SAMPLE PAPERS 12

Program Applied For	

Name		Seat No.	

Father's Name		Application No.	

Candidate's Signature		Room No.	

		Test Centre	

Admission Test for BBA / BS Accounting & Finance / BS Social Sciences & Liberal Arts – Round 2

IBA Institute of Business Administration Karachi
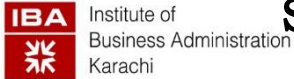
Leadership and Ideas for Tomorrow

GENERAL INSTRUCTIONS

1. Please compare & check that the **Seat Number, your Name & Other information** given on the answer sheet and on the sticker on your chair are correct and **identical to those given on the Admit Card** issued to you. Please also write these information in the boxes given above**.**
2. Use of calculator / mobile phone is not allowed.
3. Candidates must carefully follow the instructions given in this booklet and by the instructor / announcer.
4. The test is divided into Four parts. (Total duration of the test is **Three Hours).**

- **Title Page. All Instructions Should Be Examined Carefully. Time : 05 minutes.**

- Mathematics Multiple Choice Questions 50 (from 01 to 50) of (from page 1 to 10) – Time allowed 80 minutes.

- English Multiple Choice Questions 45 (from 51 to 95) of (from page 11 to 19) – Time allowed 50 minutes.

- One essay question - Separate instructions for essay questions will be given later on. Time allowed 45 minutes

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Note: **While working on an allowed part, candidates are not allowed to go forward or backward to other parts. These parts should be attempted in the order given above.**

5. **Each question has only one correct answer (A / B / C / D).** All answers must be given by marking a ☒ **CROSS SIGN** at the concerned option on the answer sheet. There will be **NEGATIVE MARKING** in all parts of the test.
6. **Each Correct Answer carries four points**. One point shall be deducted for every wrong answer.
7. If candidates want to change any of their answers, they should erase their previous answer clearly, completely and re-mark with a ☒ **Cross**. In case candidates cross more than one option for the same question, the answer will be treated as wrong. **Over writing is not acceptable**. **Such answers will be treated as wrong answers.**
8. **If a candidate does not want to answer any question he / she MUST ☒ CROSS the option ☒ on the answer sheet.**
9. When the instructor says **STOP**, candidates must close their test booklets and cover it with the answer sheet.
10. Any evidence of cheating or non-compliance with instructions or tearing pages will lead to disqualification from the test and legal action.
11. Taking away of the question booklet or answer sheet is prohibited.

The candidates should not mark answers on the question booklet, however they may do the rough work on the question booklet, and all answers must be given in ☒CROSS SIGN on the answer sheet with the pencil. Make sure you do not write anything other than your signature and marking of ☒ Cross against your answers on the answer sheet**.**

WAIT..Do not turn over this page until you are told to do so

Wish you the very best of Luck

**ALL ANSWERS MUST BE GIVEN ON THE COMPUTERIZED ANSWER SHEET
BY CROSSING THE CORRESPONDING LETTER**

Mathematics M.C.Q's

No. of Questions: 50 (from 1 to 50)	Time: 80 Minutes
Questions on Page Numbers: 1 To 10	Negative Markings: **Yes**

Q1 Let us consider two functions f and g, defined by $f(x) = 4 - (x - 2)^2$ and $g(x) = 6 - x$. What is one possible value of a such that $f(a) = g(a)$?

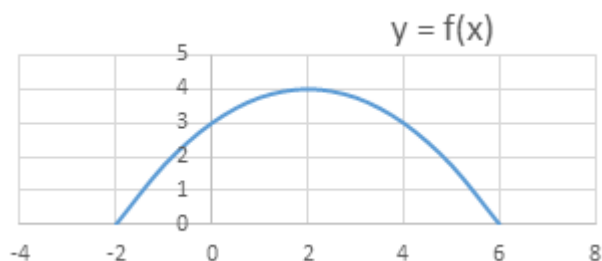|	I.	1	II.	2	III.	3

A) I only

B) II only

C) II and III only

D) I and III only

Q2 In the xy-plane, the point (u, v) lies on the line with equation $y = mx + 1$, where m is a constant. The point with coordinates (5u, 4v) lies on the line with equation $y = 2mx + 1$. What is the value of v?

A) 1.5

B) 2.5

C) 3.5

D) None of these

Q3 For the function $y = f(x)$ given on the right, the value of $f(f(2))$ is

A) 0

B) 1

C) 2

D) 3

Q4 Which of the following could be the equation of the graph of $y = f(x)$ given in Q3 above?

A) $y = 4 + 0.25(x - 2)^2$

B) $y = 4 - 0.25(x - 2)^2$

C) $y = 4 + 0.25(x + 2)^2$

D) $y = 4 - 0.25(x + 2)^2$

Q5 In the equation $x + 1 = \dfrac{2}{x-1}$, which of the following is a possible value of $x + \sqrt{3}$?

	I.	0	II.	$\sqrt{3}$	III.	$2\sqrt{3}$

A) I only

B) II only

C) II and III only

D) I and III only

2

Q6 Which of the following is a value of x for which the expression $\dfrac{1}{4x^2+16x+15}$ is undefined?

        I.   −0.5   II.   −1.5   III.   −2.5

A)　I only

B)　II only

C)　II and III only

D)　I and III only

Q7 In the xy-plane above, a point (not shown) with coordinates (α, β) lies on the graph of the linear function shown on the right. If β is greater than one and α is *positive*, what is the value of $\dfrac{1+\alpha}{1-\beta}$?
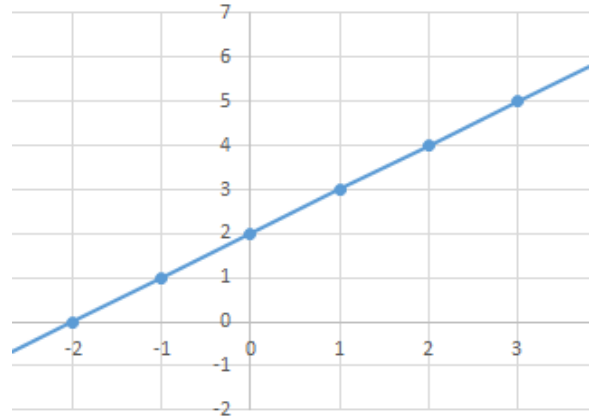
A) 1

B) −1

C) 2

D) 3

Q8 A circle in the xy-plane has equation $x^2 + y^2 + 2x - 4y = 20$. Which of the following points does NOT lie in the interior of the circle?

A) (1, 2)

B) (−3, 1)

C) (0, 0)

D) (2, 6)

Q9 If p and q are two solutions of the equation $z^2 + 16z - 4 = 0$ and q > p, which of the following is the value of q − p?

A)　$4\sqrt{17}$

B)　$-4\sqrt{17}$

C)　$\sqrt{17}$

D)　None of these

Q10 On 14th JUNE 2017, England crashed out in Cardiff after emphatic defeat by magnificent Pakistan. Score card of Pakistani Batsmen are given below. The batsman with highest strike rate (runs / ball) is?

A)　BABAR AZAM

B)　AZHAR ALI

C)　MOHAMMAD HAFEEZ

D)　FAKHAR ZAMAN

Batting	Runs	Balls
AZHAR ALI	76	100
FAKHAR ZAMAN	57	58
BABAR AZAM	38	45
MOHAMMAD HAFEEZ	31	21

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Q11 A typical forklift in a warehouse is capable of moving boxes that weigh either 50 KG or 60 KG each. Let x be the number of 50-KG boxes and y be the number of 60-KG boxes. The forklift can carry up to either 40 boxes or a weight of 2,000 KGs. Which of the following systems of inequalities represents this relationship?

A) $5x + 6y \leq 2000; x + y \leq 40$

B) $5x + 6y \leq 40; x + y \leq 2,000$

C) $5x + 6y \leq 200; x + y \leq 40$

D) $50x + 60y \leq 200; x + y \leq 40$

Q12 In a hospital there is a consumption of 2100 litres of milk for 93 patients in the last month. How many patients will consume 4200 litres of milk in the current month?

A) 186

B) 184

C) 182

D) 180

Q13 $y^2 = x^2 + 5x - 27; x + 5 = y^2.$

How many real solutions are there to the system of equations above?

A) There are exactly 4 solutions

B) There are exactly 2 solutions

C) There is exactly 1 solution

D) There are no solutions

Q14 Two functions $\beta(x)$ and $\theta(x)$ are related by two equations $\beta(x) = x + 2\,\theta(x)$ and $\theta(x) = x - \beta(x)$. What is the value of $\beta(10)$?

 A) -20

B) 0

C) 10

D) 20

Q15 The volume of a cube is $\dfrac{h^3}{125}$, where h is a positive constant. Which of the following gives the

surface area of the cube?

A) $\dfrac{h^2}{25}$

B) $\dfrac{2h^2}{25}$

C) $\dfrac{4h^2}{25}$

D) $\dfrac{6h^2}{25}$

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Q16 The mean score of 10 players in a cricket match was 20.3 runs. If the highest individual score is removed, the mean score of the remaining 9 players becomes 17 runs. What was the highest score?

A) 40

B) 44

C) 45

D) 50

Q17 Let $f(x) = x^2 + 2x - 1$. Find $f(x + \sqrt{x})$

A) $x^2 + 10x\sqrt{x} + 3x + 2\sqrt{x} - 1$

B) $x^2 + 2x\sqrt{x} + 3x + 2\sqrt{x} - 1$

C) $f(x - \sqrt{x})$

D) None of these

Questions 18 and 19 refer to the following information. The quantity of chocolate supplied and the quantity of the chocolate demanded in an economic market are functions of the price of the product. The functions D(p) = −20p + 160 and S(p) = 20p − 40 are the estimated supply and demand functions for the chocolate. The function D(p) gives the quantity of the chocolate demanded (in pounds) by the market when the price is p dollars, and the function S(p) gives the quantity of the chocolate supplied to the market (in pounds) when the price is p dollars. It is further assumed that $2 \le p \le 8$.

Q18 Suppose that the government set the price of chocolate at $6 per pound. Which of the following statements best describes an effect of this price control?

A) There would be a surplus of 40 pounds of chocolate.

B) Less chocolate would be demanded at $4 than at $6.

C) Producers of chocolate would want the price set at $4.

D) There would be a shortage of 20 pounds of chocolate.

Q19 At what price will the quantity of the chocolate supplied to the market equal the quantity of the chocolate demanded by the market?

A) $3

B) $5

C) $7

D) None of these

Q20 For the equation $\dfrac{k^u}{k^{2w}} = k^8$ *and* $\dfrac{\left(k^3\right)^w}{k^u} = 1$. *If* $k > 0$, *what is the value of* u?

A) 26

B) 9

C) 8

D) 24

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Q21 Let m be an integer and the quadratic equation $x^2 + mx + 12 = 0$ has two distinct integer roots. Which of the following is a possible value of m?

    I.   – 8   II.   – 7   III.   7   IV.   8

A) I and IV only

B) II and III only

C) I and II only

D) I, II, III and IV

Q22 If $\frac{4-i}{4+i} = \propto - i\beta$ where ($i = \sqrt{-1}$), then value of $\propto + \beta$ is

A) $\frac{8}{17}$

B) $\frac{15}{17}$
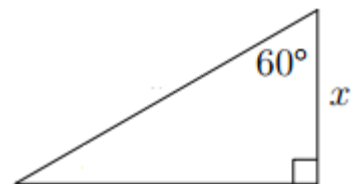
C) $\frac{23}{17}$

D) None of these

Q23 A car traveled at an average speed of 100 KM per hour for 5 hours and consumed fuel at a rate of 13 KM per liter. What is the approximate cost of 5-hour trip if the price of fuel is R78 per liter?

A) R2000

B) R3000

C) R4000

D) None

Q24 The area of the triangle shown is $50\sqrt{3}$ square units.
The perimeter of the triangle is

A) $10(3 - \sqrt{3})$

B) $10(3 + \sqrt{3})$

C) $30\sqrt{3}$

D) None of these

Q25 The area of a rectangle is u square centimeters. The length of two non-parallel sides are b and c respectively. The ratio of u to b is

A) 1 : c

B) c : 1

C) u : c

D) c : b

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Q26 What is the 6th term of a geometric sequence if the difference between its 4th and 2^{nt} term is 120 and that between its 5th and 3rd term is 480?

A) 2048

B) 1024

C) 512

D) 128

Q27 The first term of an arithmetic sequence is 5 and the sum of its first 7 terms is 98. What is the sum of the first 21 terms of the arithmetic sequence?

A) 798

B) 735

C) 385

D) None of these

Q28 If x is an integer such that 3x < 14 and 15x > 21, what is the value of x?

        I.   2   II.   3   III.   4

A) I only

B) II only

C) II and III only

D) I, II and III

Q29 If a is an integer chosen randomly from the set {1, 2, 3, 4, 5} and b is an integer chosen randomly from the set {1, 7, 9, 11, 13}, what is the probability that ab is a prime integer?

A) $\dfrac{7}{25}$

B) $\dfrac{6}{25}$

C) $\dfrac{5}{25}$

D) None of these

Q30 The graphs of the functions f and g are shown in the xy-plane. For which of the following values of x does f(x)+ g(x) = 0?

A) 0 only

B) −4 only

C) 4 only

D) all values of x
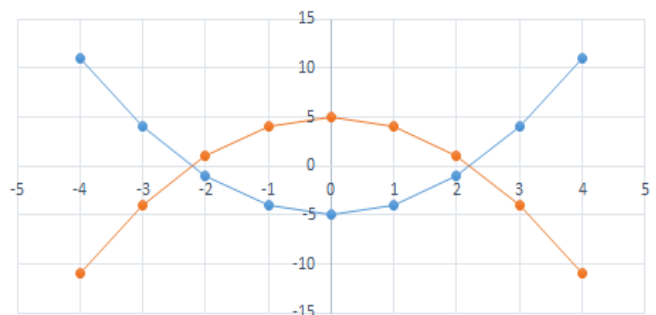
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BY CROSSING THE CORRESPONDING LETTER

Q31 *If 2 and 4 are the roots of the quadratic equation $ax^2 + bx + c = 0$, $a \neq 0$, then the roots of quadratic equation $cx^2 + bx + a = 0$ are*

A) – 0.5 and 0.25
B) 0.5 and – 0.25
C) 0.5 and 0.25
D) – 0.5 and – 0.25

Q32 *If the product of $x^2 + x - 6$ and $x^2 - 5x + 6$ is zero, then x could equal any of the following numbers except*

A) – 3
B) 2
C) 3
D) 4

Q33 *On Monday, 540 adults and children visited a museum. The ratio of adults to children was 2 to 3. How many adults visited the museum?*

A) 108
B) 216
C) 324
D) 432

Q34 *If n is an integer that satisfies the relation, $10 < \sqrt{n} \leq 100$, what is the sum of the largest possible value of n and the smallest possible value of n?*

A) 10100
B) 10101
C) 10099
D) None of these

Q35 *A professor has to submit the result of 154 exam scripts. On the first day he graded 9 scripts, second day he graded 10 scripts, third day he graded 11 scripts etc. The trend continued until he finished grading all the scripts. The average number of scripts graded / day by him is*

A) 12
B) 13
C) 14
D) 15

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Q36 In the triangle shown, AC = BC and ∠ACB = 120⁰. If AC = 8, what is the area of the triangle ABC?

A) $48\sqrt{3}$

B) $32\sqrt{3}$

C) $16\sqrt{3}$

D) None of these
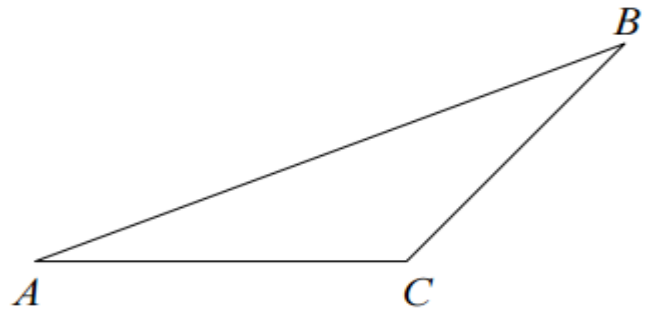
Note: Figure not drawn to scale

Q37 How many solutions to the equation |2x − 1| = |x − 2|?

A) 0

B) 1

C) 2

D) 3

Q38 What fraction lies exactly halfway between $\dfrac{3}{8}$ and $\dfrac{5}{6}$?

A) $\dfrac{11}{48}$

B) $\dfrac{29}{48}$

C) $\dfrac{15}{48}$

D) None of these

Q39 Find the domain of the function $f(x) = \dfrac{\sqrt{x^2 - x}}{(x^2 + x - 2)}$:

A) (−∞ , −2) U (− 2, 0] U (1, ∞)

B) (−∞ , 1) U (1 , ∞)

C) (−∞ , −2) U (− 2, 0) U (1, ∞)

D) None of these

Q40 If − 10 < x < 20 and |y − 2| < 10, then which one of the following is a valid statement:

A) xy > 0

B) −54 < 3x − 2y < 76

C) |x − 5| > 15

D) None of these

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Q41 If exactly one of the three integers x, y, and z is even, which of the following expressions must be odd?

I.   x + yz   II.   x + y + z   III.   xyz

A) I only

B) I, II and III

C) II only

D) None of these

Q42 In the (x, y) plane, which of the following statements are true?

   I. The line x − y = 1 is parallel to the line y = −x.

   II. The line x − y = 1 and the line y = −x intersect each other at (0.5, −0.5).

   III. The line x − y = 1 doesn't pass through second quadrant.

A) II only

B) I, II and III

C) I and II only

D) II and III only

Q43 In the xy-plane, the graph of function f has x-intercepts at −9, −3, and 3. Which of the following could define f?

A) $f(x) = (x + 9) + (x^2 − 9)$

B) $f(x) = (x + 9)(x^2 − 9)$

C) $f(x) = (x − 9)(x^2 − 9)$

D) None of these

Q44 At a certain bookstore, hardcover books cost 900 rupees each, and paperback books cost 400 rupees each. If Rizwan purchase 8 books and spent a total of 5700 rupees, how many paperback books did he buy?

A) one

B) two

C) three

D) four

Q45 Rubina is 12 years younger than Shaista. Five years ago, Rubina was half Shaista's age. How old will Rubina be next year?

A) 16

B) 18

C) 20

D) None of these

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Q46 The length of a rectangle is two less than twice the width, and the area of the rectangle is 144. What is the rectangle's perimeter?

A) 44

B) 50

C) 56

D) None of these

Q47 Jamil has 6 more candies than Murad. If Jamil gives Murad 6 candies, Murad will then have 3 times as many candies as Jamil. How many candies does Murad have?

A) 9

B) 6

C) 3

D) None of these

Q48 If x ☺ y = x + 2y and x ☼ y = x(x − y), find (5 ☼ −4) ☺ 3

A) −18

B) 27

C) 18

D) None of these

Q49 Which of the following is the same as i^{103}? Note $i = \sqrt{-1}$.

A) −1

B) 1

C) i

D) – i

Q50 If $x = \dfrac{1}{x} - 4$, find the value of $x^8 + \dfrac{1}{x^8}$

A) 7

B) 17

C) 47

D) None of these

(Stop. Do not turn over this page until you are told to do so.)

English s M.C.Q's

No. of Questions: 45 (from 51 to 95)	Time Allowed: 50 Minutes
Questions on Page Numbers: 11 To 19	Negative markings: **Yes**

For questions **51**-**58**, decide which answer (**A**, **B**, **C** or **D**) best fits each blank.

Each morning from 8:30 to 9:05 a.m. at our company's headquarters, in San Francisco, we serve free breakfast to every employee. And I'm not talking about stale muffins and dry bagels. Today I ate a sloppy joe, cheesy scrambled eggs, home fries, crispy bacon, and sausage links. Healthy, I know. Tomorrow, I'm definitely going to grab a yogurt and some fruit. And don't forget all the vegetarian, vegan, and gluten-free options. After all, this is California.

I know what you're thinking. Free food is the cost of admission to the Silicon Valley tech scene. Our startup, Pivotal, calls the South of Market (SOMA) neighborhood home, alongside companies like Airbnb, Dropbox, Adobe, Slack, Salesforce, and Uber. **(51)** _____. It's just expected.

While that's true, even if no other startup around us did this, we still **(52)** _____. To explain why, I first need to explain how Pivotal works. Our approach **(53)** _____ in extreme programming and agile processes, and the foundation of our work environment is a pair programming culture. In other words, two software developers always work together. It's a rule.

The pair has two monitors, two keyboards, and two mice, but only one computer. It's a lot like a pilot and copilot working together. **(54)** _____ own controls, but they're flying the same plane. So let's say Developer A is typing, and Developer B gets an idea. **(55)** _____ handing over the keyboard and mouse, Developer A simply stops typing and lifts their hands. Developer B starts typing immediately. There's no break in flow or train of thought.

This kind of collaboration means that there's always two people available to help solve an engineering problem. If Developer A wins the lottery and **(56)** _____ the next day, Developer B was there for every step of the way and knows the code. Which brings me back to breakfast.

Free food, during a limited, half-hour window, both saves people some hassle and gets them to **(57)** _____ at the same time to kick off the workday.

To understand why this is so important, picture Pivotal **(58)** _____ free breakfast. Let's start with the obvious. Most developers would sleep late if it were up to them. They'd roll into the office around 10 or 11 a.m. Which means they'd grab a coffee, maybe respond to a few emails, and then sync up with the team.

Reference: Hum, J. 2017. Why My Company Serves Free Breakfast to All Employees. From https://hbr.org/2017/05/why-my-company-serves-free-breakfast-to-all-employees

51

    A)   So, of course, Pivotal serves free, catered meals

    B)   So of course Pivotal serves free, catered meals

    C)   So, of course Pivotal serves free catered meals

    D)   So, of course, Pivotal serves free, catered, meals

52

A)	might	**B)**	will
C)	would	**D)**	should

53

A)	roots	**B)**	is rooted
C)	was rooted	**D)**	is rooting

54

A) They each has their
B) They each have their
C) They have each their
D) Each of them have their

55

A)	Instead of	**B)**	Other than
C)	Rather than	**D)**	Even though

56

A)	quit	**B)**	quits
C)	will quit	**D)**	will be quitting

57

A)	wind up	**B)**	catch up
C)	warm up	**D)**	show up

58

A)	at	**B)**	during
C)	without	**D)**	between

For questions **59**-**72**, decide which answer (**A**, **B**, **C** or **D**) best fits each blank.

How to Work with Someone Who Isn't a Team Player

Carolyn O'Hara

April 21, 2017

Do you work with someone who isn't a team player? Maybe they're **(59)** _____ focused on completing and promoting their own work. Or they don't chip in when everyone else is **(60)** _____ to meet a deadline or pulling a presentation together. This isn't simply frustrating; it can affect your entire group's performance. How do you work with this person in a way that encourages them to think more about the team?

When a team member **(61)** _____ or displays a bad attitude, there's a real risk of social contagion that drags down the **(62)** _____ and productivity of those around them. "We all pick up on **(63)** _____ cues from other people, and that affects our behaviors and actions," says Susan David, founder of the Harvard/McLean Institute of Coaching and author of *Emotional Agility*. "That leads to poor team efficiency, lower levels of commitment, and less focus on the shared goal." Ignoring the issue often ends up only making it more **(64)** _____. "There are a lot of negative consequences to somebody not carrying his or her load on a team," says Allan Cohen, a professor of management at Babson College and author of *Influence Without Authority*. "The longer it goes on, the worse it gets in terms of how frustrated other members of the group will become." Here's how to work with a coworker who isn't a team player.

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Don't jump to conclusions

It's human nature to make assumptions about the reasons behind someone else's behavior, even when we lack real evidence, says Cohen. "That's how our brains work," he explains. But this shortcut doesn't always lead us to the right conclusions. Instead of assuming that someone is just a **(65)** _____ or lacks commitment, "do a little exploration first," he says. The roots of the person's behavior may surprise you. It could be that they are dealing with a stressful situation at home that is leading to distraction at the office. Or they may be feeling work pressures that you are unaware of. Or they're not sure how to best contribute. You want to avoid writing the person off or "**(66)** _____ an explanation for their behavior, especially if it involves attributing bad motives to them," Cohen says.

Invite them in

More serious problems arise on a team when members **(67)** _____ someone who isn't carrying their weight. So take the lead and make sure you're not **(68)** _____ the person. Consider taking your colleague out to coffee or lunch just to get to know them better, and bring along a couple of colleagues to promote cohesion. More interactions will promote friendlier group relations. "It's really hard to **(69)** _____ somebody you understand better," says Cohen.

Revisit the team's mission

Sometimes a team member who is being uncooperative may actually help identify underlying issues by serving as a kind of '**(70)** _____' indicating that something is off with the group. It may be that your team's approach isn't working, says Cohen, or that your mission isn't clear enough. Use this opportunity to have a conversation with the entire team about what the group's shared vision should be and the best methods for getting there. That clarity should help **(71)** _____ everyone's sense of purpose and productivity. "A lot of people go into team meetings focused only on what's been done and what hasn't been done," says David. "Teams who **(72)** _____ the earlier questions about mission often tend to get into the weeds of, 'She didn't do this,' and, 'He didn't do that,' which leads to frustration.

Adapted from Harvard Business Review

59

A)	over	**B)**	overly	
C)	overtly	**D)**	covertly	

60

A)	placating	**B)**	swarming	
C)	scrambling	**D)**	vindicating	

61

A)	attenuates	**B)**	adulterates	
C)	commensurates	**D)**	procrastinates	

62

A)	moral	**B)**	morale	
C)	mettle	**D)**	temperament	

63

A)	subtle	**B)**	tenuous	
C)	convenient	**D)**	understated	

64

A)	acute	**B)**	austere
C)	deterrent	**D)**	gregarious

65

A)	pedantic	**B)**	laconic
C)	slacker	**D)**	misanthrope

66

A)	refuting	**B)**	rescinding
C)	concocting	**D)**	envisioning

67

A)	shun	**B)**	eschew
C)	exalt	**D)**	dodge

68

A)	expelling	**B)**	ostracizing
C)	disparaging	**D)**	excommunicating

69

A)	venerate	**B)**	welter
C)	reticent	**D)**	resent

70

A)	damp squib	**B)**	canary in the coal mine
C)	all mouth and no trousers	**D)**	pot calling the kettle black

71

A)	boost	**B)**	boast
C)	broast	**D)**	broach

72

A)	bypassed	**B)**	circumvented
C)	detoured	**D)**	departed

For questions **73**-**82**, decide which answer (**A**, **B**, **C** or **D**) best fits each blank.

Do We Mistake Inaccessibility for Brilliance?

By Zoe Heller and Leslie Jamison

August 25, 2015

At school, we're taught to approach difficult literature in a spirit of humility. When we encounter a word we don't understand, or a snaky paragraph that we find hard to follow, we're urged to hesitate before throwing up our hands and denouncing the language as willfully **(73)** _____. We're told to take it **(74)** _____, trust that the author has something interesting to say and that with enough persistence we can make his language surrender its meaning.

(75) _____, this is useful counsel. Without it, few adolescents would make it through *As I Lay Dying*. And none of us would ever make it through a Jorie Graham poem. Naturally, it doesn't follow that all challenging, complicated literature will reward our effort. Some writers compose convoluted, hard-to-read sentences because they don't have the **(76)** _____ to make simpler ones. Some use 10-cent words just to show that they know them. The reader who assumes that abstruse prose is clever prose, or that there is a reliable correlation between **(77)** _____ and depth, is bound to waste a lot of time on writing that doesn't deserve it. She is also liable to end up praising works that **(78)** _____ her, for fear of being revealed as

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a dimwit if she confesses her perplexity. (As a college student I would rather have died than admit how few of the jargon-filled sentences in Fredric Jameson's *The Political Unconscious* I really understood.)

Still, I don't see knee-jerk deference to **(79)** _____ cleverness being a very widespread problem in contemporary culture. On the contrary, in these focus-impaired times, we seem a lot less likely to overvalue abstruseness than to prematurely dismiss it as not worth the trouble. (The mission statement of the Baileys fiction prize actually specifies "accessibility" as one of the literary virtues it seeks to champion.) We like to think that we live in an emperor's-new-clothes world — full of pretentious people lavishing praise on high-toned fakes. But we actually live in a sour-grapes world — full of people **(80)** _____ at what they can't, or can't be bothered to, reach.

Recently, when I read Christine Schutt's short story "You Drive" with a graduate writing class, several of the students complained that they found the story baffling. They couldn't make out the chronology of the events it described; they weren't always sure which character was speaking; the story, they concluded, "didn't work." The fact that they had trouble following Schutt's elliptical prose was not in itself a surprise. What did take me aback was their **(81)** _____ — their certainty that the story's difficulty was a needless imposition on readerly good will. It was as if any writing that didn't welcome them in and offer them the literary equivalent of a **(82)** _____ had failed a crucial hospitality test.

Adapted from the New York Times

73

A)	concealed	**B)**	disparate
C)	obscure	**D)**	dogmatic

74

A) in		B) from	
C) with		D) on	

75

A)	By and large	**B)**	As a result
C)	Furthermore	**D)**	On the other hand

76

A)	cubes	**B)**	chops
C)	hacks	**D)**	cleaves

77

A)	opacity	**B)**	adversity
C)	plasticity	**D)**	propensity

78

A)	abash	**B)**	deplore
C)	confute	**D)**	confound

79

A)	sham	**B)**	phony
C)	pseudo	**D)**	counterfeit

80

A)	scoffing	**B)**	deriding
C)	ridiculing	**D)**	discerning

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81

A)	rage	**B)**	fury
C)	wrath	**D)**	indignation

82

A)	sofa	**B)**	recliner
C)	divan	**D)**	mattress

For questions **83**-**88**, fill in the gap with the best sentences (**A**, **B**, **C** or **D**).

You Still Need Your Brain

By Daniel T. Willingham

May 19, 2017

Most adults recall memorizing the names of rivers or the Pythagorean theorem in school and wondering, "When am I ever going to use this stuff?" Kids today have a high-profile spokesman. Jonathan Rochelle, the director of Google's education apps group, said last year at an industry conference that he "cannot answer" why his children should learn the quadratic equation. He wonders why they cannot "ask Google." **(83)** _____

Google is good at finding information, but the brain beats it in two essential ways. **(84)** _____ Consider vocabulary. Every teacher knows that a sixth grader, armed with a thesaurus, will often submit a paper studded with words used in not-quite-correct ways, like the student who looked up "meticulous," saw it meant "very careful," and wrote "I was meticulous when I fell off the cliff."

(85) _____ Consider "Trisha spilled her coffee." When followed by the sentence "Dan jumped up to get a rag," the brain instantly highlights one aspect of the meaning of "spill" — spills make a mess. Had the second sentence been "Dan jumped up to get her more," you would have thought instead of the fact that "spill" means Trisha had less of something. Still another aspect of meaning would come to mind had you read, "Dan jumped up, howling in pain."

The meaning of "spill" depends on context, but dictionaries, including internet dictionaries, necessarily offer context-free meanings. **(86)** _____ Perhaps internet searches will become more sensitive to context, but until our brains communicate directly with silicon chips, there's another problem — speed.

Quick access is supposed to be a great advantage of using the internet. Students have always been able to look up the quadratic equation rather than memorize it, but opening a new browser tab takes moments, not the minutes required to locate the right page in the right book. **(87)** _____

Speed matters when the quadratic equation is part of a larger problem. Imagine solving 397,394 x 9 if you hadn't memorized the multiplication table. **(88)** _____ That's why the National Mathematics Advisory Panel listed "quick and effortless recall of facts" as one essential of math education.

Adapted from the New York Times

83

A)	After all, this is what Google is designed for.
B)	If Mr. Rochelle cannot answer his children, I can.
C)	This goes to show that even the smartest people can be totally ignorant.
D)	One would expect a person of Mr Rochelle's caliber to be able to answer any question.

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84

A) Proponents of Google overlook the fact that its application is finite.

B) One, the neurons in our brains transmit signals much faster than any machine.

C) People have forgotten the fact that the brain processes information much faster than Google.

D) Champions of Google underestimate how much the meaning of words and sentences changes with context.

85

A) What most search engines do not offer is the slight variation in meanings.

B) This is not to say that technology is subservient to the human brain.

C) With the right knowledge in memory, your brain deftly puts words in context.

D) You need your memory to correctly remember all the various meanings of words.

86

A) This is not the only drawback of internet searches.

B) That's why kids fall off cliffs meticulously.

C) There are numerous ways to characterize this phenomenon.

D) Nevertheless, we keep on relying on it relentlessly.

87

A) Yet "moments" is still much slower than the brain operates.

B) Still, in this day and age nobody has that kind of time.

C) But when it comes to information retrieval, speed does not trump accuracy.

D) This is a constant challenge that our children have to face today – something the previous generation did not have to deal with.

88

A) That's why computers were invented to assist us.

B) So, memorization is required whether you like it or not.

C) It would be impossible to do it without the super computer.

D) Sure, you could look up 4 x 9, but you could easily lose the thread of the problem as you did so.

For questions **89**-**95**, read the following text and decide which answer (**A**, **B**, **C** or **D**) best answers the given questions.

1. From *Blade Runner* to *I, Robot*, the big screens of Hollywood have predicted the rise of the machine. Automated intelligences will wait our tables and drive our cabs. They will serve us by performing menial tasks. But fact is now surpassing fiction. Automation has moved beyond the factory assembly line as computers are diagnosing illnesses, providing legal counsel, and making financial and political decisions. And if artificial intelligence really is faster, smarter and more reliable, what are we left with?

2. The answer is precisely that element which makes us less efficient and slower. Our humanity. But rather than being seen as a weakness, this is actually our strongest suit. It's one we need to empower, because studies show that as the world becomes increasingly automated, computerized and digitalized, we are losing the very skills that define us as human. Just when we need them the most.

3. Our empathy is something that computers will always struggle to emulate. We need to celebrate what makes us different from even the smartest of the machines. While the future belongs to those who are able to navigate this increasingly digitalized world of ours, the choicest spoils will fall to those who can combine technological fluency with emotional intelligence.

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4. In the fourth industrial revolution, humans are not making the most of **this** potential advantage. Satya Nadella, the CEO of Microsoft, said at Davos this year that in a world with a surfeit of AI and machine learning, "human values such as common sense and empathy will be scarce." A finding by Sara Konrath at Michigan University shows that young people are becoming less empathic than ever; American College students showed a 48% decrease in empathic concern and a 34% drop in their ability to see other people's perspectives.

5. The figures indicate that precisely now, when our powers to engage with others could make the difference between ourselves and our automated counterparts, we are allowing our empathy muscles to atrophy. We are, to put it simply, disengaging.

6. Some 87% of millennials admitted to missing out on a conversation because they were distracted by their phone. Ironically, in a world that is increasingly connected, we as individuals, as families, as a society, are becoming less connected. A Gallup poll shows that families eat together less and less, while 51% of teens would rather communicate digitally than in person (even with friends). And 43% of 18-24 year-olds say that texting is just as meaningful as an actual conversation with someone over the phone.

7. So at a time when we should be flexing our empathic muscles and becoming more emotionally intelligent we are actually dumbing down. We have become empathic slobs and this is a problem that needs to be addressed. **1** MIT is one of the few institutions that understand the importance of honing its students' emotional intelligence as well as their technical skills. **2** Their undergraduates — soon to be the world's elite technologists — can attend a "Charm School," a long-running, tongue-in-cheek program which includes advice on everything from when to make eye contact and how to kindly break bad news.

8. **3** But by the time young people reach tertiary education it might already be too late. **4** We need to build empathy into our entire education system and create corporate environments that value skills that have previously been labelled as "soft" add-ons.

9. In many ways the problem is a historical one. Our education system is still rooted in the values of the industrial era. The so-called 3 Rs — reading, writing and arithmetic — which prepared students for factory and clerical tasks, concentrated on so-called "hard" skills at the expense of creativity, imagination or emotional intelligence. While education systems do foster empathy through subjects like foreign languages, literature and the arts, these are not always seen as crucial. In the words of Teresa Cremin, a professor of education at the U.K.'s Open University, by failing to develop resilience, imagination (linked to empathy), creativity and resourcefulness, the British National Curriculum is "educating for the past, not the rapidly changing and unknown future." Other countries face a similar disconnect.

10. The skills associated with empathy need to become core values in our homes, our schools and the workplace. They need to be embedded at all levels of society. This is not a box-ticking exercise. These are not soft skills, they are the skills of the future, because while technology is crucial, it will be far more powerful when in the hands of the emotionally literate geek. And to provide a future generation with high levels of emotional literacy we need to institutionalize empathy — to systematize it, making it a part of the foundations of our learning both at work and as school.

11. MIT is not the only institution to have woken up to this: SAP now have a 'Empathy to action' program for their sales teams, Facebook have an Empathy Lab, Johnson and Johnson have a new business direction with empathy at the heart of it. These initiatives recognize the fundamental shifts that society is undergoing and the need to prepare for the changes that are still to come.

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12. It is a cliché of science fiction that as AI advances, the computers become more humanized until it is almost impossible to tell us apart. So it is a monumental irony that in the real world, the advance of AI has resulted in a human race that is becoming increasingly automated, digitized and computerized. We always thought the threat of machines was that they would emulate us so well they would replace us. We never considered that it could go in the other direction.

Reference: Parmar, B. 2017. The One Crucial Skill Our Education System Is Missing. From
https://www.forbes.com/sites/worldeconomicforum/2017/04/24/the-one-crucial-skill-our-education-system-is-missing/#7b4775830b89

89 In paragraph 1, the author mentions which of the following as a task AI is performing in reality?

A) working as cab drivers
B) electing political officials
C) working as servers in restaurants
D) offering advice on matters relating to law

90 According to paragraph 2, the author is most likely to agree with which of the following statements?

A) Our humanity is our biggest asset.
B) Our humanity is our biggest weakness.
C) Our humanity is diminishing alarmingly.
D) Our humanity is increasing exponentially.

91 In paragraph 4, first sentence, the word "this", refers to

A) humans' sense of empathy
B) humans' technological knowhow
C) humans' ability to survive the odds
D) humans' ability to overcome their weaknesses

92 In paragraph 7, the author cites the example of MIT to

A) prove the superiority of the institution
B) identify the area where the majority of the graduates lack the most
C) advertize the unique programs offered by the institution
D) argue that the best institutes realize the necessity of enhancing emotional intelligence

93 Read paragraphs 7 and 8 and look at **1**, **2**, **3** and **4** that indicate spaces. Where can the following sentence be inserted?

MIT have hit on an invaluable point, realizing the need to fill a crucial gap in their students' educations.

A) 1   **B)** 2   **C)** 3   **D)** 4

94 The author's main point in paragraph 9 is to

A) distinguish between hard and soft skills
B) explain why soft skills have been traditionally ignored
C) argue why hard skills are more important than soft skills
D) enumerate ways in which the industrial movement impacted our educational system

95 The author is mainly advocating that

A) we need to understand AI better
B) we need to revamp our school curriculum
C) we need to inculcate empathy in our students
D) the survival of the human race will depend solely on empathy

This is the END of English MCQ's. Please, wait for last part (writing one essay).