

## READING PAPER

**Time permitted: 60 minutes**

**Number of questions: 40**

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**Directions:** *In this section you will read FOUR different passages. Each one is followed by 10 questions about it. For questions 1-40, you are to choose the best answer A, B, C or D, to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

*You have 60 minutes to answer all the questions, including the time to transfer your answers to the answer sheet.*

### **PASSAGE 1 - Questions 1-10**

#### **Internet Jobs**

Contrary to popular belief, one does not have to be a trained programmer to work online. Of course there are plenty of jobs available for people with high-tech computer skills, but the growth of new media has opened up a wide range of Internet career opportunities requiring only a minimal level of technical expertise. Probably one of the most well-known online job opportunities is the job of webmaster. However, it is hard to define one basic job description for this position. The qualifications and responsibilities depend on what tasks a particular organization needs a webmaster to perform.

To specify the job description of a webmaster, one needs to **identify** the hardware and software that the website the webmaster will manage is running on. Different types of hardware and software require different skill sets to manage **them**. Another key factor is whether the website will be running internally (at the firm itself) or externally (renting shared space on the company servers). Finally, the responsibilities of a webmaster also depend on whether he or she will be working independently, or whether the firm will provide people to help. All of these factors need to be considered before one can create an accurate webmaster job description.

Webmaster is one type of internet career requiring in-depth knowledge of the latest computer applications. However, there are also online jobs available for which traditional skills remain in high demand. Content jobs require excellent writing skills and a good sense of the web as a "new media."

The term "new media" is difficult to define because it encompasses a constantly growing set of new technologies and skills. Specifically, it includes websites, email, Internet telephony, CD-ROM, DVD, streaming audio and video, interactive multimedia presentations, e-books, digital music, computer illustration, video games, virtual reality, and computer artistry.

Additionally, many of today's Internet careers are becoming paid-by-the-job professions. With many companies having to downsize in tough economic times, the outsourcing and contracting of freelance workers online has become common business practice. The Internet provides an infinite pool of buyers from around the world with whom freelancers can contract their services. An added benefit to such online jobs is that freelancers are able to work on projects with companies outside their own country of residence.

How much can a person make in these kinds of careers? As with many questions related to today's evolving technology, there is no simple answer. There are many companies willing to pay people with technical Internet skills salaries well above \$70,000 a year. Generally, webmasters start at about \$30,000 per year, but salaries can **vary** greatly. Freelance writers working online have been known to make between \$40,000 and \$70,000 per year.

**1. Which of the following is true about Internet jobs?**

- A. Most of them require excellent technical expertise.
- B. Job opportunities are open to both proficient and non-proficient people.
- C. Only trained programmers are suitable for the jobs.
- D. It is not possible for people with limited technical expertise to find a job.

**2. The word "identify" in paragraph 2 is closest in meaning to \_\_\_\_\_.**

- A. name
- B. estimate
- C. discount
- D. encounter

**3. According to the passage, what is a feature of webmasters?**

- A. They never work independently.
- B. They require a minimal level of expertise.
- C. Their duties depend on the organization they work for.
- D. They do not support software products.

**4. The word "them" in paragraph 2 refers to\_\_\_\_\_.**

- A. companies
- B. new job opportunities
- C. hardware and software
- D. webmasters

**5. In paragraph 3, what is mentioned as one requirement of a webmaster position?**

- A. Good communication skill
- B. Excellent writing skill
- C. The ability to work independently
- D. Understanding of the latest computer applications

**6. Websites can be defined as a kind of\_\_\_\_\_.**

- A. computer illustration
- B. interactive multimedia presentations
- C. new media
- D. computer artistry

**7. The outsourcing and contracting of online freelancers has become popular as a result of\_\_\_\_\_.**

- A. the downsizing of companies in difficult economic times.
- B. the better quality of online workers.
- C. the expansion of online business.
- D. the abundance of online projects.

**8. The word "vary" in paragraph 6 could best be replaced by which of the following?**

- A. change
- B. decrease
- C. increase
- D. differ

**9. It can be inferred from the passage that\_\_\_\_\_.**

- A. freelancers can contract with foreign companies.
- B. only skilled workers make good money.
- C. it is easy to become a webmaster.
- D. workers with limited computer skills cannot work online.

**10. What is the purpose of this passage?**

- A. To inform people about the tasks and role of a webmaster
- B. To inform people about the computer industry

C. To inform people about employment related to the Internet

D. To explain why webmasters make a lot of money

**PASSAGE 2 - Questions 11 – 20**

**IF STATUES COULD TALK**

*How did the Easter Island statues move? Archaeologists are still trying to work out how - and what their story really means.*

On a winter night last June, José Antonio Tuki, a 30-year-old artist on Easter Island, sat on Anakena beach and stared at the enormous human statues there – the moai. The statues are from 4 feet tall to 33 feet tall. Some weigh more than 80 tons. They were carved, a long time ago, with stone tools and then they were moved up to 11 miles to the beach. Tuki stares at their faces and he feels a connection. ‘This is something that was produced by my ancestors,’ he says. ‘How did they do it?’

The first Polynesians arrived at Rapa Nui (Easter Island), probably by canoe, hundreds of years ago. The island is 2,150 miles west of South America and 1,300 miles east of its nearest inhabited neighbour, Pitcairn. Nowadays 12 flights arrive every week from Chile, Peru and Tahiti. In 2011, 50,000 tourists – ten times the island’s population – flew to Easter Island. Almost all of the jobs on Easter Island depend on tourism. And the tourists go there for only one thing: the moai.

People around the world became curious about the statues after the Norwegian adventurer Thor Heyerdahl made Easter Island famous, and there are different theories about how the statues were moved to the beach. Many researchers think the statues were pulled along the ground using ropes and wood.

Pulitzer Prize winner Jared Diamond has suggested that many people were needed to build and move the moai. As a result, the island’s trees were cut down for wood and to create farming land. This open land was fragile and it was soon eroded by the strong winds, so it was very difficult to grow food. The situation was an early example of an ecological disaster, according to Diamond.

On the other hand, archaeologists Terry Hunt of the University of Hawaii and Carl Lipo of California State University Long Beach have a more positive view of the island’s history. They suggest that the inhabitants actually pioneered a type of sustainable farming – they built thousands of circular stone walls, called manavai, and grew food inside them. And their theory about how the moai were moved is that they were ‘walked’ along using a system of only ropes and a few people.

As José Tuki contemplates these enormous statues, he doesn't mind that there are no definite answers about the history of his island. 'I want to know the truth,' he says, 'but maybe knowing everything would take its power away.'

**11. According to the passage, the Easter Island statues\_\_\_\_\_.**

- A. are new constructions to attract tourists.
- B. aren't completely understood by archaeologists.
- C. were destroyed by the islanders.
- D. are all of the same weight.

**12. What can be learnt about José Antonio Tuki?**

- A. He came to Easter Island to work.
- B. He carves statues on Easter Island.
- C. He often travels alone.
- D. He comes from Easter Island.

**13. The moai\_\_\_\_\_.**

- A. are all the same weight.
- B. are statues of animals.
- C. are all the same size.
- D. were made by José Tuki's ancestors.

**14. Easter Island \_\_\_\_\_.**

- A. is part of the South American continent.
- B. is a long way from other inhabited places.
- C. is an uninhabited island.
- D. is the hometown of the archaeologist Terry Hunt

**15. On Easter Island today, the statues \_\_\_\_\_.**

- A. are put in circular stone walls.
- B. are very important for tourism.
- C. are not important for tourism.
- D. are a problem for tourism.

**16. The majority of people of Easter Island today \_\_\_\_\_.**

- A. don't have a lot of contact with the rest of the world.
- B. can't find jobs on the island.
- C. know how to build new moai statues.
- D. work in the tourism industry.

**17. People travel to Easter Island\_\_\_\_\_.**

- A. to learn how to build the statues.

B1 VSTEP- MS UYEN- ECO

- B. to settle down.
- C. to find jobs.
- D. to see the statues.

**18. Studying the moai \_\_\_\_\_.**

- A. can tell us about the people who lived on the island.
- B. is important to the farmers on Easter Island.
- C. helps us to understand the art of José Tuki.
- D. tell us about the way to build the “manavai”.

**19. Jared Diamond thinks that \_\_\_\_\_.**

- A. farmers on Easter Island planted a lot of trees.
- B. there were environmental problems on Easter Island.
- C. the population of Easter Island was always small.
- D. the inhabitants should build many more “manavai”.

**20. Hunt and Lipo think people moved the statues using \_\_\_\_\_.**

- A. only wood
- B. both wood and ropes
- C. only ropes
- D. neither wood nor ropes

### **PASSAGE 3 - Questions 21 – 30**

Culture is a word in common use with complex meanings, and is derived, like the term *broadcasting*, from the treatment and care of the soil and of what grows on it. It is directly related to cultivation and the adjectives *cultural* and *cultured* are part of the same verbal complex. A person of culture has identifiable **attributes**, among them a knowledge of and interest in the arts, literature, and music. Yet the word *culture* does not refer solely to such knowledge and interest nor, indeed, to education. At least from the 19th century onwards, under the influence of anthropologists and sociologists, the word *culture* has come to be used generally both in the singular and the plural (*cultures*) to refer to a whole way of life of people, including their customs, laws, conventions, and values.

Distinctions have consequently been drawn between primitive and advanced culture and cultures, between elite and popular culture, between popular and mass culture, and most recently between national and global cultures. Distinctions have been drawn too between *culture* and *civilization*; the latter is a word derived not, like culture or agriculture, from the soil, but from the city. The two

words are sometimes treated as synonymous. Yet this is misleading. While civilization and barbarism are pitted against each other in what seems to be a perpetual behavioural pattern, the use of the word *culture* has been strongly influenced by conceptions of evolution in the 19th century and of development in the 20th century. Cultures evolve or develop. They are not **static**. They have twists and turns. Styles change. So do fashions. There are cultural processes. What, for example, the word *cultured* means has changed substantially since the study of classical (that is, Greek and Roman) literature, philosophy, and history ceased in the 20th century to be central to school and university education. No single alternative focus emerged, although with computers has come electronic culture, affecting kinds of study, and most recently digital culture. As cultures express themselves in new forms not everything gets better or more civilized.

The multiplicity of meanings attached to the word made and will make it difficult to define. There is no single, unproblematic definition, although many attempts have been made to establish one. The only non-problematic definitions go back to agricultural meaning (for example, cereal culture or strawberry culture) and medical meaning (for example, bacterial culture or penicillin culture). Since in anthropology and sociology we also acknowledge culture clashes, culture shock, and counter culture, the range of reference is extremely wide.

**21. According to the passage, the word “culture” \_\_\_\_\_.**

- A. is related to the preparation and use of land for farming
- B. comes from a source that has not been identified
- C. develops from Greek and Roman literature and history
- D. derives from the same root as *civilization* does

**22. It is stated in paragraph 1 that a cultured person \_\_\_\_\_.**

- A. has a job related to cultivation
- B. does a job relevant to education
- C. takes care of the soil and what grows on it
- D. has knowledge of arts, literature, and music

**23. The author remarks that *culture* and *civilization* are the two words that \_\_\_\_\_.**

- A. share the same word formation pattern
- B. have nearly the same meaning
- C. are both related to agriculture and cultivation
- D. do not develop from the same meaning

**24. It can be inferred from the passage that since the 20th century classical literature, philosophy, and history \_\_\_\_\_.**

- A. have no longer been taught at schools and universities
- B. have been the only subjects taught at schools and university
- C. have not been taught as compulsory subjects
- D. have been criticized by many university lecturers

**25. The word “attributes” in paragraph 1 most likely means \_\_\_\_\_.**

- A. fields
- B. qualities
- C. aspects
- D. skills

**26. The word “static” in paragraph 2 could be best replaced by \_\_\_\_\_.**

- A. unchanged
- B. balanced
- C. regular
- D. dense

**27. Which of the following is NOT stated in the passage?**

- A. Anthropology and sociology have tried to limit the references to *culture*.
- B. Distinctions have been drawn between *culture* and *civilization*.
- C. The use of the word *culture* has been changed since the 19th century.
- D. The word *culture* can be used to refer to a whole way of life of people.

**28. It is difficult to give the definitions of the word *culture* EXCEPT for its \_\_\_\_\_.**

- A. agricultural and medical meanings
- B. philosophical and historical meanings
- C. historical and figurative meanings
- D. sociological and anthropological meanings

**29. Which of the following is NOT true about the word *culture*?**

- A. It differs from the word *civilization*.
- B. It evolves from agriculture.
- C. Its use has been considerably changed.
- D. It is a word that cannot be defined.

**30. The passage mainly discusses \_\_\_\_\_.**

- A. the multiplicity of meanings of the word *culture*
- B. the distinction between *culture* and *civilization*

C. the figurative meanings of the word *culture*

D. the derivatives of the word *culture*

**PASSAGE 4 – Questions 31-40**

**ARTISANS AND INDUSTRIALIZATION**

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behaviors. Journeymen knew that if they perfected their skill, they could become respected master artisans with their own shops. Also, skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory life necessitated a more regimented schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and lateness hurt productivity and, since work was specialized, **disrupted** the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about “obedience to the ding-dong of the bell - just as though we are so many living

machines.” With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan’s dream of setting up one’s own business. Even well-paid workers sensed their decline in status.

In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craft workers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades’ Union. The labor movement **gathered some momentum** in the decade before the Panic of 1837, but in the depression that followed, labor’s strength collapsed. During hard times, few workers were willing to strike or engage in collective action. And skilled craftworkers, who **spearheaded** the union movement, did not feel a particularly strong bond with semiskilled factory workers and unskilled laborers. More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850’s, and the courts also recognized workers’ right to strike, but these gains had little immediate impact.

Workers were united in resenting the industrial system and their loss of status, but they were divided by ethnic and racial antagonisms, gender, conflicting religious perspectives, occupational differences, political party loyalties, and disagreements over tactics. For **them**, the factory and industrialism were not agents of opportunity but reminders of their loss of independence and a measure of control over their lives. As United States society became more specialized and differentiated, greater extremes of wealth began to appear. And as the new markets created fortunes for the few, the factory system lowered the wages of workers by dividing labor into smaller, less skilled tasks.

**31. Which of the following can be inferred from the passage about articles manufactured before 1815?**

- A. They were primarily produced by women.
- B. They were generally produced in shops rather than in homes.
- C. They were produced with more concern for quality than for speed of production.
- D. They were produced mostly in large cities with extensive transportation networks.

**32. Which of the sentences below best expresses the essential information in the underlined sentence in paragraph 2?**

- A. Masters demanded moral behavior from apprentices but often treated them irresponsibly.
- B. The responsibilities of the master to the apprentice went beyond the teaching of a trade.

C. Masters preferred to maintain the trade within the family by supervising and educating the younger family members.

D. Masters who trained members of their own family as apprentices demanded excellence from them.

**33. The word “disrupted” in paragraph 3 is closest in meaning to \_\_\_\_\_.**

A. prolonged

B. established

C. followed

D. upset

**34. In paragraph 4, the author includes the quotation from a mill worker in order to**

A. support the idea that it was difficult for workers to adjust to working in factories

B. show that workers sometimes quit because of the loud noise made by factory machinery

C. argue that clocks did not have a useful function in factories

D. emphasize that factories were most successful when workers revealed their complaints

**35. All of the following are mentioned in paragraph 4 as consequences of the new system for workers EXCEPT \_\_\_\_\_.**

A. a loss of freedom

B. status in the community

C. opportunities for advancement

D. contact among workers who were not managers

**36. The phrase “gathered some momentum” in paragraph 5 is closest in meaning to ---**

A. made progress

B. became active

C. caused changes

D. combined forces

**37. The word “spearheaded” in paragraph 5 is closest in meaning to \_\_\_\_\_.**

A. led

B. accepted

C. changed

D. resisted

**38. Which of the following statements about the labor movement of the 1800’s is supported by paragraph 5?**

A. It was successful during times of economic crisis.

B. Its primary purpose was to benefit unskilled laborers.

B1 VSTEP- MS UYEN- ECO

C. It was slow to improve conditions for workers.

D. It helped workers of all skill levels form a strong bond with each other.

**39. The author identifies political party loyalties and disagreements over tactics as two of several factors that \_\_\_\_\_.**

A. encouraged workers to demand higher wages

B. created divisions among workers

C. caused work to become more specialized

D. increased workers' resentment of the industrial system

**40. The word "them" in paragraph 6 refers to \_\_\_\_\_.**

A. workers

B. political party loyalties

C. disagreements over tactics

D. agents of opportunity