

TEST 8

Read the following advertisement and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 6.

Mosaic Minds: The Future Speaks All Languages

- ⇧ Important nouns, common verbs, and (1)_____ adjectives are taught in fun, practical ways during each lesson. At Mosaic Minds, time (2)_____ when you're having fun learning languages through our immersive cultural activities and engaging exercises.
- ⇧ The experienced teachers (3)_____ at our center have valuable international experience from many countries. Our (4)_____ with certified teachers welcomes students of all ages.
- ⇧ The friendly staff will bring useful language skills (5)_____ every motivated student in our classes. (6)_____ a new language quickly and effectively opens doors to many exciting opportunities worldwide.
- ⇒ Join us today!

Question 1: A. description B. descriptively C. descriptive D. describe

Question 2: A. passes B. runs C. moves D. flies

Question 3: A. worked B. working C. which worked D. was worked

Question 4: A. innovative language program B. program innovative language
C. language program innovative D. innovative program language

Question 5: A. to B. with C. for D. at

Question 6: A. To learn B. Learn C. To learning D. Learning

Read of the following leaflet and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 7 to 12.

Quiet Champions: Untold Stories of Remarkable Lives

- ⇧ Discover the incredible (7)_____ of everyday heroes in our new book series. (8)_____ of our featured champions came from difficult backgrounds.
- ⇧ While some champions became famous, (9)_____ remained humble despite their life-changing contributions. Our stories (10)_____ the remarkable journeys of people who made a difference without seeking fame.
- ⇧ It was (11)_____ these individuals to create positive change in their communities. Each book contains meaningful (12)_____ that can inspire your own journey.
- ⇒ Order your copy today!

Question 7: A. gallantry B. pluck C. courage D. grit

Question 8: A. Many B. Plenty C. Most D. Some

Question 9: A. another B. others C. other D. the others

Question 10: A. flesh out B. draw out C. map out D. bring up

Question 11: A. contrary to B. up to C. prior to D. subsequent to

Question 12:A. wisdom

B. teachings

C. insights

D. lessons

Mark the letter A, B, C or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

Question 13:

a. Maya: No, I haven't. Does it really grow virtual plants?

b. Alex: Yes! And it connects to real plants at home too!

c. Alex: Have you tried the new digital garden app?

A. a-c-b

B. c-b-a

C. a-b-c

D. c-a-b

Question 14:

a. Taylor: That's a good idea, and I also need to buy a new digital plant pot because mine is too small.

b. Taylor: My smart glasses are broken, but I can use my watch, and it works well too.

c. Sam: I don't understand digital plants, but my daughter loves them, and she takes care of them every day.

d. Sam: We should go to the tech store tomorrow, and then we can fix your glasses.

e. Sam: I like smart glasses because they help me read and they show me the way home.

A. a-e-b-d-c

B. e-d-c-a-b

C. e-b-d-a-c

D. c-a-b-e-d

Question 15:

Dear Maria,

a. I have started to help at the animal shelter, where many cats and dogs need food and love.

b. I want to tell you about my neighbor who helps old people when they cannot go shopping because she is so kind.

c. Would you like to join me next week when I visit the shelter because we can make a difference together?

d. When I see the cleaning staff who work at night after we all go home, I always say thank you because they do important work.

e. My teacher says that we should thank the people who work hard but never ask for praise because they make our world better.

Your friend,

LK

A. b-e-a-d-c

B. e-a-b-c-d

C. d-a-e-b-c

D. a-d-b-e-c

Question 16:

a. In 2025, many people make money from things they create because art and music can be sold online to people around the world.

b. When old traditions like making pottery or weaving baskets become popular again, families can earn money while they keep their culture alive.

c. Small villages that have special dances or food can welcome visitors who want to learn about different ways of life when they travel.

- d. Digital tools that help artists share their work are important because people who live in poor areas can now sell their art to rich countries when they use the internet.
- e. Children who learn to draw, sing, or tell stories at school will have more jobs in the future because companies need creative workers.

A. c-b-e-a-d

B. a-c-e-b-d

C. b-a-c-e-d

D. e-b-a-c-d

Question 17:

- a. Digital translation tools that work in real time will be very useful because people who cannot speak the same language will still be able to talk and become friends.
- b. Schools that teach children about many cultures can help because young people will learn to respect ways that are different from their own.
- c. Community centers where families share food and music are important because these activities bring people together when they feel lonely or afraid.
- d. When people from different countries live together, they sometimes have problems because they do not understand each other's customs or beliefs.
- e. When leaders listen to all groups in their city, they can make better rules that help everyone because no one feels left out or ignored.

A. d-b-c-e-a

B. d-e-c-b-a

C. d-a-e-c-b

D. d-c-b-a-e

Read the following passage about Curriculum for the Climate Era and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 18 to 22.

In today's world, teaching sustainability has become essential for preparing students to face climate challenges. Schools everywhere are introducing environmental topics that engage young minds. If teachers had started these lessons twenty years ago, we might have fewer problems now. The materials (18)_____. Students not only study environmental science but they also learn practical skills; these independent activities help them become responsible citizens. Many sustainable lessons (19)_____. Students learn about recycling, renewable energy, and conservation while they develop critical thinking skills.

The children who participate in garden projects learn valuable lessons about food systems and ecology. Young learners plant seeds, observe growth, and harvest vegetables, (20)_____. Sustainable education encourages students to think globally and act locally. Having seen the impacts of climate change in their communities, many schools now emphasize solution-oriented thinking. Teachers incorporate digital resources that show environmental changes over time, and these visual tools make complex concepts accessible. (21)_____.

Reduced waste programs have been implemented in many schools; consequently, students develop better habits. Community partnerships strengthen these educational efforts by providing real-world contexts for learning. Environmental challenges require creative solutions that students can help develop through project-based learning. (22)_____. Climate education prepares young people not just for careers but for

citizenship in a changing world. Students become environmental ambassadors, sharing knowledge with families and communities beyond school walls.

Question 18:

- A. that students use in these classes often include practical activities and real-world examples
- B. teachers demonstrate during workshops actively promotes digital skills and collaborative engagement
- C. which scientists discovered through research often included indigenous knowledge and conservation methods
- D. officials implemented across countries frequently resulted in policy changes and new regulations

Question 19:

- A. are being examined by climate researchers which understanding the patterns of environmental change
- B. have having developed from community leaders whose emphasize the impact of local actions
- C. are being developed by innovative educators who understand the urgency of climate education
- D. were being created by policy experts whom introducing legislation on sustainability goals

Question 20:

- A. having connected through digital platforms despite learning barriers when implementing theoretical concepts
- B. which creates bridges between abstract theories and practical implementations during collective projects
- C. being created partnerships among educational institutions while focusing on global sustainability goals
- D. creating connections between classroom knowledge and real-world applications through hands-on sustainable practices

Question 21:

- A. Although scientists have conducted extensive research on climate patterns, governments rarely implement policies that address the root causes of environmental degradation
- B. Because financial resources are limited in many educational systems, teachers must develop innovative approaches while administrators focus on essential infrastructure improvements
- C. When given the opportunity to design their own sustainability projects, children often surprise adults with their creativity and commitment
- D. If communities would establish stronger partnerships with local businesses, students could gain valuable internship experiences that enhance their theoretical knowledge

Question 22:

- A. Current economic systems must adapt through innovative policies designed recently by international organizations
- B. Future generations will benefit from the ecological knowledge being taught today in forward-thinking classrooms
- C. Digital technologies have transformed how students engage with complex materials shared globally by educators

D. Urban planning initiatives should incorporate sustainable designs created jointly by architects and communities

Read the following passage about Successful Business Models of 2025 and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 23 to 30.

Multicultural businesses are companies where people from different cultures work together. In 2025, these businesses are very successful because they understand different markets around the world. Studies show that companies with diverse teams make 25% more money than other companies. This is because they can sell products in many countries and understand what customers from different cultures want. These businesses usually have managers from at least three different countries who bring new ideas to solve problems.

Successful multicultural companies in 2025 share some important features. They listen to ideas from all employees, no matter where they come from. They train their workers to understand different cultures better. They also change their products slightly for local markets while keeping **their** main brand the same. These companies create workplaces where cultural differences are seen as valuable. This approach works especially well in technology and service businesses where understanding different customers is important.

However, these businesses face some problems too. Sometimes people have trouble communicating because of language differences. Different countries have different laws that can be confusing. Building trust between people from different backgrounds takes time. Successful multicultural businesses solve these problems by communicating clearly and being flexible. They talk openly about cultural differences instead of ignoring them.

In the future, most successful businesses will probably be multicultural. As more people move between countries and use the internet to work together, companies that include different cultures will do better. Schools are now teaching students how to work in multicultural businesses. These businesses not only make more money but also help people understand other cultures better. Governments now recognize their importance and offer special programs and tax benefits to support multicultural companies that create diverse workplaces and promote international cooperation.

Question 23: Which of the following is NOT mentioned as a problem for multicultural businesses?

- A. Transportation costs
- B. Building trust
- C. Different laws
- D. Communication difficulties

Question 24: The word “markets” in paragraph 1 is OPPOSITE in meaning to _____.

- A. suppliers
- B. customers
- C. global regions
- D. non-commercial zones

Question 25: The word “**their**” in paragraph 2 refers to _____.

- A. customers
- B. multicultural companies
- C. managers
- D. local markets

Question 26: The word “multicultural” in paragraph 3 could be best replaced by _____.

- A. international
- B. global
- C. diverse
- D. cosmopolitan

Question 27: Which of the following best paraphrases the underlined sentence in paragraph 4?

- A. Businesses with mixed cultural teams succeed because employees relocate and communicate digitally
- B. Remote work technologies enable cross-border interactions that benefit internationally-minded firms
- C. Companies flourish when they adapt to increased immigration and technological communication trends
- D. Global mobility and digital cooperation create advantages for organizations embracing cultural diversity

Question 28: Which of the following is TRUE according to the passage?

- A. Successful businesses modify their products for local markets while maintaining their core brand identity across different cultural contexts
- B. Companies with multicultural teams consistently solve problems by ignoring cultural differences and focusing on shared business goals
- C. Government agencies worldwide have eliminated special tax incentives for companies that promote diversity in their global operations
- D. Educational institutions primarily teach students about international business by requiring them to relocate to different cultural regions

Question 29: In which paragraph does the writer mention the important features of successful multicultural businesses?

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

Question 30: In which paragraph does the writer mention what the MAIN purpose of educational institutions' actions regarding multicultural businesses is?

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

Read the following passage about the Measuring Economic Success in Environmental Terms and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 31 to 40.

For decades, GDP has been the gold standard for measuring economic success. However, this metric falls short when considering environmental impacts. As climate concerns grow, economists have realized they've been missing the forest for the trees by focusing solely on economic figures. They're now developing alternative measurements that consider both economic growth and sustainability. These approaches recognize that depleting natural resources for short-term profits creates long-term vulnerabilities. Countries like New Zealand and Finland have begun implementing broader measurements to guide **their** policies. Many experts believe this shift is necessary because traditional metrics often ignore the true cost of environmental damage to societies worldwide.

[I] Alternative metrics incorporate environmental factors that GDP ignores. They measure resource depletion, pollution, and biodiversity loss alongside traditional indicators. **[II]** The Genuine Progress Indicator (GPI) starts with personal consumption data but adjusts it using environmental costs. **[III]** These metrics provide a more accurate picture by recognizing that environmentally damaging activities create hidden costs that eventually impact society. **[IV]** Citizens benefit from these new measurements because they promote policies that improve quality of life beyond simple economic growth statistics.

Implementing these measurements faces challenges. Many businesses resist change, arguing that environmental regulations limit profits. There are also difficulties in assigning values to environmental assets like clean air. Despite these obstacles, some countries have adopted new approaches. Costa Rica implemented a carbon tax, funding forest conservation while generating revenue. This policy has helped achieve both economic growth and environmental protection, demonstrating these goals can be complementary. Educational institutions are now teaching students about these new economic models to prepare future leaders for sustainable development practices.

The shift beyond GDP represents a fundamental change in understanding economic success. By incorporating environmental factors, countries can make better policy decisions promoting sustainable growth. This approach recognizes that prosperity depends on maintaining natural systems supporting all economic activity. As climate challenges intensify, adopting comprehensive metrics becomes crucial for creating resilient economies. The future lies not in abandoning GDP entirely but in supplementing it with indicators capturing genuine welfare and environmental health. International organizations are increasingly encouraging this balanced approach through policy recommendations and financial incentives for environmentally responsible economic development.

Question 31: The phrase “missing the forest for the trees” in paragraph 1 could be best replaced by _____.

- A. getting caught up in B. missing out on C. zeroing in on D. losing sight of

Question 32: The word “**their**” in paragraph 1 refers to _____.

- A. New Zealand and Finland
B. Economic figures
C. Alternative measurements
D. Natural resources

Question 33: Where in paragraph 2 does the following sentence best fit?

Similarly, the Human Development Index combines economic measurements with health and education factors.

- A. [I] B. [II] C. [III] D. [IV]

Question 34: Which of the following is NOT mentioned as a challenge to implementing new economic measurements?

- A. Business resistance to environmental regulations
B. Difficulty assigning values to environmental assets
C. Complications in valuing natural resources like clean air
D. Public opposition to new measurement systems

Question 35: Which of the following best summarises paragraph 3?

- A. Implementation of environmental metrics requires substantial financial investments from governments worldwide, though some countries like Costa Rica have found resources for such programs through taxation policies

- B.** Despite business opposition and valuation challenges, some nations have successfully implemented sustainable economic approaches while educational institutions prepare future leaders for these new models
- C.** Educational institutions worldwide are leading the change toward sustainable economic models despite significant resistance from traditional businesses that prefer conventional growth metrics
- D.** The process of changing economic metrics involves technical difficulties in measuring environmental assets, making most nations reluctant to adopt these approaches despite evident benefits

Question 36: The word “assigning” in paragraph 3 is OPPOSITE in meaning to _____.

- A.** removing **B.** calculating **C.** determining **D.** allocating

Question 37: Which of the following best paraphrases the underlined sentence in paragraph 4?

- A.** When governments integrate climate data into their economic analyses, they often restrict industrial growth to preserve natural resources for future generations
- B.** Countries must prioritize environmental protection above economic concerns if they wish to create policies that will sustain their growth over extended periods
- C.** Nations that consider ecological impacts can establish more effective regulations that support long-term economic development without harming the environment
- D.** By measuring the financial value of natural resources, nations can identify which environmental assets should be protected to maximize economic productivity

Question 38: Which of the following is TRUE according to the passage?

- A.** International organizations actively discourage countries from adopting alternative economic metrics because these approaches typically hinder profitable business activity
- B.** Educational institutions worldwide have rejected new economic models despite growing evidence that traditional measurements fail to account for environmental damages
- C.** Traditional economic metrics like GDP effectively capture the complete picture of national welfare by measuring resource depletion and environmental impacts on society
- D.** Costa Rica has implemented a carbon tax that simultaneously funds forest conservation efforts while generating revenue for the government to support economic development goals

Question 39: Which of the following can be inferred from the passage?

- A.** Countries that continue to rely solely on GDP as their economic metric will likely experience greater long-term vulnerabilities as environmental challenges intensify in coming decades
- B.** Educational institutions teaching new economic models are primarily focused on theoretical approaches rather than practical implementations that could be applied to current policy decisions
- C.** International organizations promoting sustainable economics are motivated mainly by political pressures rather than by evidence showing the practical benefits of environmental protection
- D.** Business resistance to alternative economic measurements will eventually diminish as traditional companies are gradually replaced by newer firms founded on sustainable development principles

Question 40: Which of the following best summarises the passage?

- A.** Environmental protection has historically been neglected in economic policies worldwide, but growing climate concerns have forced economists to reconsider their approaches through initiatives in Finland, New Zealand, and Costa Rica that prioritize conservation over traditional economic growth
- B.** Measuring environmental assets presents significant technical challenges that most countries struggle to overcome, though educational institutions and international organizations are developing sophisticated tools allowing for more precise valuation of natural resources within economic systems
- C.** Traditional economic metrics like GDP need to be supplemented with environmental indicators to better measure societal welfare, despite implementation challenges from businesses, as successful examples demonstrate these approaches can support both economic growth and sustainability
- D.** The Human Development Index and the Genuine Progress Indicator represent revolutionary approaches to economic measurement that will eventually replace GDP entirely, as these systems better capture the complex relationship between human welfare and environmental preservation