

Part II Cloze.

Identify the choice that best completes the statement or the sentence.

Jane Goodall is generally considered to be the world's leading expert (21) _____ chimpanzees. She has studied them in the wild for more than 50 years. Her (22) _____ for this kind of work came from an early love of animals and an interest in Africa. As part of her work, Goodall observed how they (23) _____ their babies, and treated other chimps in the same group. She also observed (24) _____ acts from chimpanzees, such as attacking and even killing certain monkeys. She even studied a (25) _____ that developed between two communities of chimps. This "war" lasted for around four years. Very (26) _____, Goodall did more than just observe wild chimpanzees - she was actually accepted as a member by one group. Her (27) _____ within this group was very low, but her position allowed Goodall to (28) _____ with the chimpanzees in ways that other researchers couldn't. On the one hand, this helped her learn more about their (29) _____. On the other hand, it led some researchers to (30) _____ her work because it was not objective enough and because it might have changed how the chimps acted.

21. _____
 A. with
 B. on
 C. to
 D. for
22. _____
 A. motivational
 B. motivation
 C. mobility
 D. motion
23. _____
 A. are cared for
 B. to care for
 C. caring for
 D. cared for
24. _____
 A. aggressive
 B. progressive
 C. regressive
 D. depressive
25. _____
 A. love
 B. conflict
 C. tie
 D. cooperation
26. _____
 A. inunusally
 B. abusually
 C. unusually
 D. imunusually
27. _____
 A. statistic
 B. statute
 C. status
 D. statue
28. _____
 A. interacting
 B. interact
 C. interacted
 D. interaction
29. _____
 A. behaved
 B. behaving
 C. behave
 D. behavior
30. _____
 A. critique
 B. criticize
 C. critics
 D. critical

Part III. Reading Comprehension. *Identify the choice that best answers the question.*

For questions 31-34, please read the following passages.

Do you prefer coffee or tea? Your genes might affect your answer to that question, research shows.

Scientists say our genes affect how strongly we can taste the bitterness of different substances. This makes us prefer either tea or coffee. Dr. Marilyn Cornelis, from Northwestern University in Illinois, said: "The study helps us understand why we prefer different drinks."

The study used two sets of data. The first was a large twin study, which showed that particular genes are linked to how strongly we perceive different tastes. People with one gene said caffeine tasted more bitter. People with another gene could strongly taste the bitterness in quinine. And people with a third gene could strongly taste the bitterness for a drug named propylthiouracil or prop.

The team then looked at data from another research study that involved hundreds of thousands of participants aged 37 to 73 between 2006 and 2010. Their genetic data was collected as well as their health information, which included their answers to the question of how many cups of different drinks they drank each day.

The team found that people whose genes allowed them to strongly taste the bitterness of caffeine drank more coffee. But the people who tasted the bitterness of quinine and prop most strongly drank less coffee. For tea, the opposite was true. "Someone who can taste caffeine strongly is 20% more likely to become a heavy coffee drinker - drinking more than four cups per day," said Jue Sheng Ong from QIMR Berghofer Medical Research Institute in Australia.

The team also found that people who could strongly taste the bitterness of prop were less likely to be heavy drinkers of alcohol.

The study has limitations. For example, participants self-reported how much tea and coffee they drank, but the team say it could help us to understand why we prefer certain drinks.

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31. Which of the following statements is true?
- A. People who can strongly perceive the bitter taste of coffee prefer to drink tea.
 - B. The way we perceive different tastes affects whether we prefer tea or coffee.
 - C. People who drink more than one cup of coffee a day are known as heavy coffee drinkers.
 - D. The study shows that our age affects the way we perceive different bitter tastes.
32. Who is Jue Sheng Ong?
- A. He or she works for Northwestern University in Illinois.
 - B. We do not know. It was not mentioned in the article.
 - C. He or she works in Australia.
 - D. He or she studies tea drinkers.
33. What is **propylthiouracil**?
- A. a name of a drug
 - B. a kind of prop in theater
 - C. a type of tea
 - D. a type of coffee
34. What can we infer from the last paragraph?
- A. The study is conclusive.
 - B. Self-report from the participants is not totally reliable.
 - C. Most participants prefer coffee.
 - D. Coffee is not a healthy drink.

For questions 35-41, please read the following passages.

William Kamkwamba lives in Malawi, Africa, where most people don't have access to electricity or running water. They have to cook over open fires and collect water from wells or streams. Poverty is very high; only 2 percent of Malawians can afford electricity. In addition, most people have to grow their own food. Life is difficult there, and many people struggle to survive.

In 2001, when William was 14 years old, life in Malawi became even more difficult. There was a severe drought, and most families - including William's - couldn't grow enough food. He explains, "Within five months all Malawians began to starve to death. My family ate one meal per day, at night."

Because of the drought, William's family couldn't afford to send him to school anymore. However, William wanted to continue his education, so he went to the library near his home one day. He found a science book there called *Using Energy*. It included instructions for building a windmill. Windmills can be very efficient sources of electricity, and they can bring water up from underground. William didn't know much English, and he wasn't able to understand most of the book, but it was full of pictures and diagrams. Looking at the pictures, William thought he could build a windmill for his family.

When William went home and started building his windmill, a lot of people in his village laughed at him, including his mother. They didn't think he could do it. However, William didn't let that stop him - he was confident. He saw the photo of the windmill in the book. That meant someone else was able to build it, so he knew he could build it, too. William was also creative. He didn't have the parts and equipment that he saw in the book's diagrams, and he couldn't buy them. So he looked for the parts that he needed in junkyards.

While building the windmill, William changed and improved his design little by little. At first, the windmill powered only one light bulb. Then it powered four lights. Eventually, there was enough electricity for four lights and a radio. No one laughed at William after that, and people in his village started to come to his house to get power for their cell phones. Later, William built a second windmill.

Because of his success with the windmills, William was able to go back to school. He also helped to develop a malaria prevention program and clean water services in his community. He wrote a book about his life called *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope*. In addition, he uses his website to educate people and to give them hope. His main message is this: "To the Africans, and the poor who are struggling with your dreams, trust yourself and believe."

35. How did the drought cause problems for William's village?
- There was too much rain.
 - The school wasn't able to accept more students.
 - People couldn't rely on windmills for water anymore.
 - Families couldn't grow food in the dry conditions.
36. What does the title *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope* suggest the book is about?
- Instructions with diagrams and photos for people who want to build their own windmills
 - The story of a teenager who used wind power to create electricity and inspire other people
 - How to get electricity from the wind.
 - A story of someone's life for teenagers who hope to become successful and earn a lot of money

- _____ 37. How did William continue his education when he couldn't attend school?
- A. He went to a school that his parents could afford.
 - B. He registered a course online.
 - C. He visited the local library so he could read books.
 - D. He created an online school for science education.
- _____ 38. Which of these is the best description of a *diagram*?
- A. a text in another language
 - B. a pop up story book
 - C. a drawing of how a device works
 - D. a photo of a working machine
- _____ 39. How did William get the parts and equipment he needed?
- A. He bought them.
 - B. He made them.
 - C. He found them.
 - D. From charity.
- _____ 40. How did William help others in his village?
- A. He built new windmills for the others in his village.
 - B. He helped them make money.
 - C. He provided other people with electricity for their cell phones.
 - D. He let villagers use water from his second windmill.
- _____ 41. What is the passage mostly about?
- A. The cruelty of poverty in Africa.
 - B. The ways windmills can produce electrical power and supply water
 - C. The reasons why cell phones and radios don't work well in Malawi
 - D. How a teenage boy brought electricity and better health to his village

For questions 42-50, please read the following passages.

The advent of the Internet has changed the way individuals and groups of individuals interact with one another and the world. In fact, an entire generation has been brought up with the idea that "socializing" includes an online component. Yet despite the recent technological advances in social communication, and the fact that social bonding is a crucial psychological aspect of being human, there are certain individuals for whom social interactions are difficult, leading to real-life anxiety (Stein & Stein, 2008). Although they crave the company of others, socially anxious individuals shun social situations for fear of being found out as unlikable or worse. Current research in social and media psychology is beginning to explore how individuals' use of social network sites (SNS) such as Facebook and Twitter mimics offline social behavior, albeit not much is known about how SNS might affect individuals who are socially anxious.

A. _____

Curiously, more than two decades ago it was believed that the Internet would be especially useful to those who struggle with social anxiety. The lack of audiovisual cues, coupled with the ability to create fictional identities or remain anonymous in online forums, led many experts to conclude that the Internet was particularly suitable for those seeking to overcome the inhibitions typically experienced in real-life social interactions (Kiesler, Siegel, & McGuire, 1984; Myers, 1987). The situation, however, has largely changed since then. Most SNS are known for their emphasis on self-identification and authenticity: Facebook users, for instance, expect that most who see their profiles are people they already know, rather than strangers (Ellison, Steinfield, & Lampe, 2007; Zarghooni, 2007). This observation is remarkable considering that the number of people on social networks has increased in recent years, and so does the probability for accidental friendships.

According to one study, half the adults and three-quarters of teenagers in the United States are active SNS users (Hampton, Goulet, Marlow, & Rainie, 2012). It is not uncommon for a single Facebook member to have "friends" in the order of hundreds, many of whom might not even reside within the member's country of origin. How much these virtual relationships **resemble** real-life ones, however, is a question that remains very much open, challenging standard definitions of the word "friendship" when it comes to SNS. This last remark is important because a successful online strategy for socially anxious individuals will depend, in large part, on how well the skills to succeed in online social interactions (e.g. the ability to make friends online) translate into real-life situations.

B. _____

One of the most important functions of social networks is connecting users with other users. There is the possibility, therefore, that SNS might work as social lubricants that help people who struggle with real-life relationships initiate and establish social interactions with others (Forest & Wood, 2012). A number of studies have explored how social media stimulate sharing and relationship-building among their users. Researchers have also found that the perceived usefulness of a platform positively influences the adoption and spread of said technology by users (Hsieh, Hsieh, & Feng, 2011). In the case of social networks, such as Facebook, the perception of building and maintaining relationships with people is fundamental as is a justification for their existence, even if their actual effectiveness is uncertain.

Additionally, the costs associated with communicating with others (e.g. time, distance), the number and type of people with whom one keeps in touch (e.g. family, friends, coworkers), and the nature of the communication one has with them (e.g. personal messages, comments) have all been the subjects of change, thanks to social networks. Although it is true that not all time spent on SNS is equally social, there is some evidence that participation in social networking influences social relations-. There are also downstream psychological effects that could include improved health, access to valuable information, and other prized resources (Burke, Kraut, & Marlow, 2011).

C. _____

Individuals who suffer from social anxiety and low self-esteem have a lot to gain from using SNS. Yet, paradoxically, these individuals are less likely to do so. One study in particular found that online social communication skills and self-esteem are correlated, indicating a link between the strength of offline relationships and time spent online; this might not work to the advantage of socially anxious individuals for whom offline relationships are difficult to **forge** in the first place (Jacobsen & Forste, 2011).

One explanation is that websites like Facebook may unintentionally favor individuals with pre-existing close relationships rather than those who do not have close relationships to begin with (Ellison et al., 2007). Another explanation is that people with low self-esteem express themselves in ways that are not particularly likeable — such as posting negative remarks more often — making them less likely to make new friends (Forest & Wood, 2012).

Furthermore, even if it is possible for SNS to aid people suffering from social anxiety and low self-esteem by providing them with an opportunity to establish new relationships at a diminished cost of entry, the formation of weak ties does not necessarily translate into the kind of relationships that psychologists associate with social bonding.

These findings exemplify the difficulties in assessing the effectiveness of SNS in relationship-building among the socially anxious. Most social and media psychologists remain positive with regards to SNS and their potential outcomes. Nonetheless, the bulk of the literature seems largely confined to well-adapted, active users (of which college students are the vast majority). Much more work needs to be done to identify individuals for whom establishing social relationships is difficult, particularly on how their SNS usage differ from the rest of the population. Doing so will help us understand how people interact online, and it can also help us design and implement better strategies for individuals who do not easily fit in with the popular description of a social media user.

- ___ 42. What is the best title for this article?
 A. Social anxiety and social networks
 B. Interpersonal relationship
 C. Social Network Sites
 D. How Facebook change people interact
- ___ 43. What is the best title for part A?
 A. The Benefits of Social Networks
 B. Identifying Users and Uses
 C. What is SNS?
 D. Understanding Social Anxiety
- ___ 44. What is the best title for part B?
 A. Understanding Social Anxiety
 B. The Benefits of Social Networks
 C. What is SNS?
 D. Identifying Users and Uses
- ___ 45. What is the best title for part C?
 A. Identifying Users and Uses
 B. What is SNS?
 C. Understanding Social Anxiety
 D. The Benefits of Social Networks
- ___ 46. What is SNS?
 A. Study and Social life
 B. Social Network Site
 C. Social Network Study
 D. Society and Science
- ___ 47. Who are the SNS users in the US?
 A. about 75% of teenage population
 B. three quarters of female population
 C. half of the teenagers
 D. half of the male population
- ___ 48. According to the article, what is **not** the reasons why people suffer from social anxiety in relation to using SNS?
 A. People suffer from social anxiety do not have close relationships to start with.
 B. Social network sites unintentionally favor those with existing close relationships already.
 C. People with low self-esteem do not have social anxiety issues.
 D. People with low self-esteem express themselves poorly.
- ___ 49. What is the synonym for **albeit**?
 A. however
 B. although
 C. anyway
 D. still
- ___ 50. Which of the bold words has the meaning of **to form or to make**?
 A. forge
 B. resemble
 C. mimic
 D. shun