FINAL EXAM ADVANCE 3

Section 1: Grammar – Find the Error and Rewrite

Directions: Identify the critical syntax or functional error in each sentence and rewrite the entire sentence correctly. Do not use contractions in your answers.

- **Example:** The emerging technologies has the power to change our global perspective.
- **Correction:** The emerging technologies **have** the power to change our global perspective.

1. Despite the team analyzed the data, the validity of the final report remained highly questionable.
2. An external factor is more critical that an internal condition during this experiment.
3. The professor wanted summarizing the lecture before the students left the classroom.
4. Each of the forthcoming scenarios present a unique challenge to our current resources.
5. The compound structure were discovered by the research team last winter.

Section 2: Grammar – Multiple Choice

Directions: Choose the correct academic connector or grammatical structure (a, b, c, or d) to complete each analytical sentence.

- **Example:** The research team discovered an _____ trend that could alter the study's validity.

  a) emerge b) emerging c) emerged d) emerges **Answer:** b

1. The investigator decided to suspend the project _____ the external results were completely verified.

   a) because of

b) until

c) despite

d) due to

2. If the team addresses the fundamental notion immediately, they _____ the project successfully next month.

a) would complete

b) will complete

c) completed

d) have completed

3. Paraphrasing complex academic articles requires a high level of cognitive _____.

a) capability

b) capable

c) capably

d) capabilities

4. The data collected from the external environment was _____ analyzed than the internal metrics.

a) more thoroughly

b) thorough

c) thoroughly

d) most thorough

5. Before _____ a comprehensive summary, the academic panel must evaluate every scenario.

   a) write

   b) written

   c) writing

   d) wrote

Section 3: Grammar – Fill in the Blanks

Directions: Complete the sentences with exactly ONE appropriate grammatical word (such as modal verbs, prepositions, relative pronouns, or coordinators).

- **Example:** The scientist _____ developed the new compound won an international award.
- **Answer:** who

1. Academic researchers must learn how to work _____ the exact meaning of unfamiliar terms using context clues.
2. The forthcoming lecture will focus exclusively _____ the concept of automated systemic design.
3. The validity of the scientific experiment was confirmed _____ the extensive peer-review process.
4. Working out meanings from context is a future skill _____ every modern student needs to master.
5. The research facility decided to suspend its operations _____ order to re-evaluate its safety protocols.

Section 4: Grammar – Word Order

Directions: Reorder the words to create grammatically precise academic statements or queries. Capitalize the first word.

- **Example:** validity / structural / question / scientists / the / did / data / of / the / ?
- **Answer:** Did the scientists question the validity of the structural data?

1. paraphrasing / skills / students / academic / need / to / long / text / improve / .
2. pose / economic / sudden / changes / serious / threats / to / may / businesses / .
3. external / examined / factors / carefully / the / panel / primary / the / .
4. understand / you / do / upcoming / lecture / the / basis / of / the / ?
5. summary / clear / data / provides / a / final / the / report / of / the / .

Section 5: Vocabulary – Matching

Directions: Match the academic vocabulary terms from Units 6 and 7 on the left (1–10) with their correct contextual definitions on the right (A–J).

- **Example:** Validity — **Answer:** The state of being legally or officially acceptable and factually sound.

Academic Vocabulary	Definitions
1. Capability _____	A. An abstract or generic idea generalized from particular instances.
2. Concept _____	B. Coming into view or starting to exist; becoming noticeability prominent.
3. Emerging _____	C. The power or practical ability to generate an outcome or perform actions.
4. Notion _____	D. To present, create, or constitute a particular problem, danger, or question.

Academic Vocabulary	Definitions
5. Pose _____	E. An imagined, expected, or anticipated sequence of potential events.
6. Scenario _____	F. Something formed by a union of two or more distinct elements or parts.
7. External _____	G. A vague belief, individual impression, or theoretical conception of something.
8. Compound _____	H. Relating to, existing on, or derived from the outside of a specific system.
9. Forthcoming _____	I. To temporarily delay, interrupt, or stop an activity or official process.
10. Suspend _____	J. Approaching or about to happen, appear, or be published in the near future.

Section 6: Vocabulary – First Letter Completion

Directions: Read the contextual sentence and complete the targeted academic word. The first letter is permanently anchored for you.

- **Example:** The academic jury verified the v_ _ _ _ _ _ _ _____of the documentation. — **Answer:** validity

1. Artificial intelligence is an e_ _ _ _ _ _ _ field that is transforming modern digital industries.
2. When you read a journal article, you must develop the c_ _ _ _ _ _ _ _ _ to understand complex thesis structures.
3. The board decided to s_ _ _ _ _ _ the financial trial until more concrete data was recovered.

4. It is difficult to grasp the foundational c_ _ _ _ _ _ of advanced quantum mechanics in a single lecture.
5. Rising global temperatures p_ _ _ a massive ecological risk to sensitive coastal ecosystems.
6. The chemical compound was formed by combining an internal element with an e_ _ _ _ _ _ _ catalyst.
7. The student wrote a concise s_ _ _ _ _ _ to encapsulate the main arguments of the lengthy journal publication.
8. Please check the bulletin board to find out the precise date of the f_ _ _ _ _ _ _ _ _ _ university conference.
9. She rejected the primitive n_ _ _ _ _ that human behavior is determined entirely by biological factors.
10. The researchers presented a realistic s_ _ _ _ _ _ _ to simulate the prospective economic collapse of the market.

Section 7: Reading Comprehension

Directions: Read the complex text below attentively and answer the evaluation criteria that follow.

The Integration of Emerging Paradigms in Modern Science

As modern scientific research evolves, understanding complex journal articles requires students to possess advanced analytical capabilities. A primary challenge is working out the meaning of unfamiliar vocabulary from context clues, a future skill that bridges the gap between basic literacy and scholarly mastery. When a new chemical compound or an emerging technology is introduced, scientists often discover that traditional definitions fail. Therefore, a deep cognitive grasp of the underlying concept becomes mandatory to determine the long-term validity of the study. If researchers fail to account for external variables—such as atmospheric fluctuations or unexpected environmental interactions—the distortion can pose severe operational threats to the entire project.

During a forthcoming academic lecture scheduled at the International Science Institute, senior analysts intend to present several distinct scenarios regarding global resource management. The primary goal of this event is taking notes effectively and training younger researchers in paraphrasing elaborate arguments without losing the core message. If an emerging scenario displays dangerous instabilities, the safety council will immediately suspend the

testing phase. At the end of the lecture, attendees will be required to submit a comprehensive summary and engage in an open discussion. Through these rigid academic exercises, the scientific community ensures that old, unverified notions are systematically replaced by sound, modern paradigms.

Part A: True (T), False (F), or Doesn't Say (DS)

Directions: Select **T** if the statement is factually true according to the text, **F** if it is false, and **DS** if the text provides no explicit information regarding the premise.

- **Example:** The text discusses ancient historical events. — **Answer:** F

1. Advanced analytical capabilities are helpful but not necessary to understand modern journal articles. **[T / F / DS]**
2. Working out the meaning of unfamiliar terms from context is identified as a vital future skill. **[T / F / DS]**
3. Traditional vocabulary definitions are always perfectly sufficient to describe emerging technologies. **[T / F / DS]**
4. External variables have no real capacity to threaten or disrupt modern scientific projects. **[T / F / DS]**
5. The forthcoming academic lecture will take place over three consecutive days at the institute. **[T / F / DS]**
6. Younger researchers will receive specific training on how to take notes and paraphrase arguments. **[T / F / DS]**
7. The testing phase of a scenario will be suspended if it exhibits dangerous instabilities. **[T / F / DS]**
8. Attendees are allowed to choose whether they want to submit a summary or write an essay instead. **[T / F / DS]**
9. The open discussion section of the lecture is designed to be highly competitive and scored by judges. **[T / F / DS]**
10. The ultimate objective of these academic exercises is to replace outdated notions with modern paradigms. **[T / F / DS]**

Part B: Multiple Choice

Directions: Choose the most precise answer alternative (a, b, c, or d) based directly on the provided reading passage.

1. What kind of capability is required to understand complex journal articles?

   a) Basic computational capability

   b) Advanced analytical capability

   c) Surface-level memory capability

   d) Creative writing capability

2. According to the text, what is defined as a crucial future skill?

   a) Translating text into multiple foreign languages

   b) Working out the meaning of unfamiliar words from context

   c) Memorizing long formulas and data sheets

   d) Designing computer software programs

3. What might happen if researchers completely ignore external variables?

   a) The study will gain immediate validity

   b) Severe operational threats may be posed to the project

   c) The project will receive more external funding

   d) Traditional definitions will become useful again

4. Where is the forthcoming academic lecture scheduled to be conducted?

   a) At a local environmental sanctuary

   b) At the International Science Institute

   c) Inside a new chemical compound lab

   d) Online through a public video platform

5. Which skill involves rewriting complex statements without destroying the original meaning?

   a) Summarizing

   b) Paraphrasing

   c) Suspending

   d) Note-taking

6. Under what specific condition will the safety council suspend a testing phase immediately?

   a) If the younger researchers fail to take notes

   b) If an emerging scenario displays dangerous instabilities

   c) If the summary is submitted late

   d) If external variables remain completely stable

7. What must attendees submit at the absolute end of the lecture?

   a) A signed attendance sheet

   b) A comprehensive summary

c) A chemical compound blueprint

d) An original journal article

8. What happens during the interactive segment after the summary submission?

a) A formal written evaluation exam

b) An open discussion session

c) A lab experiment demonstration

d) A presentation by external entities

9. What are systematically replaced through these structured exercises?

a) Modern scientific instruments

b) Old, unverified notions

c) Advanced analysis models

d) Institute council members

10. Which word best describes the tone and structure of the exercises mentioned in the passage?

a) Unregulated and casual

b) Rigid and academic

c) Simplistic and superficial

d) Fragmented and chaotic

Section 9: Listening Comprehension – Sentence Completion

Directions: Listen to the audio track or read the provided text transcript carefully. Complete each sentence below by writing **exactly ONE word** in the blank space.

- **Example:** Stephanie is a traveler who has visited many different places around the _____. — **Answer:** WORLD

1. Stephanie believes that some online criticisms regarding airport toilets and carpets are _____.
2. According to Stephanie, walking long distances while carrying heavy _____ should not be part of the airport experience.
3. She does not mind using the _____ in airports, but she hates trying to locate them.
4. Stephanie is satisfied with the product prices found in the duty _____ section.
5. Buying simple refreshments like a coffee or a _____ is very expensive at airports.
6. Unlike many other travelers, Stephanie would actually prefer airports to be _____ in size.
7. She thinks people expect bus and train stations to be _____, but they expect too much from airports.
8. The interviewer points out that modern airports have become highly _____.
9. The thing that irritates Stephanie the most is having to _____ for an internet connection.
10. If she could alter one policy, she would make sure that airports offer free _____ to passengers.

2 You will hear an interview with Stephanie Kerr, a backpacker, who is talking about airports. Are the sentences true (T) or false (F)? Or is there not enough information (N)? There is an example at the beginning (0).

Stephanie hates

0 the carpets in airports. __*F*_____

1 the poor quality of the toilets in airports. _____

2 the distance between check in and departures at an airport. _____

3 the fact that airports are so far from city centres. _____

4 the long queue at the check-in desk. _____

5 having to use a lift at an airport. _____

6 the cost of products in the Duty Free section. _____

7 the price of food in the cafés in an airport. _____

8 the fact that all the restaurants look the same. _____

9 the fact that there are too many designer shops. _____

10 having to pay to go online. _____