



IBCM Master Entrance Exam

English Section

Student Name and Last Name:

Student's Personal Number:

Student's Application Code:

Date of the exam:

Score:

_____ / 100 points

Instructions

Welcome to the English section of the IBCM Bachelor Entrance Exam. This section is designed to test your English Knowledge and Skills. You do not need any devices or materials to complete this part of the test.

Please read and follow the instructions below carefully:

1. You have 1.5 hours (90 minutes) to complete this section.
2. Do not use calculators, mobile phones, smartwatches, or any other electronic devices.
3. Do not access the internet, notes, or any external sources during the exam.
4. Only blue-ink pens are allowed on your desk, along with this test paper and your personal ID.
5. Answer the questions directly on the exam sheets provided below. Ensure to properly circle any multiple-choice answer. Multiple circles on the same question will be considered incorrect.
6. Taking pictures or copies of this exam are not allowed, and any attempt to do so, or distribute such materials will result in disqualification of the candidate.
7. If you need clarification, raise your hand — an exam supervisor will assist you. No talking with other candidates is allowed.
8. Use your time wisely. If you're unsure about a question, move on and return to it later if time allows.
9. Cheating or attempting to use unauthorized materials will result in disqualification.

By continuing with this exam, you confirm that you understand and agree to follow these rules.

Good luck!

SECTION I: Grammar and Vocabulary (15 points)

Part A: Sentence Transformation (5 points)

Rewrite the sentences as instructed in brackets. Use correct grammar. (5 x 1 point)

1. I didn't attend the meeting because I was sick. (use a third conditional sentence)
If I _____.
2. "The deadline has been extended," the professor announced. (Use reported speech)
The professor announced that _____.
3. People speak English in many countries. (complete the sentence using passive voice)
English _____.
4. I'm not used to giving presentations in public (complete the sentence using a formal structure)
Giving presentations in public _____.
5. The data surprised the researchers. (Use a passive structure)
The researchers _____.

Part B: Error correction (5 points)

Each sentence contains one or more grammar errors. Identify and correct them by rewriting the full sentence correctly. (5 x 1 point)

1. Neither the applicant nor the committee have submitted their final version yet.
2. The data was showing a clear improvement, but the results needs further analysis.
3. Every student must submit their thesis before they graduate.
4. Not only the professor was late, but he also forgot his notes.
5. The research paper was due last Friday, isn't it?

Part C: Fill in the blanks (5 points)

Complete each sentence with ONE suitable word (10 x 0.5 points)

1. The project was delayed _____ the unexpected funding cut.
2. She's responsible _____ managing the research team.
3. I'm looking forward _____ hearing your presentation.
4. The results will be discussed _____ the next meeting.
5. They arrived late _____ the traffic.
6. We need to focus _____ improving communication.
7. He succeeded _____ getting the grant.
8. Despite the difficulties, they managed to submit the paper _____ time.
9. I was surprised _____ how well the team performed.
10. Many companies are interested _____ investing in green technologies.

SECTION II: Reading Comprehension (15 points)

You are going to read a newspaper article about a politician who made a film about climate change. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

The Accidental Movie Star

Former Vice President of the U.S.A. Al Gore has made a film he hopes will help to change the way we view climate change. Al Gore has been concerned with climate change, or 'climate crisis' as he calls it, for the majority of his political career. As the years passed and he became more passionate about this issue, he started travelling the world in order to educate people about the effects of global warming using computer slideshows. Free of charge, he explained to his audiences that the world is facing a 'planetary emergency' and that it isn't too late to stop it if appropriate action is taken now.

It was during this time of touring and giving lectures that Gore was spotted by Hollywood producer Laurie David, who asked him to turn his slideshow into a documentary in which he would play the starring role.

{1 _____} Eventually, though, David managed to persuade him. The result was a fascinating documentary combining references to Gore's own life story with horrifying predictions about the future of our planet.

Little did Gore know that just one year later he would be walking along the red carpet at the Cannes Film Festival and later collecting an Oscar for 'Best Documentary'. {2 . } Advertised as 'the scariest movie you'll ever see,' it concentrates on the potentially terrifying consequences of climate change.

'An Inconvenient Truth' certainly gives us much to consider. For example, is there a link between the frequency of strong hurricanes and global warming? Why was 2005 the hottest year ever recorded? Could whole cities such as San Francisco one day be submerged in water due to rising sea levels?

{3 _____} As the title of the film suggests, however, it may be inconvenient for us to have to think about the future of the planet, but think we must.

Published at the same time as the release of the film, Gore's book of the same title contains additional information and scientific analysis to further support his claims. {4 ____} Gore is delighted that some schools are even using the DVD to help them teach awareness of environmental issues to their students.

As pessimistic as the film may seem, it ends on a positive note. {5_} If Gore was going to present a problem, he wanted to offer a potential solution, too. His main hope is that people accept the reality of the crisis and then turn that knowledge into action.

Gore leads by example. {6 _____} He realises, however, that most people need a little

more help when it comes to changing their habits. For this reason, he has also been working hard to encourage large shops to sell more environmentally friendly products.

So can this one man's efforts really make a difference? { 7 ____ } It may not seem as if the decisions of individuals can achieve very much, but put them all together and they may add up to something that will, literally, change the world.

- A. The movie owes its success to its ability to hold our attention.
- B. He insists on using biodiesel vehicles and has decided to become carbon neutral, which means that he reduces the amount of carbon dioxide he produces every day.
- C. Well, according to Gore, if we are clear about what the problem is, then we are more likely to introduce changes into our daily lives, such as choosing the 'greenest' light bulbs or cars.
- D. Whilst both the film and the book have largely been well received by critics, they have been criticised by some as being 'exaggerated' and 'over-the-top'.
- E. The aim of the film certainly seems to be to 'shock' people into action, which may or may not be the best way to tackle the issue of global warming.
- F. The profits from both the film and the book are now funding other campaigns to spread the message about global warming.
- G. As Gore himself says, "It's not too late to solve this crisis, and solving it means avoiding the worst of the consequences and reversing this trend towards catastrophe."
- H. At first, Gore was reluctant, as he has always been a very private person, despite being used to being in the public eye.

SECTION III: Writing – essay (30 points)

Write an academic essay (250-300 words) on ONE of the following topics. Your writing will be assessed based on structure, clarity, argumentation, vocabulary, and grammar.

1. Should governments play a stronger role in addressing climate change? Support your arguments with examples.
2. Discuss the pros and cons of technology-driven education in higher learning.
3. Is individual action enough to tackle global environmental issues? Discuss with reference to real-world examples.

DEMO EXAM