**English Placement Test – C2 (Proficient)**

**‎Part 1 – Grammar & Vocabulary**

‎1. Had it not \_\_\_\_\_\_\_ for her guidance, I would never have succeeded.

‎a) been b) be c) was d) being

‎2. No sooner \_\_\_\_\_\_\_\_ the door than the phone rang.

‎a) had she closed b) she closed c) did she close d) she had closed

‎3. Scarcely \_\_\_\_\_\_\_\_ to speak when the judge interrupted.

‎a) he began b) did he begin c) had he begun d) he had begun

4. The minister’s speech was met with widespread \_\_\_\_\_\_\_\_\_ across the political spectrum.

a) condemnation b) condemn c) condemning d) condemned

5. The proposal was rejected on the grounds that it lacked \_\_\_\_\_\_\_\_ feasibility.

a) economic b) economically c) economy d) economist

6. She completed the task with remarkable \_\_\_\_\_\_\_\_\_, despite the complexity.

a) precision b) precise c) precisely d) prescriptive

7. The committee acted in accordance \_\_\_\_\_\_\_\_\_\_ the revised regulations.

a) with b) to c) for d) by

8. His remarks were taken completely \_\_\_\_\_\_\_\_\_ context and misinterpreted.

a) out of b) off c) away from d) aside

9. The scientist’s findings were met with cautious \_\_\_\_\_\_\_\_\_ by the academic community.

a) optimism b) optimistic c) optimistically d) optimal

10. The company’s reputation hinges largely \_\_\_\_\_\_\_\_\_\_\_ its commitment to transparency.

a) on b) in c) over d) about

11. The report was riddled with factual \_\_\_\_\_\_\_\_\_\_ that undermined its credibility.

a) inaccuracies b) inaccurate c) inaccurately d) accuracy

12. The speaker’s tone was both authoritative and \_\_\_\_\_\_\_\_\_\_.

a) persuasive b) persuasion c) persuasively d) persuade

13. The legislation was passed with minimal \_\_\_\_\_\_\_\_\_\_\_ from the opposition.

a) resistance b) resist c) resistant d) resisting

14. The CEO’s decision was influenced by a deep-seated \_\_\_\_\_\_\_\_\_\_\_ of risk.

a) aversion b) adverse c) adversity d) avert

15. The artist’s work is characterized by its emotional depth and visual \_\_\_\_\_\_\_\_\_\_\_\_.

a) impact b) impactful c) impacting d) impaction

16. The policy was implemented in response to growing public \_\_\_\_\_\_\_\_\_\_\_\_.

a) concern b) concerning c) concerned d) concerns

17. The judge ruled in favor of the defendant, citing insufficient \_\_\_\_\_\_\_\_\_\_\_.

a) evidence b) evident c) evidential d) evidently

18. The manager delegated tasks with remarkable \_\_\_\_\_\_\_\_\_\_\_\_\_, ensuring efficiency.

a) clarity b) clear c) clearly d) clearance

19. The journalist’s account was criticized for its lack of \_\_\_\_\_\_\_\_\_\_\_ neutrality.

a) editorial b) editor c) edit d) edition

20. The team’s success was attributed to their unwavering \_\_\_\_\_\_\_\_\_\_ to the project.

a) commitment b) commit c) committed d) committing‎

‎Part 2 – Reading (10 questions)

‎Text:

‎The debate over genetic engineering continues to provoke intense discussion across scientific, ethical, and philosophical domains. At its core lies a fundamental question: to what extent should humans intervene in the genetic makeup of living organisms? Proponents argue that genetic engineering holds transformative potential. By modifying genes, scientists can eliminate hereditary diseases, enhance agricultural yields, and even extend human longevity. The technology promises breakthroughs in medicine, such as personalized treatments and gene therapies that target conditions previously deemed incurable.

However, these advancements are not without controversy. Critics caution against the unintended consequences of manipulating complex biological systems. Genetic modifications may have ripple effects that are difficult to predict, potentially disrupting ecosystems or introducing new health risks. Moreover, ethical concerns abound. The possibility of “designer babies”—where parents select traits such as intelligence, appearance, or athletic ability—raises questions about equity, consent, and the commodification of human life.

There is also the issue of accessibility. If genetic enhancements become available only to the wealthy, existing social inequalities could be exacerbated, leading to a genetically privileged elite. Furthermore, the long-term implications of altering the human genome are still unknown. What begins as a medical intervention could evolve into a societal expectation, placing pressure on individuals to conform to genetic norms.

In response to these concerns, many scholars advocate for robust regulatory frameworks and interdisciplinary dialogue. They emphasize the importance of transparency, public engagement, and ethical oversight in shaping the future of genetic technologies. Ultimately, the debate is not merely about scientific capability, but about the values and principles that should guide its application.

Comprehension Questions:

1. What are the main benefits of genetic engineering as presented in the passage?

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2. How might genetic engineering impact the treatment of diseases?

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3. What are the potential ecological risks associated with genetic modification?

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4. Why is the concept of “designer babies” ethically controversial?

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5. How could genetic engineering exacerbate social inequality?

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6. What does the passage suggest about the unpredictability of genetic interventions?

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7. In what ways might genetic enhancements become a societal pressure?

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8. What role do scholars believe regulation should play in genetic engineering?

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9. How does the passage distinguish between scientific capability and ethical responsibility?

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10. What is the overall tone of the passage regarding the future of genetic engineering?‎

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**Part 3 – Listening**

**‎Transcript:**

**‎Today’s lecture focuses on philosophy of science. It explores how paradigms shift when new discoveries challenge existing theories. Thomas Kuhn described this as a “scientific revolution.”**

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‎**Questions:**

‎1. What is the lecture about?

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2. What happens when discoveries challenge theories?

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3. Who introduced the idea of “scientific revolution”?

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**‎Part 4 – Writing**

‎Write a discursive essay (200–250 words) discussing whether scientific progress should have ethical limits.

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**‎Part 5 – Speaking**

‎1. Discuss the ethical implications of genetic engineering.

‎2. To what extent should science be regulated by governments?

‎3. Do you think knowledge should ever be restricted?

**CORRECTION**

**Part 1 – Grammar & Vocabulary**

1. a) been

2. a) had she closed

3. c) had he begun

4. a) condemnation

5. a) economic

6. a) precision

7. a) with

8. a) out of

9. a) optimism

10. a) on

11. a) inaccuracies

12. a) persuasive

13. a) resistance

14. a) aversion

15. a) impact

16. a) concern

17. a) evidence

18. a) clarity

19. a) editorial

20. a) commitment

**Part 2 – Reading**

1. Eliminating hereditary diseases, improving agriculture, extending longevity

2. Through personalized treatments and gene therapies

3. Ripple effects that may disrupt ecosystems or introduce health risks

4. It raises concerns about equity, consent, and commodification of life

5. Enhancements may only be accessible to the wealthy, creating inequality

6. Genetic changes may have unpredictable and unintended consequences

7. Medical interventions could become societal expectations

8. Regulation should ensure transparency, ethics, and public engagement

9. Scientific capability must be guided by ethical values and principles

10. Balanced and reflective, acknowledging both promise and concern

**Part 3 – Listening**

1. Philosophy of science

2. Paradigm shifts occur

3. Thomas Kuhn

**Part 4 – Writing**

**Discursive Essay: Should Scientific Progress Have Ethical Limits?**

Scientific progress has undeniably advanced human civilization, improving healthcare, technology, and our understanding of the universe. However, the question of whether it should be ethically limited is both urgent and complex.

On one hand, unrestricted scientific exploration can lead to breakthroughs that save lives and solve global challenges. Genetic engineering, for example, offers potential cures for hereditary diseases. Yet, without ethical oversight, it risks creating inequality and moral dilemmas, such as the commodification of human traits.

Ethical boundaries ensure that science serves humanity rather than undermines it. They protect vulnerable populations, preserve human dignity, and prevent misuse of powerful technologies. History has shown that unchecked experimentation—such as in wartime or surveillance—can have devastating consequences.

Therefore, while innovation should be encouraged, it must be guided by ethical principles. Governments, scientists, and society must collaborate to establish frameworks that balance progress with responsibility. In doing so, we ensure that science remains a force for good.

**Part 5 – Speaking**

**1. Discuss the ethical implications of genetic engineering:**

Genetic engineering raises profound ethical questions. While it can eliminate diseases and improve quality of life, it also risks creating inequality if enhancements are only accessible to the wealthy. The idea of “designer babies” challenges our understanding of identity and fairness. Ethical oversight is essential to prevent misuse and ensure equity.

**2. To what extent should science be regulated by governments:**

Governments should regulate science to ensure safety, transparency, and ethical compliance. Regulation prevents harmful experimentation and protects public interest. However, it must not stifle innovation. A balanced approach—where scientific freedom coexists with accountability—is key to sustainable progress.

**3. Do you think knowledge should ever be restricted:**

In rare cases, yes. Knowledge that poses a direct threat to public safety—such as how to create dangerous weapons—should be controlled. But generally, access to knowledge empowers societies. Restrictions must be carefully justified and never used to suppress truth or manipulate public understanding.