sound. Example 1 is a valid argument, although it is not factually correct since the first premise is false in the real world.

An argument often involves assumptions. The major assumption in an argument is the statement that is not explicitly stated as a premise; it is a missing link without which the argument is not valid. One way to check if a given statement is the major assumption is to turn it into its negative. For example, negating ‘John always eats rice’ becomes ‘John does not always eat rice’. If the conclusion is affected (that is, if the argument stops making sense) by this negation, then it is the major assumption in the argument.

Now consider the argument in Example 2.

<Example 2> Premise 1: The Peach Party supports increased space exploration spending.

Premise 2: Tanaka is an elected member of the Peach Party.

Conclusion: Tanaka will vote for a cut in spending on education.

Here are three statements which are related to the argument in Example 2.

(A) The government needs to cut spending.

(B) The only way to increase space exploration spending is to cut spending on education.

(C) Tanaka opposes government spending on education.

[Adapted from Alexander-Travis, P. et al. (1990) *GRE General Test*. Research & Education Association. pp. 172-177.]

1. Which of the following arguments is valid?

- |   |                                     |  |
|---|-------------------------------------|--|
| a. Premise 1: All fish swim.                  | Premise 2: Whales are not fish.     | Conclusion: Whales swim.                   |
| b. Premise 1: All tomatoes are sour.          | Premise 2: Tomatoes are vegetables. | Conclusion: Vegetables are sour.           |
| c. Premise 1: All teachers are good teachers. | Premise 2: John is a teacher.       | Conclusion: John is liked by his students. |
| d. Premise 1: All insects work hard.          | Premise 2: Ants are insects.        | Conclusion: Ants work hard.                |

2. Which of the following is true of major assumptions?

- It is an assumption that functions as a premise of the argument.
- It is the implicit premise which we must infer from the stated premises.
- It is the unstated premise without which the argument would not be valid.
- It is a missing link in the argument that can only be filled in by the author.

3. Which of the statements (A) – (C) given in the text is the major assumption for the argument in Example 2?

- a. (A)                      b. (B)                      c. (C)                      d. none of (A), (B), or (C)

Questions 4 and 5 refer to the following argument.

Premise 1: Mary is a mathematician.

Premise 2: Mary was born to parents who are both scientists.

Conclusion: Mary will win the Fields Medal, the highest honor a mathematician can receive.

4. Which of the following is the major assumption in the argument?

- All mathematicians whose parents are both scientists will win the Fields Medal.
- The only way to win the Fields Medal is to be born a scientist.
- Mary’s parents are both Nobel Prize winners.
- Mathematical ability depends on effort.

5. If the major assumption of this argument is changed to “All mathematicians who are judged as geniuses will win the Fields Medal,” which part of the argument would most likely be changed in order for the argument to remain valid and for both premises to remain relevant to the argument?
- a. Premise 1                      b. Premise 2                      c. Conclusion                      d. No part needs to be changed.

**Section B: Choose the best option from a – d for questions 6 – 10.**

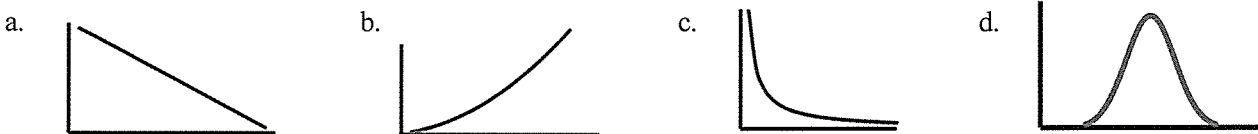
When reading, our understanding of the passage is related to how many words we know. We can estimate the size of our vocabulary by starting with a dictionary that contains 500,000 words. If we sample 500 of them at random, then our sampling factor is 1,000. That is to say, for every word that we recognize, we get credit for knowing 1,000 words. If we recognize 100 of the 500 words, our estimated vocabulary size is ( A ) words. The general rule is ( B ).

Once we know our estimated vocabulary size, we are able to calculate how many of the words of a particular passage we can understand. To do this, let us consider the natural distribution of vocabulary in passages, which follows Zipf’s law. That is, the frequency of any word is inversely proportional to its rank in a frequency table. For example, the most frequent word will occur approximately twice as often as the second most frequent word, three times as often as the third most frequent word, and so on. The resulting distribution appears in Table 1, which shows the percentage of the passage covered by the most frequent words.

Number of the most frequent words	% passage covered
10	23.7
100	49
1,000	74.1
2,000	81.3
3,000	85.2
4,000	87.6
5,000	89.4
12,448	95
43,831	99
86,741	100

[Adapted from Miller, G.A. (1996) *The Science of Words*. pp. 134-135, and Nation, I.S.P. (2001) *Learning Vocabulary in Another Language*. p. 15.]

6. Which of the following best fits in blank A?
- a. 1,000                      b. 50,000                      c. 100,000                      d. 500,000
7. Which of the following best fits in blank B?
- a. sampling factor = (dictionary size) ÷ (sample size)  
 b. sampling factor = (dictionary size) ÷ (number of words recognized)  
 c. vocabulary size = (number of most frequent words) x (% passage covered)  
 d. vocabulary size = (number of words recognized) x (sampling factor)
8. Which of the following graphs best represents the natural distribution of vocabulary?  
 (The vertical axis represents frequency.)



9. If we start with a dictionary of 50,000 words, and select 200 words randomly, and find out that we know 17 of them. Assuming the words we know are the most frequent, what percentage of words in a passage would we understand?
- a. about 95%                      b. about 88%                      c. about 57%                      d. about 30%
10. Based on the text, which of the following vocabulary learning methods would be the most efficient to understand passages?
- a. learn high frequency vocabulary first                      b. be aware of one’s vocabulary size  
 c. use large dictionaries                      d. learn as much vocabulary as possible



**V. Answer the questions in Sections A – C.**

**Section A:** For questions 1 – 5, two definitions are given with one sample each. Think of a word that matches both definitions and also fits in the blanks in both samples. Convert each letter of the word into a number 1 to 4 according to the table below: number 1 represents letters *a – g*, 2 represents *h – m*, 3 represents *n – s*, and 4 represents *t – z*. Then choose the matching series of numbers from a – d. For example, if the word you think of is *wise*, for which the first letter *w* is given, the remaining letters would be changed into 2 for *i*, 3 for *s*, and 1 for *e*. Hence, the correct answer would be *w231*.

Number	Letters
1	a, b, c, d, e, f, g
2	h, i, j, k, l, m
3	n, o, p, q, r, s
4	t, u, v, w, x, y, z

1. (i) to bring back a situation that existed before:  
Order was quickly (*r* ) after the riots.  
(ii) to repair a building or a work of art so that it looks as good as it did originally:  
The seriously damaged church was carefully (*r* ) after the war.  
a. (*r1343311*)                      b. (*r1443311*)                      c. (*r114221*)                      d. (*r123411*)
  
2. (i) to show that something is true by providing facts and evidence:  
Our tests (*p* ) that the new product is safe.  
(ii) to turn out:  
The new design finally (*p* ) to be a success after a series of experiments.  
a. (*p13224411*)                      b. (*p13311*)                      c. (*p33411*)                      d. (*p3342111*)
  
3. (i) the act of working together towards a common aim:  
We would like to see more (*c* ) between parents and schools in education.  
(ii) willingness to be helpful and do as you are asked:  
We would be grateful for your (*c* ) in maintaining order in this neighborhood.  
a. (*c3331314233*)                      b. (*c1231213*)                      c. (*c1211314233*)                      d. (*c333114233*)
  
4. (i) the state of feeling happy or satisfied:  
It gives me great (*p* ) to introduce our guest speaker.  
(ii) the activity of enjoying yourself, especially in contrast to working:  
Are you in Tokyo on business or (*p* )?  
a. (*p214*)                      b. (*p3211*)                      c. (*p1311231*)                      d. (*p2113431*)
  
5. (i) having the ability necessary for doing something:  
“Shall I help you?” “I’m perfectly (*c* ) of doing it myself, thank you.”  
(ii) having the ability to do things well:  
I don’t know what to do with this matter. I’ll leave it in your (*c* ) hands.  
a. (*c131142*)                      b. (*c131121*)                      c. (*c323214*)                      d. (*c33312343*)

**Section B: For questions 6 – 10, think of words that best fit in the two blanks in sentences (i) – (iii), convert the words into a series of numbers according to the table in Section A, and choose the matching pair of series of numbers from a – d.**

6. (i) The teacher (g ) ( ) the tests at the beginning of class.  
 (ii) After three hours of my effort to solve the problem, my patience (g ) ( ).  
 (iii) He was a marathon runner until his knees (g ) ( ).  
 a. (g34) (1343)                      b. (g141) (43)                      c. (g141) (344)                      d. (g34) (1414)
7. (i) Tell me why you reached this conclusion. What (l ) you ( ) this conclusion?  
 (ii) This result has (l ) many scientists ( ) speculate on the existence of life on Mars.  
 (iii) Upon my arrival, the receptionist (l ) the way ( ) the waiting room.  
 a. (l14) (2343)                      b. (l11) (43)                      c. (l13111) (4242)                      d. (l121) (14)
8. (i) I don't know why, but I hadn't been asked to the party. I was feeling very (l ) ( ).  
 (ii) I misspelled the word *accommodation* in the spelling bee last month. I (l ) ( ) a 'c' and an 'm'.  
 (iii) I think I gave everyone a text to read by tomorrow. Have I (l ) anyone ( )?  
 a. (l212411) (43)                      b. (l14) (1343)                      c. (l121) (311)                      d. (l114) (344)
9. (i) Could you (p ) the curtains ( ) before turning on the light?  
 (ii) If we (p ) ( ), we will be able to finish the project on time.  
 (iii) After a disaster, whole communities often (p ) ( ), and become closer.  
 a. (p422) (43114213)                      b. (p432) (43)                      c. (p3133) (12111)                      d. (p44) (311)
10. (i) After all the household chores, I (s ) ( ) with my favorite book. This is my daily ritual.  
 (ii) After dating for many years, Jan and John have finally decided to (s ) ( ) and get married.  
 (iii) Much to the disappointment of their teacher, the children often take several minutes to (s ) ( ) at the beginning of the class. Some days, they are still running around playing ten minutes after class starts.  
 a. (s14421) (1343)                      b. (s14) (1343)                      c. (s244) (43)                      d. (s4131) (1112)

**Section C: For questions 11 – 15, think of a word that best fits in each blank in the following conversation about homework between two students. Convert each word into a series of numbers according to the table in Section A, and choose the matching series of numbers from a – d.**

**Student 1:** Ah, there you are. I've been ( 11 ) for you. Hi, Taiki.

**Student 2:** Hi, Miho. Well, you found me.

**Student 1:** Have you got some ( 12 ) now? We need to ( 13 ) about our project.

**Student 2:** Yes, I'm free for the next hour. But we've already decided our ( 14 ). That's all we need, right?

**Student 1:** Well, knowing what we will present isn't enough. We also need to decide which of us will do the research, and who will do the presentation.

**Student 2:** I see. You should do the presentation because I don't like speaking in ( 15 ) of people.

11. a. 1213232                      b. 2332231                      c. 3221314                      d. 4324231
12. a. 1224                      b. 2312                      c. 4221                      d. 23314
13. a. 1442                      b. 2144                      c. 4122                      d. 44232
14. a. 12241                      b. 24112                      c. 43214                      d. 43321
15. a. 13334                      b. 21441                      c. 31244                      d. 44122

**[End of Exam]**