

Listening & Reading

Time: 1 hour 30 minutes

Listening Task 1

For **items 1-10** listen to a text about universities and decide whether the statements (1-10) are **TRUE (A)**, or **FALSE (B)** according to the text you will hear. Circle the correct option (**A** or **B**) on your answer sheet. **You will hear the text only once.**

The speaker says that...

1. most universities admit anyone who wants to study.
2. an entry test is not required in universities nowadays.
3. Oxford and Cambridge in Britain became training ground for law and medicine.
4. most European students get education loans to study at universities.
5. nowadays taking a gap year while studying at university is a usual practice.
6. nowadays university students don't have to attend lectures.
7. students' achievements are not always assessed by examinations.
8. students' social life is not encouraged.
9. recruitment fairs take place after the graduation ceremony.
10. Theodore Roosevelt said that the primary purpose of a liberal education is to make one's mind a pleasant place in which to spend one's time.

For **items 11-15** listen to a dialogue. Choose the correct answer (**A, B** or **C**) to answer questions 11-15. **You will hear the text twice.**

11. Dr. Bryson thanks Amina for ...
 - A. visiting him.
 - B. her decision to start the project.
 - C. the timely submission of the project draft.
12. Which of the following is TRUE about Amina's project?
 - A. She started it while in a hospital.

- B.** She has changed the initial theme of it.
- C.** Dr. Bryson didn't like the first chapter of it.
- 13.** How much time did Amina spend on her project so far?
- A.** about a month.
- B.** two or three weeks.
- C.** a week.
- 14.** How many more books did Dr. Bryson recommend to Amina?
- A.** 1
- B.** 2
- C.** 3
- 15.** Who is going to do the proofreading of Amina's project?
- A.** Dr. Bryson.
- B.** Amina's support tutor.
- C.** Amina.

Integrated listening and reading

Task 2

Read the text, then listen to part of a lecture on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions **16 - 25** by choosing **A** if the idea is expressed in **both** materials, **B** if it can be found **only in the reading text**, **C** if it can be found **only in the audio-recording**, and **D** if **neither** of the materials expresses the idea.

Now you have 7 minutes to read the text.

Antarctica

Antarctica, on average, is the coldest, driest, and windiest continent, and has the highest average elevation of all the continents. Antarctica is a desert and the temperature there sometimes reaches – 89.2 C. In spite of this, from 1,000 to 5,000 people reside throughout the year at the research stations scattered across the continent.

Antarctica and the ocean that surrounds it constitute 40 percent of the planet, but in spite of its vast area, it has remained a frontier with no permanent towns or transportation networks. Between 1895 and 1914, explorers planted their flags, claiming various sectors and the raw materials in them for their countries. Nevertheless, the remote location and the harsh environment have encouraged a spirit of cooperation among nations who maintain claims. Furthermore, because Antarctica plays a crucial role in the global environmental system, the exploitation of resources could have unpredictable consequences for the entire world. The Antarctic Treaty, signed in 1961 and expanded in 1991, ensures scientific collaboration, protects the environment, and prohibits military activities.

It's also worth mentioning that Antarctica is vitally important to the balance that's maintained in the environment worldwide. So, in addition to all the difficulties that would have to be overcome to take advantage of the resources in their claims, individual nations also recognize the danger to the global environment and, at least for now, they're not pursuing their national interests.

Now listen to part of a lecture on a similar topic and then do the tasks (16-25), comparing the text above and the lecture. You will hear the lecture twice.

16. Individual nations recognize the global environmental value of Antarctica.
17. The need in raw materials used by humankind on other continents is growing.
18. Military activities are prohibited in Antarctica by the treaty which is no longer valid.
19. The continent is divided into sectors belonging to different countries.
20. Antarctica is a huge desert where the temperatures are so low that people cannot live there.
21. Ecological balance in Antarctica plays an important role in the global environmental system.
22. Fuel, minerals and proteins of the continent are covered by a two-miles-thick layer of ice.
23. In the late 19th and early 20th centuries national flags were installed over the continent to mark that a territory and its raw materials belonged to a certain country.

24. Nations are not ready to give up their territorial claims in Antarctica.
25. Whales and seals attract today's explorers more than mineral resources of the continent.

Reading

Task 3

Read the text and answer questions 26-40 below.

I. Geert Hofstede is a Dutch academic born in 1928 who has spent a lot of time at IBM. He is famous for pioneering research on national and organisational cultures. Much of his subsequent work was based on a monumental research project in the late 1960s and early 1970s into the working of a giant international corporation, originally known as HERMES and later transformed into IBM. The rise of global business – leading to an increase in the number of joint ventures and cross-border partnerships and the need to employ people from various ethnic backgrounds and cultures, have all contributed to the need to develop cultural sensitivity. Ignorance or insensitivity in cultural matters can cause serious problems to international operations. Corporate culture and management policies may need modifying to suit local conditions. Hofstede's study has provided a framework for understanding cultural differences.

II. According to Hofstede, culture distinguishes one group, organisation, or nation from another. In his view, it is made up of two main elements: internal values, which are invisible, and external elements, which are more visible and are known as practices. The cultures of different organisations can be distinguished from one another by their practices, while national cultures can be differentiated by their values. Values are among the first things that are programmed into children. They are then reinforced by the local environment at school and at work. It is, therefore, difficult for an individual to change them

in later life, and this is the reason why expatriate workers often experience difficulties when faced with another national culture.

III. The original Hofstede's theory proposed four dimensions along which cultural values could be analyzed: individualism-collectivism; uncertainty avoidance; power distance and masculinity-femininity. The power distance index is defined as the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. A higher degree of the index indicates that hierarchy is clearly established and executed in society, without doubt or reason. A lower degree of the index signifies that people question authority and attempt to distribute power.

IV. The index of individualism-collectivism explores the degree to which people in a society are integrated into groups. Individualistic societies have loose ties that often only relate an individual to his/her immediate family. Its counterpart, collectivism, describes a society in which tightly-integrated relationships tie extended families and others into in-groups. These in-groups are laced with undoubted loyalty and support each other when a conflict arises with another in-group.

V. The uncertainty avoidance index is defined as a society's tolerance for ambiguity, in which people accept or reject an event of something unexpected, unusual or unknown. Societies that score a high degree in this index opt for stiff codes of behavior, guidelines and laws. They usually rely on absolute Truth and believe they know what it is. A lower degree in this index shows more acceptance of differing thoughts and beliefs. Such societies tend to impose fewer regulations, and people are more accustomed to ambiguity.

VI. In the fourth, masculinity-femininity dimension, masculinity is defined as a preference in a society for achievement, heroism, assertiveness and material rewards for success. Its counterpart represents a preference for cooperation, modesty, caring for the weak and quality of life. Women in societies with high degree of femininity share modest and caring views equally with men. In more masculine societies, women are more emphatic and competitive, though they still recognize the gap between male and female values.

VII. Hofstede is eager to emphasise that his dimensions (or characteristics) are not a prescription or formula but merely a concept or framework. They equip us with an analytical tool to help us understand intercultural differences. All of Hofstede's dimensions represent two ends of a scale. For example, in India, China and Japan, which are strong collectivist cultures, people need to belong to and have loyalty to a group. In other societies, such as the UK, individualism is more important and there is a lower emphasis on loyalty and protection. In strong collectivist countries, companies often have stronger obligations towards their employees and their families.

VIII. Multi-national companies building international teams can make use of Hofstede's framework to make sense of the cultural differences they encounter in their practical experience. Knowing about such differences can help to avoid conflict in international management. His framework has been used to determine the suitability of certain management techniques for various countries and to make comparisons between countries to understand cultural differences in various areas of business. Hofstede's work established a major research tradition in cross-cultural psychology and has also been drawn upon by researchers and consultants in many fields relating to international business and communication. It has inspired a number of other major cross-cultural studies of values, as well as research on other aspects of culture, such as social beliefs.

Questions 26-28

Match the paragraphs (**I-III**) with the headings below (**A- F**). There are three extra headings you do not need to use.

- 26** Paragraph I
- 27** Paragraph II
- 28** Paragraph III

List of headings

- A** Cultures and values
- B** Distribution of power
- C** Local environment
- D** Joint ventures
- E** Life and career
- F** Power distance

Questions 29-33

Match the paragraphs (**IV-VIII**) with the statements below (**A-G**). There are two extra statements you do not need to use.

- 29** Paragraph IV
- 30** Paragraph V
- 31** Paragraph VI
- 32** Paragraph VII
- 33** Paragraph VIII

List of statements

- A** In some societies ambition and competitiveness are shared by men and women almost equally.

- B** Companies all over the world have benefited from Hofstede's work by choosing the most suitable management methods.
- C** Some people and societies feel comfortable when they are guided by strict rules even in their beliefs, while others prefer to have more choice and may have different views and lifestyles.
- D** Some societies consider problem-solving to be pragmatic and circumstantial.
- E** This dimension is essentially a measure of happiness, whether or not simple joys are fulfilled.
- F** People in some societies are closely related with their immediate families, while extended families bring more people together in some other cultures.
- G** In some countries, companies must take more care of their employees and even their families.

Questions 34 - 40

Read the whole text. Mark the statements **34-40** as **true (A)**, **false (B)** or **not given (C)**.

- 34** As Hofstede's model allows international comparison between cultures, it is called comparative research.
- 35** There is a higher emphasis on loyalty and protection in individualistic cultures.
- 36** Now that business is more international, cultural incompetence can lead to wrong decisions.
- 37** In Hofstede's opinion, organisational cultures differ from each other by their visible elements, while ethnic cultures can be differentiated by their invisible features.
- 38** Companies often have to adapt their management style to the country they are functioning in.
- 39** One more dimension introduced by Hofstede later is long-term orientation.
- 40** Hofstede has always believed that his dimensions have prescriptive character and should be adopted by companies.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Use of English

Time: 60 minutes

Task 1

For items 1 – 10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **DO NOT CHANGE** the word given. **DO NOT USE SHORT FORMS**. **The number of words you should write is specified in each sentence**. Write down the needed words on your answer sheet. The first example (0) is done for you.

Example: 0. I consider him my worst enemy.

look

I _____ my worst enemy.

0. I *look upon him as* my worst enemy.

1. There is a strong possibility that this species of rhino will become extinct.

danger

This species of rhino _____ becoming extinct.

2. I thought Sue's original plan was to move to Australia.

impression

I was _____ Sue was originally planning to move to Australia.

3. I am sure that Jane ran that distance in only five minutes!

must

Jane _____ that distance in only five minutes!.

4. London is proud of its new shopping mall.

takes

London _____ its new shopping mall.

5. Unfortunately, Bill went to London yesterday.

left

I wish Bill _____ London yesterday.

6. You had better not go to Spain next month.

rather

I _____ not go to Spain next month.

7. It is not your fault that you came late.

blame

Do not _____ late.

8. I cannot stand the current situation any longer.

put

I cannot _____ the current situation any longer.

9. Yesterday I fell asleep before the end of the movie, so I cannot tell you how it ended.

had

_____ asleep before the end of the movie yesterday, I would tell you how it ended.

10. I am afraid talking to him makes no sense, he never listens to me.

point

I am afraid _____ in talking to him, he never listens to me.

Task 2

For items 11-20, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick on your answer sheet. If a line has a word which should not be there, write the word on your answer sheet. There are two examples at the beginning (**0** and **00**).

0	<i>V</i>
00	<i>much</i>

THE ART OF TEACHING SCIENCE

0	Obviously there are two types of people when it comes to studying science at school – those who are going to go on and have careers in physics and chemistry and a whole large group of the rest of us who should be coming out of school with at least some understanding of science.
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00	Science teachers need to make it relevant and exciting by taking it out of the classroom. Children should realize the relevance of science to our lives – just in much small things like washing your hands.
11	It’s fascinating how a scientist could have look at two different formations of rocks and say that one is 250 million years old and the other is 850 million years old. How do they know that?
12	Science can be a kind of entertainment. The idea is that people study it and they feel such entertained.
13	Although there are not enough pupils taking up science at school, there is a tremendous future for scientists.
14	And yet, plenty of students appear to be hugely obsessed with media studies.
15	Then they come out of school and they are being unemployable.
16	A practical science qualification would be greatly a useful qualification for a job.
17	Science is now taught mostly in theory, whereas it should be taught by far demonstration. Today’s students find it difficult because there is very little practical work involved in their science lessons.
18	The most crucial element for children is “hands-on” science. If science is taught such creatively, if there is room for imagination, then it encourages you to learn.
19	The way it is taught now in most of schools has stopped science being seen as a lively and exciting field of study.
20	Above all it is the charisma and excitement of the teacher that makes the subject interesting; if he/she is fascinated by it, the teacher passes that by on to students.

Task 3

For items 21-30, make an English word with a borrowed root which fits in a given

sentence. The meaning of the root is given. The part of speech and the number of letters are specified. **There is an example (0).**

Example: 0. intervene

	Borrowed root	English meaning of the root	Part of speech	Number of letters	Sentence
0	-ven-	come	verb	9 letters	The chairman had to _____ to restore order.
21	-anthro-	man	noun	11 letters	A _____ is someone who dislikes and avoids other people.
22	-capt-	take	verb	7 letters	It was easy for him to _____ people's hearts.
23	-celer-	hasten	verb	10 letters	The rate of economic growth has continued to _____.
24	-manu-	hand	verb	11 letters	They _____ small toys.
25	-naut-	sailor	noun	9 letters	His dream of becoming an _____ has come true.
26	-patho-	illness	noun	9 letters	_____ is the study of disease.
27	-pend-	hang	noun	7 letters	A _____ is a piece of jewellery on a chain that you wear around your neck.
28	-rupt-	break	verb	7 letters	Travel can _____ your body's daily rhythm.
29	-tend-	stretch	verb	6 letters	You can see that the fields _____ to the river.
30	-vacu-	empty	verb	8 letters	They were ordered to _____ the building.

Task 4

There is almost nothing, as it appears, that hasn't inspired an American place-name at some time or other. In addition to breakfast foods and Shakespearian plays, Americans have had towns named after radio programmes, towns named after cowboy stars, towns named after forgotten heroes, and thousands upon thousands of others with more prosaic etymologies.

For items 31-40, match the names of American towns/cities/states (column 1) with their origin (column 2). **The first example is done for you.**

0. Sparta

0. D

1	2
31. Cambridge 32. Carolina 33. Florida 34. Jamestown 35. Louisiana 36. Memphis 37. Ipswich 38. Oklahoma 39. Oregon 40. Nashville	A. having their counterparts in England B. in honour of members of the British royal family C. of Native American origin D. of Greek origin E. of French origin F. of Spanish origin

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Use of English

ANSWER SHEET

ID NUMBER

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21		31	A	B	C	D	E	F
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23		33	A	B	C	D	E	F
24		34	A	B	C	D	E	F
25		35	A	B	C	D	E	F
26		36	A	B	C	D	E	F
27		37	A	B	C	D	E	F
28		38	A	B	C	D	E	F
29		39	A	B	C	D	E	F
30		40	A	B	C	D	E	F

Writing

Time: 1 hour 15 minutes

You have decided to enter a **short story** competition in an English-language magazine. Your story should be based on the given **photo** and must **begin** with these words: *It was a trip I'll never forget.*

The competition rules **also** say that

- 1) your story should contain the description of at least 2 characters in the photo;
- 2) your story should contain at least 2 cases of direct speech;
- 3) your story should have an emotional ending;
- 4) you should use the following words in your story:

bewildering

bizarre

challenging

confused

ignorant.

Underline the required words when used in your story.

Write 200–250 words (*The title is not necessary. If the title is given, the words in the title are not counted.*)



