

Listening (9-11)

points: 20

time: 30 minutes

Participant's ID number

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You will hear each part twice.

Mark your answers on the separate answer sheet.

Part 1

Listen to a talk about the green revolution in agriculture. Cross out mistakes in the notes and write the correct information on the line.

Lecture topic: *green revolution in agriculture*

• Industries change to make better use of <i>national</i> resources	0. <u>natural</u>
• Green revolution in agriculture happened a few years ago	1. _____
• Green revolution led by Norton Borlaug	2. _____
• Borlaug recognised as having saved one million lives	3. _____
• Borlaug met with Indian farmers to discuss the situation	4. _____
• Developed rice variety called IRA	5. _____

Part 2

Now you are going to listen to a part of a lecture about plastic recycling.

Complete the following table with the information using **no more than two words** for each gap.

Number	Used for...
1.	bottles, containers, fibre-fill, 0. <u>bean bags</u> , rope, car bumpers, tennis ball felt, 6 _____, cassette tapes, sails for boats

2.	containers, toys, piping, plastic 7 _____, rope
3.	8 _____, shower curtains, medical tubing, vinyl dashboards, baby bottle nipples
4.	wrapping films, 9 _____ and sandwich bags, containers
5.	containers, e.g. Tupperware
6.	coffee cups, disposable cutlery, meat trays, packing "pea-nuts", 10 _____, cassette tapes
7.	special products

Part 3

You will hear five short extracts in which people are talking about *boredom*.

While you listen, you must complete both tasks.

TASK ONE

For questions **10-15**, choose from the list (**A - H**) the situation in which each person felt bored.

A waiting in a queue

Speaker 1

	11
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B during journeys

Speaker 2

	12
--	----

C after finalising a project early

Speaker 3

	13
--	----

D in an imposed period of inactivity

Speaker 4

	14
--	----

E during sports training

F doing a task repeatedly

Speaker 5

	15
--	----

G attending a talk

H on a shopping trip

TASK TWO

For questions **16-20**, choose from the list (**A - H**) the positive result each person experienced after having felt bored.

A being more creative	Speaker 1	<input type="text"/>	<input type="text" value="16"/>
B finding solutions to problems more easily	Speaker 2	<input type="text"/>	<input type="text" value="17"/>
C completing tasks faster	Speaker 3	<input type="text"/>	<input type="text" value="18"/>
D planning a career change	Speaker 4	<input type="text"/>	<input type="text" value="19"/>
E being able to prioritise better	Speaker 5	<input type="text"/>	<input type="text" value="20"/>
F getting things into perspective			
G paying more attention to detail			
H having better social skills			

Use of English (9-11)

points: 20

time: 30 minutes

Participant's ID number

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Mark your answers on the separate answer sheet.

Part 1

Fill in the gaps with one word only.

'Here are some TV highlights for next Thursday evening. (1)_____you like comedy, you will love *The Brittas Empire*. Set in a leisure centre and with Chris Barrie (2)_____the lead role, this will (3)_____you crying with laughter from 8.30 to 9.0. Meanwhile, on BBC 2 at the same time, Jackie Bird will (4)_____investigating the case of a 32-year-old man (5) _____ pretended to be a 17-year-old schoolboy and went back to the same school he had attended as a teenager. That really is (6) _____ to be essential viewing. Fans of late-night horror films must not miss the classic *Dracula: Prince of Darkness* on Sky Movies Gold, at 11.50.'

Part 2

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.** You must use between three and eight words, including the word given.

Example:

The final scene was so horrible I had to turn away.

bear

The final scene was *so horrible I couldn't bear* to watch.

7. I suddenly realised that I didn't know his address.

occurred

It sudden that I didn't know his address.

8. Why should anyone be proud of the fact that they got rid of 300 jobs?

pride

Why should..... having got rid of 300 jobs?

9. I simply fail to understand some of my colleagues' attitudes to work.

beyond

I have some colleagues me.

10. You can only really master a language if you use it regularly.

proficiency

Only by in a language.

11. There has been an annual festival here for hundreds of years.

Immemorial

Since an annual festival here.

12. It is unusual to see graffiti in this part of the town.

accustomed

We in this part of the town.

13. Good working relations depend on effective management.

more

The the working relations will be.

14. The alarm went off just as they came out of the building.

when

Scarcely the alarm went off.

15. Some improvements will have to be made if you all want to pass this exam.

socks

You will all if you want to pass this exam.

Part 3

There are many phrasal verbs related to starting and ending:

**start up open up sign up close up finish up dry up start out branch out
open out die out wipe out fade out start off lift off shoot off go off
wear off finish off**

Which of the verbs above fit in the gaps in the following sentences? Use an appropriate form.

16. I think this milk has – smell it.

17. It's time the company into different areas.

18. It would be awful if the great turtle were to

19. He suddenly in the middle of his speech.

20. Don't worry, the effects of the injection will in a few hours.

16	17	18	19	20

Reading (9-11)

points: 20

time: 40 minutes

Participant's ID number

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Mark you answers on the separate answer sheet.

Part 1

Read the passage and answer questions 1-10.

Unoriginal Sins

Victoria Laurie

Are we creating a generation of people unable to distinguish between an original idea and a borrowed one?

'Cyber-cheating' and 'cyber-shoplifting' are new words coined to describe the worldwide rise in plagiarism and abuse of copyright. Universities, in particular, are reeling from this new version of plain old academic dishonesty, with students copying entire slabs or essays with a click-and-drag motion, buying essays from cheat sites; or even paying people to write them. Jan Thomas, a pro-vice chancellor

at Perth's Murdoch University, knows how easy it is to 'lift' information from the internet. On her desk is a 2000-word essay liberally highlighted with yellow markings. On a sheet beneath is the article the student cribbed from. His entire philosophy essay on friendship has been copied verbatim, with the exception of about 50 words. 'This student probably put "friendship" in the search engine and found a 1996 article about Aristotle's writing on achieving a good life,' says Thomas. 'But this is an extreme example.'

All Murdoch University first-year students are given mandatory instruction on referencing and critiquing other sources. 'It's three strikes and you're out,' says Thomas. 'But you can be excluded from the university on the first occasion if the breach is severe enough.'

If she has suspicions, Thomas uses a search engine such as Google or Yahoo! to enter key phrases and find out if slabs of text have been lifted. But it's time-consuming. 'In a division of 500 students last year I saw five definite cases. It probably means we are missing about 50.' One of Thomas's colleagues in another department says she deals with 20 cases of plagiarism a semester. She says some students change every third word to avoid detection on search engines. One student even plagiarised her bibliography - detected when eight of the sources she cited were not stocked in the university library.

Plagiarism and cheating are, of course, not new - what is new is the fact offenders are being caught, says Thomas. 'I think we're more rigorous now.'

Current reliable figures on the incidence of plagiarism are surprisingly scarce, perhaps because universities are loath to reveal them. This is one of the reasons CAVAL, a university-owned information resources group, conducted its own investigation last year on behalf of six Victorian universities. It checked nearly 2000 essays over 20 subjects using a new plagiarism-detection program called Turnitin.com, which can scan 2.6 billion journals for matching text. Plagiarised parts of an essay are highlighted in red and the original source displayed.

Research leader Steve O'Connor says one in eight students was found to have copied 25 per cent or more of an essay from the internet. But he believes this is just the tip of the iceberg and estimates as many as 500,000 essays a year could contain some plagiarism. Adding to the problem are a host of new websites such as 'School Sucks', 'Other People's Papers' and 'The Evil House of Cheat', which offer downloadable university papers and essays.

Dr Garry Allan, director of information technology at RMIT, says plagiarism 'needs to be addressed within the framework of academic integrity. [The problem is] social values and nature of learning are lagging behind technology.' Allan floats an intriguing idea: one day every computer user in the world may find themselves pressing an 'originality check' button on their keyboard. 'At the moment you have a spellchecker in your word processor. In the future you'll have an originality checking button and when you press it, it will underline in a particular colour all the text strings that are not identifiably original,' says Allan.

Do the following statements agree with the information given in Reading Passage 1?

In boxes **1-4** on your answer sheet, write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1 Students fail to differentiate between an original idea and a borrowed idea.	
2 There are two new terms to describe the ways copyright is breached.	
3 Worldwide increase in the incidence of academic dishonesty is related to an increase in the use of computers.	
4 Academic dishonesty includes cheat sites buying essays.	

Using information in the reading passage, match each of the following actions with the purpose it was meant to achieve.

Write the appropriate letters **A-G** in boxes **5-10**. There are more letters than you will need.

Action	Purpose
5 ... giving mandatory instruction on referencing	A To access downloadable material as university assignment
6 ... using search engines to enter key phrases	B To prevent students from failing to give the source of their information
7 ... changing every third word	C To detect which parts of a student's essay have been copied
8 ... using the program Turnitin.com	D To detect if chunks of text have been copied from another source
9 ... using websites like 'School Sucks'	E To avoid detection of one's essay as a copied essay on search engines
10 ... paying others to write essays or buying essays from certain websites	F To avoid giving true figures on the incidences of plagiarism
	G To earn good scores without making the expected effort as a learner

5	6	7	8	9	10
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Part 2

Read the passage and answer questions 11-20.

Cross-cultural Communication

Melvin Schnapper

A

A Peace Corps staff member is hurriedly called to a town in Ethiopia to deal with reports that one of the volunteers is treating Ethiopians like dogs. What could the volunteer be doing to communicate that?

Another foreign volunteer in Nigeria has great trouble getting any discipline in his class, and it is known that the students have no respect for him because he has shown no self-respect. How has he shown that?

Neither of these volunteers offended his hosts with words. But both of them were unaware of what they had communicated through their non-verbal behaviour.

In the first case, the volunteer working at a health centre would go into the waiting room and call for the next patient. She did this as she would in America - by pointing with her finger to the next patient and beckoning him to come. Acceptable in the States, but in Ethiopia her pointing gesture is for children and her beckoning signal is for dogs. In Ethiopia one points to a person by extending the arm and hand and beckons by holding the hand out, palm down, and closing it repeatedly.

In the second case, the volunteer insisted that students look him in the eye to show attentiveness, in a country where prolonged eye contact is considered disrespectful.

B

While the most innocent American-English gesture may have insulting, embarrassing, or at least confusing connotations in another culture, the converse is also true. If foreign visitors were to bang on the table and hiss at the waiter for service in a New York restaurant, they would be fortunate if they were only thrown out. Americans might find foreign students overly polite if they bow.

C

It seems easier to accept the arbitrariness of language - that dog is *chien* in French or *aja* in Yoruba - than the differences in the emotionally laden behaviour of non-verbal communication, which in many ways is just as arbitrary as language.

Secondly, we assume that our way of talking and gesturing is 'natural' and that those who do things differently are somehow playing with nature. This assumption leads to a blindness about intercultural behaviour. And individuals are likely to

remain blind and unaware of what they are communicating non-verbally, because the hosts will seldom tell them that they have committed a social blunder. It is rude to tell people they are rude; thus the hosts grant visitors a 'foreigner's licence', allowing them to make mistakes of social etiquette, and they never know until too late which ones prove disastrous.

An additional handicap is that the visitors have not entered the new setting as free agents, able to detect and adopt new ways of communicating without words. They are prisoners of their own culture and interact within their own framework. Yet the fact remains that for maximum understanding the visitor using the words of another language also must learn to use the tools of non-verbal communication of that culture.

D

Non-verbal communication - teaching it and measuring effect - is more difficult than formal language instruction. But now that language has achieved its proper recognition as being essential for success, the area of non-verbal behaviour should be taught to people who will live in another country in a systematic way, giving them actual experiences, awareness, sensitivity. Indeed, it is the rise in linguistic fluency that now makes non-verbal fluency even more critical. A linguistically fluent visitor may tend to offend even more than those who don't speak as well if that visitor shows ignorance about interface etiquette; the national may perceive this disparity between linguistic and non-linguistic performance as a disregard for the more subtle aspects of intercultural communication. Because non-verbal cues reflect emotional states, both visitor and host national might not be able to articulate what's going on.

E

While it would be difficult to map out all the non-verbal details for every language that the Peace Corps teaches, one can hope to make visitors aware of the existence and emotional importance of non-verbal channels. I have identified five such channels: *kinesic*, *proxemic*, *chronemic*, *oculesic*, and *haptic* ...

These five channels of non-verbal communication exist in every culture. The patterns and forms are completely arbitrary, and it is arguable as to what is universal and what is culturally defined.

Of course, there is no guarantee that heightened awareness will change behaviour. Indeed, there may be situations where visitors should not alter their behaviour, depending on the status, personalities, and values in the social context. But the approach seeks to make people aware of an area of interpersonal activity that for

too long has been left to chance or the assumption that visitors to other countries will be sensitive to it because they are surrounded by it.

Reading Passage 2 has five sections, **A-E**. Choose the correct section for each main idea from the list of main ideas given below. Write the correct number, i-vii, in boxes 11-15 on your answer sheet.

List of Headings

- i. How Americans would interpret the non-verbal behaviour of foreigners
- ii. How Africans would interpret the non-verbal behaviour of American volunteers
- iii. Non-verbal behaviour of foreigners in Africa
- iv. Five channels of non-verbal communication as identified by the writer
- v. A word of warning from the writer
- vi. Non-verbal fluency as necessary as linguistic fluency
- vii. Why one needs to learn about intercultural behaviour

11. Section A	
12. Section B	
13. Section C	
14. Section D	
15. Section E	

Choose the correct letter A, B, C or D. Write the correct letter in boxes 16- 20 on your answer sheet.

16. In Ethiopia, to call someone, one can

- A) point at them with one finger
- B) call out their name aloud
- C) beckon them with head movement
- D) beckon with whole arm and hand

17. The assumption that leads to an ignorance about intercultural behaviour is

- A) our own cultural practices are normal and natural
- B) we need not know what we are communicating non-verbally
- C) we are allowed to make mistakes in social etiquette

D) we can notice and learn new non-verbal behaviour in a new environment

18. Which one of these is not listed as part of the suggested training in non-verbal behaviour?

A) real experience

B) critical attitude

C) enhanced awareness

D) heightened sensitivity

19. A linguistically fluent visitor to a new country is likely to offend the locals if

A) they are ignorant about the local social etiquette

B) they show off their linguistic skills to locals

C) they do not use their linguistic skills

D) their non-verbal cues reflect their emotional states.

20. Which one is not true about the five channels of non-verbal communication?

A) Visitors can be made aware of their existence.

B) Visitors can be shown their emotional importance.

C) They exist in every culture.

D) Being aware of them will change interpersonal behaviour.

Test in Country Studies (9-11)

point: 20

time: 40 minutes

Mark your answers on the separate answer sheet.

Part 1

For items 1-8, complete the table with the appropriate words.

Country	Capital	Patron Saint	Flower/ Leaf	Animal
England	London	St.George	Red and white rose	1
Scotland	Edinburgh	St.Andrew	2	Unicorn
Wales	3	St.David	Daffodil	Dragon
Northern Ireland	Belfast	4	Shamrock	Irish hare

The United States of America	Washington	The Virgin Mary	Rose	5
Australia	6	Mary MacKillop	Golden Wattle	Kangaroo
Canada	Ottawa	St. Jean de Brebeuf	7	Beaver
New Zealand	Wellington	St Francis Xavier	Kowhai	8

Part 2

For items 9-14, identify the names of outstanding English people, hidden in the sentences below. Write down the correct surnames in your answer sheet.

Example: 0. A company called "Crispen Ceramies" went bankrupt last year. Crispen was convicted of many laundering, conspiracy and making false statements during a bankruptcy proceeding last year and sentenced to 25 years in prison. (Her activism and glamour made the person an international icon, and earned enduring popularity.)

0. Spencer

9. As a result of working for one of American leading companies, rich Ristie bought a large mansion in the suburbs of Washington (an English writer known for detective novels and short story collections).
10. Teachers' attitude to children should be democratic and empathetic on stable ground without humiliation, disgrace and indignity (an English landscape painter).
11. His travel visa expired two years ago, and now ins let him do whatever he wants (an English actress, who performed the role of Rose Dewitt Bucater in the film "Titanic").
12. Savor the contrast between the warm, crunchy texture of the yeasted Liege waffle mingling it with cool ice cream for a good start (a Scottish physician and microbiologist, who invented penicillin).
13. And now, thinking about Sparkly lying there in the shade of that cherry tree at the end of the alley, he found himself feeling exactly the same way again (a conservative politician, who was the first woman as Prime Minister).
14. After around two hours of wondering, I was about to reach my destination, when a beck hampered me. Due to the weather the unexplored beck was

much more dangerous than usual (an English former professional footballer).

Part 3

Questions 15 – 20. As well as his many plays, William Shakespeare also wrote 154 sonnets. Below is his *Sonnet 116*, first published in 1609. Study the structure of the sonnet and complete this text with suitable numbers.

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove.

O no! It is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wand'ring bark,
Whose worth's unknown, although his height be taken.

Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.

If this be error and upon me proved,
I never writ, nor no man ever loved.

Sonnet Structure

A Shakespearean sonnet has 15)_____ lines. The first 16)_____ of these lines are divided into three quatrains of 17)_____ lines each. The theme of the sonnet is laid down in the three quatrains, then there is a change of emphasis in the last 18)_____ lines, known as the couplet. The quatrains have the following rhyme schemes: ABAB, CDCD, EFEF, and the couplet's rhyme scheme is GG, although words that rhymed 400 years ago may not necessarily do so today. Most of Shakespeare's sonnets are written in iambic pentameter, so that each line has 19)_____ syllables.

There are 20)_____units in a line, generally formed by an unstressed syllable followed by a stressed syllable.

Writing (9-11)

points: 20

time: 40 minutes

You have seen this **competition** in the international magazine 'Vita'.

HAPPY AND HEALTHY LIVING

What is your own successful recipe for a fun, healthy lifestyle?

Write your **competition entry** and tell us. There are six prizes for the most original entries.

Do not forget to:

- give reasons for your answer and include any relevant examples from your own knowledge or experience
- add one or two sentences in conclusion to emphasize why your competition entry should be considered and persuade the reader that you deserve to win the prize

Use the following expressions and underline them in your work:

- to come to terms with something
- a fair-weather friend
- emotional and physical well-being
- to do more harm than good

Write 250-300 words.

Check your grammar, spelling and punctuation.