

# TEST 1

## I. LISTENING (5.0 points)

- The listening section is in **FOUR** parts. You will hear each part **TWICE**. At the beginning of each part, you will hear a sound.
- There will be a piece of music at the beginning and at the end of the listening section. You will have **TWO** minutes to check your answers at the end of the listening section.
- All the other instructions are included in the recording.

**Part 1. For questions 1-5, you will hear two educationalists talking about a school for dyslexic children. Decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write your answers in the corresponding numbered boxes provided.**

Write **T** for Thomas,

**H** for Helen,

**B** for both, where they agree

1. The aim of Greenwood school is to develop the creative abilities of students.
2. In the 70s, the education system wasn't able to cope with pupils with learning disabilities.
3. Separating dyslexic students from others may ultimately have negative effects.
4. Dyslexic students benefit from smaller classes.
5. Dyslexia tends to affect one gender more than the other.

**Your answers:**

1.	2.	3.	4.	5.
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**Part 2. For questions 6-10, listen to a talk about the best recent phone trends. What does the speaker say about these trends? Choose five answers from the box and write the correct letter, A-K, in the corresponding numbered boxes provided.**

Column 1	Column 2
6. Foldables 7. Notch Fight Phones 8. Wireless Charging Phones 9. Low-light Phones 10. Cheaper Phones	A. have been consistently diverse in style since their first launch B. are of higher quality than flagship phones C. witness a shortcoming being rectified properly D. are more fad than forever devices E. are a worthy successor to previous models in terms of camera quality F. were initially monotonous in design G. need improvements in both charging speed and compatibility with other devices H. are supported by serious apps designed for average users I. include cameras attached to phones J. include sophisticated applications particularly suited for advanced uses K. become more available with higher quality

**Your answers:**

6.	7.	8.	9.	10.
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**Part 3. You will hear a podcast in which people discussing the trajectory of language evolution especially in the invasion of online language. For questions 11-15, choose the answer (A, B, C or D) which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.**

**11. What concern does the text raise about changes in language over time?**

- A. The changes are eroding the cultural significance of the Queen's English.
- B. New vocabulary is too difficult for older generations to understand.
- C. Linguists are trying to stop the evolution of language.
- D. The influence of social media has slowed linguistic development.

**12. According to the discussion, how do teenagers typically react to older generations using their slang?**

- A. They appreciate the effort but correct misuses.
- B. They feel the slang becomes less exclusive and stop using it.
- C. They encourage adults to learn their slang for better communication.
- D. They believe that older generations overuse the terms.

**13. What does “linguicide” refer to, as explained by Sophia Smith-Gailer?**

- A. The rapid evolution of modern language making older forms obsolete.
- B. A language disappearing due to external pressures or social stigma.
- C. The criminalization of teaching endangered languages in schools.
- D. Younger generations abandoning traditional forms of communication.

**14. Why do younger generations create exclusive slang, according to the text?**

- A. To signal their group identity and differentiate themselves from others.
- B. To replace traditional languages that are no longer relevant.
- C. To make communication more efficient across social media.
- D. To confuse older generations and maintain linguistic superiority.

**15. What does the text suggest about the rapid pace of language change in younger generations?**

- A. It is primarily driven by formal education and academic discourse.
- B. It reflects a resistance to preserving traditional forms of expression.
- C. It is influenced by the need to constantly innovate group identity.
- D. It demonstrates a desire to align with global language standards.

**Your answers:**

11.	12.	13.	14.	15.
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**Part 4. For questions 16-25, listen to an interview with Dame Ellen MacArthur about her initiative in sustainable economy and write NO MORE THAN FIVE WORDS taken from the recording for each blank. Write your answers in the corresponding numbered boxes provided.**

Nearly a decade ago, British yachtswoman Ellen MacArthur achieved global recognition by setting the world record for the fastest solo (16) \_\_\_\_\_ of the Earth. Although her accomplishment was later eclipsed, it is still regarded as one of the most remarkable feats in the field of (17) \_\_\_\_\_. After retiring from competitive sailing in 2010, she redirected her efforts toward championing the concept of the (18) \_\_\_\_\_ through her eponymous foundation.

The concept of a circular economy contrasts with the traditional (19) \_\_\_\_\_ model, where materials are extracted, processed into goods, and ultimately discarded. In contrast, a circular system seeks to design products that enable the (20) \_\_\_\_\_ of materials, ensuring they re-enter the system and contribute to a regenerative framework that enables growth without depleting (21) \_\_\_\_\_.

MacArthur’s foundation’s research underscores the enormous economic opportunity presented by the circular economy, which is estimated to be worth over (22) \_\_\_\_\_ globally. A report also revealed that nearly 2.7 trillion dollars in value is lost annually due to inefficiencies in the recovery of (23) \_\_\_\_\_ in the consumer goods industry.

Her interest in sustainable practices is rooted in her experiences during her voyages, where the necessity to carry all essential resources led her to recognize the finite nature of (24) \_\_\_\_\_. She warns that the increasing global demand, particularly from emerging economies, will exacerbate pressures on key (25) \_\_\_\_\_ in the coming years.

**Your answers:**

16.	21.
17.	22.
18.	23.
19.	24.
20.	25.

## II. READING (8.0 points)

### II.1. LANGUAGE IN USE (3.0 points)

**Part 1. For questions 26-35, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the numbered boxes provided.**

Peoples' personalities vary considerably from one another as there are no two alike. Our ingrained characteristics which determine the patterns of our behaviour, our reactions and temperaments are unparalleled on (26) \_\_\_\_\_ of the diversified processes that mould our personality in the earliest (27) \_\_\_\_\_ of human development.

Some (28) \_\_\_\_\_ of character may to some extent be hereditary simulating the attributes that (29) \_\_\_\_\_ our parents. Others may (30) \_\_\_\_\_ from the conditions experienced during pregnancy and infancy in this way reflecting the parents' approach towards (31) \_\_\_\_\_ their offspring.

Consequently, the environmental factor (32) \_\_\_\_\_ a crucial role in strengthening or eliminating certain behavioural systems making an individual more prone to (33) \_\_\_\_\_ to the patterns that deserve a prize.

Undoubtedly, human personality (34) \_\_\_\_\_ the most profound and irreversible formation during the first period of its development, yet, certain characteristics may still be (35) \_\_\_\_\_ to considerable changes conditioned by different circumstances and situations.

- |     |                |               |              |              |
|-----|----------------|---------------|--------------|--------------|
| 26. | A. account     | B. means      | C. token     | D. event     |
| 27. | A. states      | B. instants   | C. terms     | D. stages    |
| 28. | A. factors     | B. traits     | C. items     | D. breeds    |
| 29. | A. identify    | B. recognize  | C. associate | D. pertain   |
| 30. | A. rise        | B. relate     | C. stem      | D. formulate |
| 31. | A. breeding    | B. rearing    | C. growing   | D. yielding  |
| 32. | A. makes       | B. does       | C. finds     | D. plays     |
| 33. | A. comfort     | B. pledge     | C. acquiesce | D. comply    |
| 34. | A. undergoes   | B. undertakes | C. underacts | D. underlies |
| 35. | A. practicable | B. feasible   | C. subject   | D. potential |

**Your answers:**

26.	27.	28.	29.	30.	31.	32.	33.	34.	35.
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**Part 2. For questions 36-40, read the passage, then fill in each of the numbered spaces with the correct form of the words given in the box. Write your answers in the numbered boxes provided. There are FOUR words that you do not need to use. The first one, (0), has been done as an example.**

INITIATE	HARD	WINDOW	RESIST
COMPREHEND	ENDURE	STEM	SWELL
REQUISITE	KNOW		

Cacti have enjoyed an (0) \_\_\_\_\_ popularity among gardeners spanning several centuries. Perhaps this is due in part to their unusual appearance: more often than not, they consist of (36) \_\_\_\_\_ enduring stems covered in spines. Unlike other plants, cacti can squat in their pots, apparently in suspended animation, for months, showing little sign of growth and development; then suddenly, their flowers will burst forth, dazzling observers with their gloriously vibrant colours. Added to this is the fact that they come in a huge variety of shapes, sizes and forms, so many gardeners, myself included, find themselves (37) \_\_\_\_\_ drawn to these extraordinary plants.

You do not have to be an expert to grow cacti, and the (38) \_\_\_\_\_ needn't be concerned about cultivating them because they are among the easiest of plants to care for. Their requirements are simple and few. Plenty of light, a little compost and occasional watering will keep them happy and healthy. Also, their (39) \_\_\_\_\_ constitution enables them to withstand harsh climatic conditions in the wild. So should you neglect to water them, they are unlikely to object. For this reason, I recommend them to the young enthusiasts who ask me about starting their own (40) \_\_\_\_\_ gardens.

**Your answers:**

0. enduring	36.	37.
38.	39.	40.

**Part 3. The passage below contains 5 mistakes. For questions 41-45, UNDERLINE the mistakes and WRITE YOUR CORRECTIONS in the numbered space provided in the column on the right. The first one has been done as an example. Write your answers in the numbered boxes provided.**

### The 'birth' of a word?

Language is constantly developing in respond to the changing world around us, yet when Larry Page and Sergey Brin hit upon the idea of calling their fledgling company 'Google', they could not have imagined they were also creating a new entrance for the dictionary. 'Google' is a play on the word 'googol', in itself a relatively young word. Coined by Milton Sirotta in the mid-twentieth century, googol refers to the number one followed by 100 zeros. The company chose the term like its trademark to highlight its aim to organise information on the Internet.

The success of Page and Brin's search engine was too great that their form of the word, 'google', began to be used in a variety of ways. Now it has followed its predecessor into the dictionary, and the entries for it seem to be expanding fairly rapidly. Webster's New Millennium Dictionary gives two definitions of google as a transitive verb. Wiktionary goes a step further, included not only an entry for google as an intransitive verb, but also two definitions of google as a transitive verb, along with an impressive list of derived terms such as 'googledork' and 'googlicious'. 'Google', the company, has taken an exception in some cases to what it calls 'inappropriate usage of its trademark', but can it really hope to curb the tide? The words are already listed, and the fair amount of 'googling' that went into researching this article proves the point!

**Your answers:**

<b>E.g. response</b>	41.	42.	43.	44.	45.
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## II.2. READING COMPREHENSION (5.0 points)

**Part 1. For questions 46-55, read the passage and fill in each of the following numbered blanks with ONE suitable word. Write your answers in the corresponding numbered boxes provided.**

A true community school initiative should not just be seen as additional support services, but a redefining of the (46) \_\_\_\_\_ between schools, communities, students and families.

Universities and colleges often (47) \_\_\_\_\_ valuable partnerships with community schools. In 2015, the University of Pennsylvania (48) \_\_\_\_\_ the Netter Center University-Assisted Community Schools Network; approximately 70 universities are now part of the effort.

Aside from (49) \_\_\_\_\_ college students to assist and supplement staff in a (50) \_\_\_\_\_ of areas, they can offer much needed technical assistance and (51) \_\_\_\_\_ research about or with community school students. And bringing the public school students on campus for a program or sports event gives the children firsthand (52) \_\_\_\_\_ of the college world.

Some wonder why (53) \_\_\_\_\_ should serve as essentially extended (54) \_\_\_\_\_ centers rather than solely focus on teaching and learning. Advocates say it's because everything (55) \_\_\_\_\_ the school's walls - lack of food, chaotic environments, mental and physical health challenges - impinges on learning.

**Your answers:**

46.	47.	48.	49.	50.
51.	52.	53.	54.	55.

**Part 2. For questions 56-68, read the following passage and do the tasks that follow.**

Almost thirty years ago James R. Flynn, a researcher at the University of Otago in New Zealand, discovered a phenomenon that social scientists still struggle to explain: IQ scores have been increasing steadily since the beginning of the 20th century. Nearly thirty years of follow-up studies have confirmed the statistical reality of the global upturn, now known as the Flynn effect. And scores are still climbing. 'To my amazement, in the 21st century the increase is continuing,' says Flynn, whose most recent book on the subject - 'Are We Getting Smarter?' - was published, in 2012. 'The latest data show the gains in America holding at the old rate of three-tenths of a point a year.'

The Flynn effect means that children will, on average, score just under ten points higher on IQ tests than their parents did. By the end of this century, our descendants will have nearly a thirty-point advantage over us if the Flynn effect continues. But can it continue, or is there some natural limit to the Flynn effect and to human intelligence? Almost as soon as researchers recognised the Flynn effect, they saw that the ascending IQ scores were the result almost entirely of improved performances on specific parts of the most widely used intelligence tests. It would seem logical that improvement would most likely occur in crystallised

intelligence - the kind of knowledge picked up in school. This is not happening, though. The scores in the sections that measure skills in arithmetic and vocabulary have remained largely constant over time.

Most of the IQ gains come from just two subtests devoted to abstract reasoning. One deals with 'similarities' and poses questions such as 'How are an apple and an orange alike?' The other subtest consists of a series of geometric patterns that are related in some abstract way, and the test taker must identify the relation among the patterns. A paradox of the Flynn effect is that these tools were designed to be completely nonverbal and culture-free measurements of what psychologists call fluid intelligence - an innate capacity to solve unfamiliar problems. Yet the Flynn effect clearly shows something in the environment is having a marked influence on the supposedly culture-free components of intelligence in populations worldwide. Detailed studies of generational differences in performance on intelligence tests have led researchers to suspect that this enhanced ability to think abstractly may be linked to a new flexibility in the way we perceive objects in the world. 'If you don't classify abstractions, if you're not used to using logic, you can't really master the modern world,' says Flynn. 'Alexander Luria, a Soviet psychologist, interviewed peasants in rural Russia in the 1920s. He would say to them 'Where there is always snow, bears are always white. There is always snow at the North Pole. What colour are the bears there?' They would say they had never seen anything but brown bears. They didn't think of a hypothetical question as meaningful.' The villagers were not stupid. Their world just required different skills. 'I think the most fascinating aspect of this isn't that we do much better on IQ tests/ Flynn says. 'It's the new light it sheds on what I call the history of the mind in the 20th century.' A naive interpretation of the Flynn effect quickly leads to some strange conclusions. Extrapolating the effect back in time, for example, would suggest that the average person in Great Britain in 1900 would have had an IQ of about 70 by 1990 standards. 'That would mean that the average Brit was mentally challenged and wouldn't have been able to understand the rules of cricket,' says David Hambrick, a cognitive psychologist at Michigan State University. 'And, of course, that's absurd.'

Consequently; we- may not be more intelligent than our forebears, but there is no doubt our minds have changed. Flynn believes the change began with the industrial revolution, which engendered mass education, smaller families, and a society in which technological and managerial jobs replaced agricultural ones. Education, in turn, became the driving force for still more innovation and social change, setting up a technology-based culture that does not seem likely to end any time soon. So, what will the future bring? Will IQ scores keep going up? One thing we can be sure of is that the world around us will continue to change, largely because of our own actions.

Flynn likes to use technological analogy to describe the long-term interaction between mind and culture. 'The speeds of automobiles in 1900 were absurdly slow because the roads were so lousy,' he says. But roads and cars have co-evolved. When roads improved, cars did too, and improved roads prompted engineers to design even faster cars. Therefore, our minds and culture are locked in a continuous feedback loop. We are creating a world where information takes forms and moves with speeds unimaginable just a few decades ago. Every gain in technology demands minds capable of accommodating the change, and the changed mind reshapes the world even more. The Flynn effect is unlikely to end this century, presaging a world in the future where you and I would be considered woefully pre-modern and literal.

Of course, our minds are changing in ways other than those which can be measured by IQ tests. 'People are getting faster,' Hambrick says. 'Previously, it had been thought that 200 milliseconds is about the fastest that people can respond. But if you ask people who have done this sort of research, they'll tell you that they're having to discard more trials. We text, we play. video games and we do many more things that require astonishingly fast responses.'

Perhaps we should not be so surprised by the existence of something like the Flynn effect. Its absence would be startling; we would no longer be responding to the world we are creating. If we are lucky, we will keep on building a world that will make us smarter and smarter - one where our descendants will contemplate our simplicity.

**For question 56-63, decide whether each of the following statements is true (T), false (F) or not given (NG). Write T, F, or NG in the corresponding numbered boxes provided.**

56. The Flynn effect demonstrates a consistent rise in global IQ scores since the early 20th century.
57. Flynn's most recent publication, released in 2012, predicts the Flynn effect will cease by the mid-21st century.
58. IQ gains largely stem from abstract reasoning tasks, such as identifying relationships between geometric patterns.
59. Crystallized intelligence, such as arithmetic and vocabulary skills, has shown significant improvement over time.
60. Researchers believe environmental changes are influencing fluid intelligence, which was designed to be culture-free.
61. Alexander Luria's interviews revealed that rural Russian villagers easily grasped hypothetical reasoning.
62. If the Flynn effect is projected backward, it implies an average Briton in 1900 had an IQ considered below

average by modern standards.

63. The Flynn effect suggests that human intelligence has no natural limits or environmental constraints.

**Your answers:**

56.	57.	58.	59.
60.	61.	62.	63.

**For question 64-68, fill in the blanks with NO MORE THAN 3 WORDS from the text.**

64. According to Flynn, the industrial revolution led to \_\_\_\_\_, smaller families, and societal changes.

65. Roads and automobiles evolved together, showing a \_\_\_\_\_ between mind and culture.

66. Flynn predicts that the Flynn effect will \_\_\_\_\_ throughout this century.

67. Advances in technology require \_\_\_\_\_ capable of adapting to rapid changes.

68. Hambrick observes that people today perform tasks demanding \_\_\_\_\_ responses.

**Your answers:**

64.	65.	66.	67.	68.
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**Part 3. You are going to read an article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A-H the one which fits each gap (69-75). There is one extra paragraph which you do not need to use. Write your answers in the corresponding numbered boxes provided.**

69.	
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So, what does it mean to “know and speak a language”? There are several factors that we have to take into consideration in answering this question. Let us consider three main variables that are of consequence and vital importance: *grammatical competence*, *communicative competence*, and *language proficiency*. The main exponent of grammatical competence is the eminent linguist Noam Chomsky, who believed that knowing a language is tantamount to knowing “one’s grammar,” i.e., the ability to form and comprehend “grammatically correct” sentences. In other words, grammatical competence has to do with grammatical rules stipulating the correct usage, formulation, and construction of words and phrases; with grammatical categories, such as subject, complement, and so on; in short, with the ability to create *propositions*

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The punctilious teacher, as I usually say, who sticks to the plan and complies with grammar and clearcut rules, seems to overlook the circumstances under which the target-language is spoken—for instance, the reasons for applying a communicative strategy instead of another. Knowing, for example, that *What I want is a cigarette* is a correct English sentence, or *to give him the cold shoulder* means “to shun him,” is not what communication and “knowing a language” are all about.

71.	
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Obviously, communicative competence is related to the *how*, *when*, and *why* of language use. It is the ability to adjust our language behaviour to the various circumstances and social situations that we normally face in the course of our lives.

A significant component of communicative competence is what has been called *sociolinguistic* or *pragmatic competence*. Knowing a language means knowing the communicative and social strategies appropriate in every single circumstance of interaction; knowing when and how to make requests, apologies, invitations, and so forth; when and how to broach or avoid a topic (topic avoidance strategies); most importantly, knowing when and how to *interpret* all these speech acts, in order to avoid misunderstanding.

72.	
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The degree to which a learner has acquired grammatical and communicative or sociolinguistic competence and the skill with which he/she taps into this knowledge for real-life purposes refers to our third variable: *language proficiency*—a term that encompasses the previous two.

73.	
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At any rate, language proficiency is the end-product of language learning; this is what everybody aims at and assessment is predicated upon. This discrepancy, though, between grammar-oriented approaches to language teaching and the kind of language proficiency which we have dilated upon and undoubtedly forms the core of language testing is somewhat unwieldy and inexplicable.

Herein lies the role of literature in language teaching as a means of giving insights into the culture of the target language. Stripping language of its cultural distinctiveness may lead to unprecedented errors and misunderstandings making inroads into communication.

### **Missing paragraphs**

#### **A**

Different situations require different *styles*. We use formal language when talking to our employers; we tend to be informal when addressing our parents or friends; we talk to children more slowly, trying to make our speech comprehensible enough for them. The innumerable sentences that may be permissible in the grammatical system of a language may not be potential utterances when it comes to communication. A cigarette is what I want may be a grammatically correct sentence, but it is highly unlikely that there will ever be any circumstances under which this sentence will be relegated to the status of an utterance.

#### **B**

For instance, when one says *The table is black*, we have an example of a proposition, since this sentence consists of a subject, a verb, and a complement. It is a complete sentence conveying a complete meaning about a particular state of affairs, in juxtaposition with the sentence *The table is*, which is incomplete, or *The table are black*, which is ungrammatical. A teacher adhering to a strict grammar-oriented approach to language teaching is likely to devote a lot of time to teaching grammatical rules, describing language in terms of tenses, syntax, semantics, and lexis, and prescribing the correct usage, although everyday life and experience have given the lie to the efficacy of this approach. Furthermore, grammar-oriented approaches have even led to significant misunderstandings and “misnomers,” as in the case of assigning the term *tense* to progressive or perfect *aspect*.

#### **C**

It is widely acknowledged that grammar has played a central role in language teaching. Syllabus design and a wide diversity of approaches to language teaching have relied on this assumption, namely, the fundamental role of grammar in second- or foreign-language learning. In spite of the tremendous impact that recent communicative approaches have had on the way we should tackle language in general, there seems to be a deeply ingrained belief that grammar is, or should be, the teacher’s and learner’s main concern and goal. A lot of second- or foreign-language learners the world over have definitely been exposed to this philosophy of teaching and, notwithstanding the degree of linguistic competence that most of them have attained, it is only when they come in contact with other speakers that the unvarnished truth dawns on them: linguistic competence is only a vehicle for mastering a language.

#### **D**

For instance, a second- or foreign-language student should know that utterances such as

*Can you pass the salt?* or *It’s cold in here* are not mere questions and statements, respectively. The former is not to be interpreted as a question referring to the hearer’s ability to perform the act described, but as an indirect *directive* requesting the performance of the act, whereas the latter is not to be thought of as an utterance describing a certain state of affairs, but one that should almost always be regarded as a hint, thus implicitly requesting the addressee to, say, close the window or to fetch a blanket.

#### **E**

What we could glean from this brief discussion is the fact that grammar does not constitute a valid approach to the development of language proficiency. Grammar should always be sensitive and amenable to all those culture specific assumptions underpinning language and communication, and it is not necessarily conducive to language proficiency.

#### **F**

As far as the teacher is concerned, we could say that he or she is supposed to render the different voices ‘legitimate elements in the construction of pedagogy, particularly those groups that have been socially and economically marginalised: Nevertheless, the very existence of the notion of “voice” maintains and promulgates the rules of “sameness/difference” that it seeks to violate, as inherent in it are structural notions about groups omitted from public participation.

#### **G**

Language proficiency extends to cover every single aspect of language awareness and all that this entails; it has less to do with competence than with performance. When we say that a second- or foreign-language learner is proficient, we mean that she is, more or less, fluent in the target language. However, fluency may be adversely affected by such factors as fatigue, apprehension, disease, and others.

## H

How can we go about focusing on grammar when our chief concern is to help students become competent speakers who will be able to hold their own in every situation? How can we limit ourselves to teaching tenses and constructions, doing nothing to, help our students cope with language in its social context?

**Your answers:**

69.	70.	71.	72.	73.	74.	75.
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**Part 4. For questions 76-85, read a passage and choose the answer A, B, C, or D which fits best according to the text. Write your answers in the corresponding numbered boxes provided.**

### Mass Culture

In recent decades, the development and spread of new information technologies such as satellite television have engendered many debates about the consequences of their use. One of the first writers to see the possibilities of these changes was the American writer Marshall McLuhan, who argued in the 1960's that communications technology would have two effects: first, it would create a global village where everyone and everything were accessible to the television camera and secondly, that it would become the case that 'the medium is the message', that is, how the message is transmitted would outgrow in importance what the message is.

Other theorists have gone further in arguing that the explosion of, and increasing dependence on, information technology have brought about profound changes in the way society is organised. Some, for example, believe that we can now describe a '**post-modern** society', characterised partly by an information-based international division of labour that allows increasing freedom of movement. At the cultural level, distinctions between '**high**' and '**low**' culture have disappeared as new technology transmits across class boundaries, while stylistically, form has become more important than substance, and the ubiquity of television means that everything is seen in television codes. McLuhan's global television-led culture is now with us.

The accuracy of such a description, however, has been questioned. At one level, many people are reluctant to accept any argument that technology can lead to social and economic changes, arguing instead that the relationship is exactly the other way round. In other words, they are critical of any tendency to technological determinism. Furthermore, evidence can be cited that queries the notion that information technology has spread evenly throughout the world or even throughout Britain. This has been described as the uneven development of the information economy. Many areas of Great Britain, for example, are not yet equipped with the on-line communications systems necessary to receive technologies such as cable and interactive television, and the take-up of these technologies varies according to socio-economic factors. We are still a long way from the full-scale and comprehensive implementation of the information super-highway.

What does seem to be the case, however, is that the stereotypical image of the nuclear family sitting together in the front room cheerfully choosing their evening's viewing from a limited range of television stations is disappearing. This is partly due to the increased number of sets per household as well as the rapid growth in the number of channels, a development mirrored by the niche marketing of magazines to a multiplicity of interest groups. The amount of time spent watching television per head has stabilised in recent years to around 27 hours a week. Women watch on average four more hours of television per week than men and all statistics show a relationship between social class and viewing.

This is not to say that diversity and choice have necessarily been achieved. It remains the case that satellite television caters for mass-appeal interests such as music, sport, news, children's programmes and American films and light entertainment, ignoring many disadvantaged social groups. New media technologies have not empowered people in the sense that there are increased numbers of community-based television networks. In Britain, it is no less valid today to describe a mass culture based on a centrally directed mass media.

Doubts have also been raised about the ability of satellite stations to succeed in creating a global television culture. Rupert Murdoch is widely known to own substantial parts of the global media industry. A few years ago, he added a controlling share of StarTV to his collection, meaning that he gained access to 2.5 billion people in 50 countries or forty percent of the world's television sets, in a region stretching from Jordan to Japan. Capturing the market in India, however, and American mega-series such as *Baywatch* and *L.A. Law*, has not been as straightforward as first imagined. Cultural differences are complicated in a nation of 18



official languages and further compounded when you consider the staggering figure of 1,700 dialects. Hindi films transmitted by the state broadcasting network still rank a coveted first in the ratings table. Murdoch's response to this realisation was to immediately buy into a local TV station as well. Indian culture, for the present at least, remains resistant to western broadcasting and highlights that the creation of a global mass culture will not be solely induced by technology.

76. Marshall McLuhan envisaged a world where \_\_\_\_\_.  
 A. everyone would make use of a TV camera for their own sake  
 B. content of less significance would be displayed on TV  
 C. TV would assist the understanding between people regardless of their backgrounds  
 D. the impact of information would be lessened by TV
77. As described by theorists, in a '**post-modern**' society \_\_\_\_\_.  
 A. artistic creativity is highly appreciated and promoted by critics  
 B. a range of choices available for people is confined to a fixed number of options  
 C. the supremacy of television over other forms of media is challenged  
 D. '**high**' and '**low**' cultures start to intermingle with the other
78. Accounts of a TV-led society have been put into question by \_\_\_\_\_.  
 A. proof underscoring the inverse relationship between technology and cultural changes  
 B. evidence indicating the equilibrium in the distribution of technology across regions  
 C. people expressing resistance to shifts in their mindsets  
 D. the influence of an information-based economy on the ubiquity of television
79. Which of the following reflects the present-day prevalent situation regarding households?  
 A. A household gathers and views TV in a convivial atmosphere.  
 B. Family members no longer enjoy spending time watching TV with others.  
 C. An extended family congregates and watches TV with no signs of happiness.  
 D. Nuclear families gradually disintegrate as a result of technology.
80. What is cited as a possible explanation for the changes witnessed at familial level?  
 A. The media's ability to target specific audiences.  
 B. The stability of time devoted to watching TV.  
 C. Less transparent boundaries among social strata.  
 D. The rise in the number of sets within every household.
81. According to the passage, satellite television has \_\_\_\_\_.  
 A. enabled the incorporation of less serious content into news of more solemn concern  
 B. instigated the flourishing of networks within the community  
 C. boosted the decentralization of the mass media  
 D. been of little benefit to minority groups in the society
82. The example of Rupert Murdoch aids the author's argumentation because it illustrates the point that \_\_\_\_\_.  
 A. Higher share of a market does not necessarily mean that a person has successfully brought the culture of his country of origin to the region.  
 B. Uphill challenges need to be overcome should a person yearn to corner the market in western broadcasting.  
 C. The cultural homogenization across the world is hindered by people's attitudes.  
 D. The potential for winning attention greatly relies on the ability of a businessman to respond to the demands of the destined market.
83. From the passage, it can be deduced that \_\_\_\_\_.  
 A. Television has been of immeasurable importance to the homogenization of the world's culture.  
 B. Advanced technologies notwithstanding, a global mass culture has yet to emerge.  
 C. Headway towards an egalitarian society has been countervailing, as it has widened the gulfs between classes within the society.  
 D. Television has been a factor in the formation of new cultures, but it should not be considered as the most significant.
84. In general, the writer's view of '**technology**' is that it \_\_\_\_\_.  
 A. wields an enviable power to drive social change  
 B. has the ability to emancipate the enslaved peoples  
 C. has intuitively changed our habits  
 D. is not of paramount import in cultural change
85. In the passage as a whole, the author's tone seems most likely to be \_\_\_\_\_.  
 A. indifferent                      B. critical                      C. objective                      D. sarcastic

**Your answers:**

76.	77.	78.	79.	80.
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81.	82.	83.	84.	85.

**Part 5. You are going to read extracts from an article written by a football analyst in which she discusses the weekend's football programme. For questions 86-95, choose from the sections (A-E). The extracts may be chosen more than once. Write your answers in the corresponding numbered boxes provided.**

**According to the analyst, which team**

86. \_\_\_\_\_ is performing better than it should?
87. \_\_\_\_\_ has already shown great resilience this season?
88. \_\_\_\_\_ has played exciting football but not got the right results?
89. \_\_\_\_\_ is more concerned with success than playing stylishly?
90. \_\_\_\_\_ manager is realistic about the uphill challenge they face for the rest of the season?
91. \_\_\_\_\_ desperately needs a string of good results to survive
92. \_\_\_\_\_ manager has seen fans' opinion of him change favourably?
93. \_\_\_\_\_ is missing several key first-team players?
94. \_\_\_\_\_ certain players to exploit their lucky chance?
95. \_\_\_\_\_ is not popular with neutral fans?

#### **A MANCHESTER**

We kick off with Manchester. Despite a severely depleted squad, with much of the first team hit by a mysterious ailment midweek," manager, Noel Harriot; remains upbeat about his team's prospects this Weekend and-has appealed for: his squad players to stand up and be counted, and to grasp the opportunity by seizing the moment: and cementing their first-team place. However, in Doncaster, they. will go up against a side undefeated in twenty-eight games, which is a record run for the club, and this will undoubtedly represent their stiffest challenge to date. Harriott though, is hopeful that new star signing, Gregor Dmitri, can inspire his side to defy the odds and emerge victorious in Sunday's midday kick-off. While the title appears to be out of reach for Manchester now, a string of good results could yet see them finish in the coveted top four spots, but they are clearly up against it.

#### **B DONCASTER**

And now to their opponents on Sunday. Doncaster will hope to continue building on the momentum of a string of successive victories, which sees them flying high at the top of the table. Their coach, Yale Edwards, is understandably in confident mood ahead of Sunday's match-up; however, in Manchester, they face a team known for their resilience and battling qualities, as evidenced last year, so a win is not as simple as it may seem on paper. Victory would, though, put them nearly out of reach of their rivals and a step closer to the title. Indeed, they are now odds-on to claim the crown for a second successive season with most bookmakers. Their pragmatic style of play may not have won them many fans without the club, but the-club faithful remain united and steadfast 'in their support, and so long as the unprecedented success continues, this is unlikely to change. It is, after all, not how but how many that Counts at the end of the day.

#### **C LIVERPOOL**

Liverpool must tear up the formbook if they are to come away from Saturday's clash with Brighton with more than a draw. Considering last year's notoriously leaky defence, their record in that department is incredibly impressive this season. However, their problems now are in front of goal. They are playing the kind of football that has fans salivating at times, but they simply cannot convert their chances. Indeed, this no doubt explains why manager, Alain Jerome, is coming under increasing pressure. There have long been rumours of boardroom dissatisfaction with the team's results, but as long as Jerome had the backing of supporters, his position was considered safe. There are growing signs, however, that they are losing faith in him and this will only add to the pressure this weekend to get a result. This season has for Jerome, sadly, been a case of style over substance so far. Can their swashbuckling approach finally pay dividends?

#### **D BRIGHTON**

Midseason, Brighton were top of the list of teams analysts thought likely to be in the relegation fight, facing demotion. They have defied the odds and their position in the league is already secure with five games to go. This must surely be a weight off manager Landon Grieg's shoulders. The commotion of the early season has died down now and fans are no longer calling for his head. In this fickle game that is football, Grieg has somehow managed to win them over. The secret to Brighton's success doesn't lie in their defensive resilience or attacking prowess, though. They are average at best in all departments. However, Grieg has

somehow galvanised his squad of mediocre players and transformed them into something far more than the sum of their parts. Anything less than a draw on Saturday against Liverpool would be a disappointment; that is how far they have come. It has been a turnaround not without trials, tribulations and setbacks, but it has been one, nonetheless, of epic proportions.

E LEICESTER

Leicester have had a season beset by misfortune, with the squad ravaged by injury for much of the first half, which stifled any momentum they could have hoped to build. They are now, as a result, in a battle for their lives, where every game and every point won or lost could mean the difference between survival and being cast off into the abyss of the lower leagues. Manager, Thomas Waylander, cut a despondent figure at the press conference earlier today, admitting that the odds are stacked up against them now (which, incidentally, is quite remarkable considering they were many experts' pre-season pick as title favourites and have been serious contenders in each of the last two seasons). However, he did see one dim ray of light at the end of this long and very dark tunnel; suggesting that, with the squad more or less returned to full fitness, if they could claim an unlikely victory on Saturday against Northampton, then that could be the momentum-builder to spur them on to a miraculous escape.

Your answers:

86.	87.	88.	89.	90.
91.	92.	93.	94.	95.

III. WRITING (5.0 points)

Part 1. Read the following extract and use your own words to summarise it. Your summary should be between 100 and 120 words.

Smiles seem to be as natural to us as breathing. Smiling has been recorded in babies in the womb, as a reflex, just as making the motions of breathing and blinking are. And even blind babies smile when they feel happiness, for example at the sound of their mother's voice. In this context it's not surprising that smiles have a long history in our evolution. In fact, the roots of smiling go all the way back to our primate heritage. Primates often show their teeth to communicate fear or readiness to attack, but our ability to smile most likely developed from how primates also draw back their lips to show closed teeth as a sign of non-aggression.

And yet, smiles are not quite so simple. First of all, there are two kinds of smile involving totally distinct muscle groups. The polite 'socials mile' involves muscles around the mouth and the cheeks. Some people think it is not as sincere as the smile that also engages the muscles around the eye area. This kind of smile, the Duchenne smile - named after the scientist who first recognized the difference between the two types - displays real emotional warmth.

While smiles might express various degrees of sincerity, it seems their beneficial effects remain the same regardless. This is because the act of smiling has proven therapeutic benefits and may even be essential for good health. It increases the level of reward neurotransmitters such as dopamine, releases mood enhancing endorphins, and lowers blood pressure. Charles Darwin, the scientist who developed the theory of evolution, noticed this and postulated that smiling is more than a mere response to positive emotions, but is pleasure-inducing in and of itself. These transformative effects are also infectious, and can be passed on to others. The people around you will return the smile you give them and then their bodies begin their own cycle of feel-good changes, too.

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***The Internet has transformed lives and economies but it is turning the world into a global village. Soon everybody will think and behave in the same way.***

**Give reasons for your answer and include any relevant examples from your own knowledge or experience.**

[illegible]