| Part A: Grammar & Voc | • | | | |
|----------------------------|--------------------------------|---|--|--|
| | pensive. I want | | | |
| 1) cheaper than something | | | 2) much cheaper something | |
| 3) something much cheaper | | 4) something cheaper tha | 4) something cheaper than | |
| 2- I believe more apartı | ments must to the | he workers. | | |
| 1) be built to give | 2) be built and give | 3) be built and be given | 4) be built and given | |
| 3- Anything would be b | etter than staying at home, | ? | | |
| 1) would it | 2) wouldn't it | 3) would they | 4) wouldn't they | |
| 4- I think that the comp | oanya loss duri | ng the last six years. | | |
| 1) was made | 2) made | 3) has made | 4) has been made | |
| 5- I made it clear I was | n't interested in working wit | th him, but he didn't take th | e | |
| 1) hint | 2) turn | 3) phrase | 4) detail | |
| 6- Inside every cell of o | ur bodies is the basic genetic | c called DNA. | | |
| 1) area | 2) nature | 3) definition | 4) material | |
| 7- Today's lecture reall | y me to read me | ore poetry. | | |
| 1) included | 2) inspired | 3) recognized | 4) referred | |
| 8- Our teacher introduc | ced a useful technique for | new ideas, but he | didn't explain how it worked. | |
| 1) donating | 2) founding | 3) combining | 4) generating | |
| 9- Sorry, we're too busy | y to anyone to h | elp you repair the machines | · | |
| 1) elicit | 2) replace | 3) spare | 4) regard | |
| 10- Not, with | h youth unemployment so h | igh, some school-leavers wit | h qualifications fail to find jobs. | |
| 1) ethically | 2) regretfully | 3) surprisingly | 4) repeatedly | |
| 11- I wonder why you ha | even't watched that famous | film. It has been shown | times on TV so far. | |
| 1) countless | 2) regardless | 3) ordinary | 4) recorded | |
| 12- He is the kind of play | yer who always manages to s | stay, even under | r pressure. | |
| 1) fixed | 2) calm | 3) generous | 4) generative | |
| Part B: Cloze Test | | | | |
| | | | 3) wrote the following report. ent later, a great(15) of smoke | |
| rose to the sky. As I | drove on towards the city c | enter, I was surprised to fir | nd that it was completely(16) | |
| | | thing I could do. The heat voice away from the city(1 | was great and I was afraid my fuel | |
| 13- 1) booster | 2) observer | 3) founder | 4) discoverer | |
| 13- 1) booster | 2) 00361 (61 | 3) Tourider | 4) discoverer | |
| 14- 1) suddenly | 2) actually | 3) carefully | 4) properly | |
| 15- 1) element | 2) pattern | 3) column | 4) prospect | |
| 16- 1) described | 2) destroyed | 3) defended | 4) identified | |
| 17- 1) the fastest | 2) faster than | 3) so fast as | 4) as fast as | |

Part C: Reading Comprehension

Passage 1:

The relation between the science of physics and the practical things that come from it is an interesting subject. Sometimes, the knowledge of the scientific basis for an invention comes after the invention has been made and improved. When James Watt built his steam engine in 1769, nothing was known about how heat was changed into mechanical energy. The great practical importance of Watt's engine, however, encouraged scientists to look into this matter, with the result that the new science of thermodynamics was formed.

After the basic laws of thermodynamics were discovered, great improvement in the steam became possible, as such later developments as the steam turbine, the gasoline engine, the diesel engine, and the jet engine. Most of the great advances in the understanding of nature and properties of sound waves came after Edison had invented the phonograph and Bell had invented the telephone. As a result, the modern phonograph and telephone are not very much like the original models. So we see how science leads to new inventions and how

| these new inventions encourage scientists to explore the bases for them. | | | | | |
|--|---|---|--|---|--|
| 18- | According to the passage, sometimes a new device is invented | | | | |
| | 1) after it is improved | | 2) without any need for | it | |
| | 3) by someone who has | no knowledge | 4) when there is not end | ough scientific basis for it | |
| 19- | James Watt's invention | of the steam engine enco | ouraged scientists | ••••• | |
| | 1) to improve the steam | | 2) to build trains and airplanes | | |
| 3) to explore how heat was changed into energy | | 4) to learn more about the old science of thermodynamics | | | |
| 20- | According to the passa | ge, all of the following we | ere affected because of the s | science of thermodynamics EXCEPT | |
| | •••••• | _ | | | |
| | 1) the gasoline engine | 2) the steam turbine | 3) the diesel engine | 4) the phonograph | |
| 21- | Watt's invention is a go | ood example of | ••• | | |
| 1) the relation between sciences 2) how the gasoline engine works | | | | | |
| | | | | | 3) how new inventions encourage scientific exploration |
| | | ed principle of thermodyna | | | |
| Pas | ssage 2: | | | | |
| | A machine is a device of nature and function. A energy into mechanica machines like levers are stations. All machines loutput. Basic machines are vereffort needed or by mathe inclined (sloping) circular levers, and the of basic machine: lever | A machine may change of energy) or it may just and pulleys and more compared that some input, some output, some output, some energy simple. A simple maching it easier to use effort plane, the wedge, and the screw and the wedge are and inclined planes. | energy from one form int t modify and transmit for plex machines like washing ttput, a device to change the nine is a device that makes to the transfer are six kinds: the ne screw. As the pulley an e special kinds of inclined p | chines and they vary greatly in their o another (e.g. chemical or nuclear rees and motions. There are simple g machines, cars, and nuclear power to input, and a device to transmit the s work easier either by reducing the lever, the pulley, the wheel and axle, d the wheel and axle are, in effect, plane, there are really only two kinds | |
| 22- | | - · · · · · · · · · · · · · · · · · · · | ferent in their | | |
| | 1) shape and size | 2) price and cost | 3) weight and height | 4) nature and function | |
| 23- | | that the work of a machi | | | |
| | 1) to do simple things | | 2) to change the forms of | | |
| | 3) to change forces into | motions | 4) to act like levers and | pulleys | |
| 24- | Which one of the follow | ving is NOT a complex m | achine? | | |
| | | ing is <u>1101</u> a complex in | aciniic. | | |

2) only some output

4) some devices to transmit the input

1) only some input

3) some input and some output