

II ()

9-10

- 2 10
- 57.5



- 1.
- 2.
- 3.
4. ()
5. ()

(Listening)



1-3

4

(1-4)
1-4
1

(1 2).



(Reading)

10



1

(1 2).



(Use of English)



- 45

1

- 6.

- 9.
3

1

0,5

- 23.
- 11,5.

2).

- 26,5.

15

-5.

1

(

2).

(Writing)

100-140

(3)

(3)

N...

(
15 5, *10.10- 12.20.*)

).

« »

(.)

« »

(.)

MP3,

CD

() _____

- 2 10

SECTION 1

10

LISTENING

YOU WILL HEAR A PRESENTATION ON THE HAT-MAKING PROJECT (Questions 1-10). YOU WILL HEAR THE RECORDING TWICE.

NOW YOU HAVE 30 SECONDS TO LOOK AT QUESTIONS 1-4 (Tasks 1 and 2).

Task 1

2

Questions 1 and 2

Complete the notes below.

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

HAT-MAKING PROJECT

Project Profile

Example	Answer
Name of student:	Vivien

Type of school: 1

Age of pupils: 2

Task 2

2

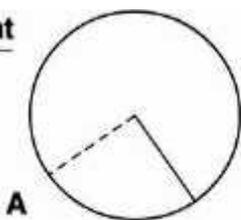
Questions 3 and 4

Label the diagrams.

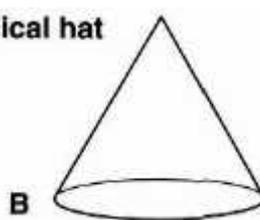
Write **NO MORE THAN THREE WORDS** for each answer.

Introduction to Hat-Making

First Hat

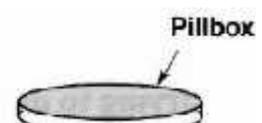
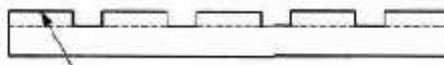
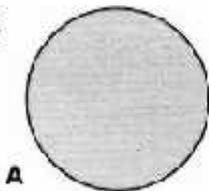


Conical hat



cut into centre and **3**.....the cut

Second Hat



stick flaps to **4**.....of circle

NOW YOU HAVE 30 SECONDS TO LOOK AT QUESTIONS 5-10 (Tasks 3 and 4).

Task 3

3

Questions 5-7

Complete the notes below.

Write **NO MORE THAN THREE WORDS** for each answer.

DESIGN PHASE

Stage A Refer to research and design a hat 5

Stage B Make a small-scale 6 hat

Constraints

- material: paper
- colours: 7
- glue: must not show

Task 4

3

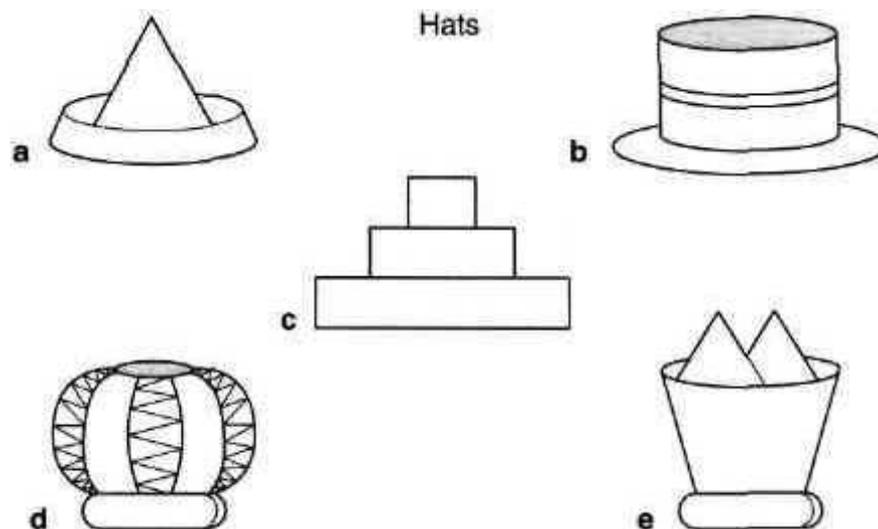
Questions 8-10

Indicate who made the hats below. Write the appropriate letter **a-e** next to each name.

8. Theresa.....

9. Muriel.....

10. Fabrice.....



TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

SECTION 2

10

READING

Task 1

6

Questions 1-6

Look at the following advertisements (see the following page).

Which advertisement mentions:

1. up-to-date teaching systems?
2. that the institution has been established for a significant time?
3. examination classes?
4. that arrangements can be made for activities outside class?
5. the availability of courses for school students?
6. language teaching for special purposes?

Write the appropriate letters A-E in boxes 1-6 on your answer sheet. You can use letters more than once.

- A. International Language Centre
- B. Global Language Learning Centre
- C. TAFE International
- D. Club Français
- E. University of Canberra

Questions	1	2	3	4	5	6
Letters						

Task 2

4

Questions 7-10

Which TWO advertisements (see the following page) mention

- 7, 8 a wide variety of language choices?
- 9, 10 evening classes?

Write the appropriate letters A-E in boxes 7-10 on your answer sheet. You can use letters more than once.

- A. International Language Centre
- B. Global Language Learning Centre
- C. TAFE International
- D. Club Français
- E. University of Canberra

Questions	7	8	9	10
Letters				

A

INTERNATIONAL LANGUAGE CENTRE

INSTITUTE OF TECHNOLOGY

FRENCH & JAPANESE
SUMMER INTENSIVE

* Mandarin * Cantonese * Thai
* Vietnamese * Korean * Indonesian * English
* Spanish * Italian * German * Russian

For further details contact:

Admissions & Information Office
5 Bligh Street,
Sth. Sydney, 2000

Tel: 295 4561
Fax: 235 4714

B

Global Language Learning Centre

ONE OF THE WORLD'S BEST LANGUAGE
SCHOOLS IS

NOW IN SYDNEY

LEARN A NEW LANGUAGE
IN 10-20 WEEKS

LATEST METHODS
DAY AND EVENING COURSES

BUSINESS, HOSPITALITY
OR TRAVEL

CHOICE OF 9 LANGUAGES

Phone for Appointment

938 0977

C

DO YOU WANT TO LEARN ENGLISH SOMEWHERE DIFFERENT?

Then come to Perth, the Picturesque
Capital City of Western Australia

Situated on the beautiful Swan River,
Perth offers you . . .

- Mediterranean climate
- lovely Indian Ocean beaches
- every sport imaginable
- multicultural society
- government owned TAFE Colleges
- high standards of facilities and staff
 - maximum flexibility
- hostel or homestay accommodation

Intensive English Courses Available

- 5 intakes per year
- 10 week modules
- multicultural classes
- optional programs
- Cost: \$2000 AUD per 10 weeks

Study Tours Available

- English/cultural/tourism

For further details, contact:

TAFE International,
Level 5, 1 Mill Street,
Perth 6000, Western Australia
Telephone: 619 320 3777

D

French SUMMER COURSES

Adults' Crash Course 9-19 Jan
Intensive 3 or 4 hrs a day,
morning or evening, 30 hrs \$250
(Beginners and Low Intermediate only)

Adults' Normal Course 9 Jan-4 March
10 levels from Beginner to Advanced
Twice a week - 2 hrs morning or evening
Once a week, Saturday 9am-1.30pm 32hrs \$278

High School Crash Course 11-25 Jan
Intensive 3 hrs a day, 1pm-4pm
Years 8 to 12 24hrs \$200
Starts Wednesday 11.1.97

Club Français

27 Claire St, Sydney, Phone 227 1746

E



UNIVERSITY OF CANBERRA

Learn English in Australia's National Capital

- * The TESOL Centre has more than 24 years' experience in providing quality language programs for overseas students
- * Test preparation, possibility of further academic study
- * Access to University facilities
- * Classes conducted on campus with opportunity to mix with Australian students

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

SECTION 3

26,5

USE OF ENGLISH**Task 1**

6

For questions 1 -6, decide which answer A, B or C fits best each space.

Example: (0) A firm B product C software

Business across cultures

'My name is Daniel Bertolino and I'm a (0) C developer. In our department, we dress (1) We can't wear shorts or dirty T-shirts so I suppose it's "(2) casual". People in Sales have to dress (3) The men wear dark business (4) and so do the women. They all look the same. It's like a (5) really. At the end of each month we have a (6) Friday. It's strange to see everyone without a tie on.'

0	A	firm	B	product	C	software
1	A	casualty	B	causally	C	casually
2	A	smart	B	straight	C	special
3	A	obligatory	B	remotely	C	formally
4	A	shirts	B	suits	C	suites
5	A	uniform	B	portfolio	C	logo
6	A	dress-up	B	dress-down	C	dress-in

Questions	1	2	3	4	5	6
Letters						

Task 2

9

For Questions 7-15, read the text and then write the correct form of the word in CAPITALS to complete the gaps.

Example: **0** scientist

How does the video work?

When I was young, I always dreamed of becoming a famous **(0)** When I was at school I decided to study **(7)** ... , and then become a millionaire by inventing a wonderful new **(8)** ... which would make the world a better place. Unfortunately, I wasn't very good at technical subjects. Any time I operate any kind of **(9)** ... , something terrible happens. Machines which use **(10)** ... , such as computers or televisions, always seem to give me a **(11)** ... shock. The instruction booklets are always **(12)** They never help me at all. Nowadays you need to have **(13)** ... knowledge just to turn on the video. To my great **(14)** ... it is always a child of six who helps me out of my **(15)**...

SCIENCE
ENGINE
PRODUCE

EQUIP
ELECTRIC

POWER
USE
SPECIAL
EMBARRASS
DIFFICULT

7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____

Task 3

11,5

For Questions 1 – 23, find the corresponding antonyms, so that the meaning is opposite to the given word. Use the crossword below for clues. All the clues form a chain running down and up (follow the arrows for directions):

- | | | |
|-----------|---------------|----------------|
| 1. before | 9. beginning | 16. come |
| 2. wrong | 10. alive | 17. shut |
| 3. give | 11. cheap | 18. far |
| 4. hard | 12. poor | 19. fall |
| 5. old | 13. cold | 20. late |
| 6. small | 14. thick | 21. no |
| 7. low | 15. something | 22. winter |
| 8. hate | | 23. unprepared |

1		5		9	14				
							18	19	23
	4		8	10	13	15			
									22
2		6					17	20	
	3		7	11	12		16		21

1.	12.
2.	13.
3.	14.
4.	15.
5.	16.
6.	17.
7.	18.
8.	19.
9.	20.
10.	21.
11.	22.
	23.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

SECTION 4

5

SOCIO-CULTURAL COMPETENCE

For Questions 1-5, match the following English and Russian proverbs and sayings:

1. All is well that ends well.
2. All that glitters is not gold.
3. Better late than never.
4. Every cloud has a silver lining.
5. Make hay while the sun shines.

A _____
B _____
C _____
D _____
E _____

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

ANSWER SHEET

Participant's ID number

--	--	--	--	--	--

SECTION 1

LISTENING

Task 1

1	
2	

Task 2

3	
4	

Task 3

5	
6	
7	

Task 4

8	
9	
10	

SECTION 2

READING

Task 1

1	
2	
3	
4	
5	
6	

Task 2

7	
8	
9	
10	

SECTION 3**USE OF ENGLISH****Task 1**

1	
2	
3	
4	
5	
6	

Task 2

7
8
9
10
11
12
13
14
15

Task 3

1.	12.
2.	13.
3.	14.
4.	15.
5.	16.
6.	17.
7.	18.
8.	19.
9.	20.
10.	21.
11.	22.
	23.

SECTION 4

SOCIO-CULTURAL COMPETENCE

1

2

3

4

5

ANSWER KEYS

SECTION 1. LISTENING 10	SECTION 2. READING 10
<p>Task 1</p> <p><i>Questions 1-2</i> 1 secondary 2 14 // fourteen (year olds/years old)</p> <p>Task 2</p> <p><i>Questions 3-4</i> 3 overlap // overlapping ACCEPT over(-)lap // over(-)lapping 4 underside // underneath // bottom NOT side</p> <p>Task 3</p> <p><i>Questions 5-7</i> 5 on paper // in two dimensions 6 3/three(-)dimensional // 3(-)D 7 MUST STATE ALL THREE white, grey/gray, brown</p> <p>Task 4</p> <p><i>Questions 8-10</i> 8 C/c 9 D/d 10 A/a</p>	<p>Task 1</p> <p><i>Questions 1-6</i> 1 B 2 E 3 E 4 C 5 D 6 B</p> <p>Task 2</p> <p><i>Questions 7-10</i> 7, 8 IN EITHER ORDER A (and) B 9, 10 IN EITHER ORDER B (and) D</p>

SECTION 3. USE OF ENGLISH**Task 1****6**

1	C
2	A
3	C
4	B
5	A
6	B

Task 2**9**

7 engineering
8 product
9 equipment
10 electricity
11 powerful
12 useless
13 specialised/specialized
14 embarrassment
15 difficulty/difficulties

Task 3**11,5**

- | | | |
|-----------------|--------------------|-------------------|
| 1. after | 9. end | 16. go |
| 2. right | 10. dead | 17. open |
| 3. take | 11. dear | 18. near |
| 4. easy | 12. rich | 19. rise |
| 5. young | 13. hot | 20. early |
| 6. great | 14. thin | 21. yes |
| 7. tall | 15. nothing | 22. summer |
| 8. love | | 23. ready |

SECTION 4. SOCIO-CULTURAL COMPETENCE**5**

- C**
- D**
- B**
- A**
- E**

LISTENING

RECORDING SCRIPT

(1-10, 30 1-4) (2 3. 1-4 (1-10))

30 (30) 1

1 2, .

TUTOR: Right. Are we all here? OK. As you know, today Vivien is going to do a presentation on the hat-making project she did with her class during her last teaching practice. So, over to you, Vivien. *Example*

VIVIEN: Thanks. Um . . . Mr Yardley has asked me to describe to you the project I did as a student teacher at a secondary school in London. I was at this school for six weeks and I taught a variety of subjects to a class of fourteen-year-old pupils. The project I chose to do was a hat-making project and I think this project could easily be adapted to suit any age. So, to explain the project. After we'd done the research, we went back to the classroom to make two basic hat shapes using rolls of old wallpaper. We each made, first of all, a conical hat by ... er ... if I show you now . . . cutting out a circle and then making one cut up to the centre and then ... er ... overlapping the cut like this this ... a conical hat that sits on your head. The other hat we made was a little more complicated ... er ... first of all we cut out a circle again . . . like this . . . then you need a long piece with flaps on it - I've already made that bit which I have here - you bend the flaps over and stick them . . . with glue or prittstick . . . to the underside of the circle . . . like this. Again, I've prepared this so that I don't get glue everywhere. The pupils do, of course, so you need plenty of covers for the table. And there you have a pillbox hat as in *pill* and *box*. Now variations and combinations of these two hat shapes formed the basis of the pupils' final designs.

30 ,

3 4, .

The next stage of the project was the design phase and this involved, first of all, using their pages of research to draw a design of their hat on paper. That's the easy part. They then had to translate their two-dimensional design into a form to fit their head. I encouraged them to make a small-scale, three-dimensional hat first so that they could experiment with how to achieve the form they required and I imposed certain constraints on them to keep things simple. For example, they had to use paper not card. Paper is more pliable and easier to handle. They also had to limit their colours to white, grey or brown shades of paper which reflected the colours of the buildings they were using as a model for their hats and they had to make sure their glue didn't show! Well, it was very enjoyable

and just to give you an idea of what they produced, I've brought along three hats to show you. This one here is based on a circular stairway in an old building in London. It uses three pillbox hats one on top of the other. This was designed by Theresa. Here's another one that has a simple strip going round the base of the hat but has then gone on to add strips of paper that come out from the base and that meet at the top of the hat -rather like a crown - making a fairly tall hat. This was made by Muriel. And lastly there's a combination of the pillbox or single strip around the base and then the conical hat shape on top to form a castle turret. This was made by Fabrice, and there are many more that I could have brought.

Q8

Q9

Q10

TUTOR: Thank you, Vivien. That was most interesting. Now what we can learn from this is that...

(**10-15**).

« »

(6)

	()	
	1 (1)	2 (1)
3	:	,
2	:	,
1	:	,
0	:	,