



**Your answers:**

1.	2.	3.	4.	5.
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**Part 2. For questions 6-10, you will hear a sharing about How AI Will Change The Job Market- by Mark Zandi. Listen and decide whether the following sentences are true (T) or false (F). Write your answers in the corresponding numbered boxes on the answer sheet. (10 points)**

6. AI has the potential to significantly change business practices.
7. The implementation of AI in business practices happens immediately.
8. AI will only have negative impacts on workers' jobs.
9. Smaller and mid-sized companies face more difficulty in accessing funding during the banking crisis.
10. High inflation has led to wider profit margins for businesses across all industries.

**Your answers:**

6.	7.	8.	9.	10.
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**Part 3. For questions 11-20, listen to the recording and fill in the gaps with NO MORE THAN THREE WORDS and/or A NUMBER. Write your answers in the corresponding numbered boxes on the answer sheet. (20 points)**

New insight on a major High Court ruling we told you about yesterday, upholding decades-old law that governs **11.** \_\_\_\_\_. The Indian Child Welfare Act of 1978 prioritized its placement of Native American children with Native families. That's right, and today ABC 15 Mark Phillips reports the decision actually surprised many of Arizona's Native American leaders, who really truly feared the worst here. My initial thought was **12.** \_\_\_\_\_ across the Navajo Nation and throughout Arizona's tribal lands. There is **13.** \_\_\_\_\_ over the U.S. Supreme Court's decision, leaving the Indian Child Welfare Act intact. So many people here have been emotional and just the fact that we're going to be able to continue to **14.** \_\_\_\_\_ our children as something that is caused to celebrate. The law was created to protect the best interests of children and promote the stability and security of the **15.** \_\_\_\_\_ and the family. Three states, Texas, Louisiana, and Indiana, said the law was **16.** \_\_\_\_\_, arguing Native American children should have the same rights as every American child. A big part of ICWA is making sure that we are able to keep our children and we are able to pass on our language, our traditional culture to the next generation. Navajo Nation **17.** \_\_\_\_\_ general Ethel Branch says the decision will have a major impact in Arizona's Family Court, where she says many state judges don't know the law, and a lot of times state judges are not familiar with **18.** \_\_\_\_\_ Nations and our Sovereign Authority, our role. According to the Arizona Department of Child Safety, 1061 Native American children currently are in the **19.** \_\_\_\_\_ care system. The agency welcomed the Supreme Court's decision, saying we will continue to work alongside tribes to ensure child safety and protect the best interests and **20.** \_\_\_\_\_ of native children. Mark Phillips, ABC 15 Arizona.

**Your answers:**

11.	12.	13.	14.	15.
16.	17.	18.	19.	20.

**Part 4.**

**For questions 21-25, you will hear a part of a lecture about the crater in Australia and answer the following questions. Write NO MORE THAN THREE WORDS and/or A NUMBER for each answer.**

21. How old is the impact site at Lake Acraman?

\_\_\_\_\_

22. What made the sea shake?

\_\_\_\_\_

23. What threw the pebbles into the air?

\_\_\_\_\_

24. What was mixed with silt to form a layer of rock.

\_\_\_\_\_

25. What shaped the ripples on top of the rock ?

\_\_\_\_\_

**Your answers:**

21.	22.	23.	24.	25.
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**B. LEXICO – GRAMMAR (30 points)**

**Part 1. For questions 26-45, choose the best option A, B, C or D to complete the following sentences and write your answers in the corresponding numbered boxes on the answer sheet. (20 points)**

26. After what she has contributed to the organization, she has finally obtained the recognition she \_\_\_\_\_ deserved.

- A. utterly                      B. truthfully                      C. richly                      D. truly

27. The reason I turned down that job is because sales assistants are often at the \_\_\_\_\_ end of verbal abuse from customers.

- A. giving                      B. receiving                      C. pointing                      D. stretching

28. After months of training, the astronauts were eager to get the show \_\_\_\_\_.

- A. to the stage                      B. off the street                      C. on the road                      D. into light

29. Be careful with who you make friends with, your relationships can have a considerable \_\_\_\_\_ on your future.

- A. weight                      B. force                      C. bearing                      D. footing

30. My father said when he asked my mother out for a date, she kept him \_\_\_\_\_ for a week before making her decision.
- A. hovering                      B. floating                      C. lurching                      D. dangling
31. My teacher is usually very tolerant, but after the fifth time in the week Tony came late, she lost her patience and \_\_\_\_\_.
- A. bawled him out                      B. mopped him up  
C. hashed him out                      D. boiled him down
32. My lack of sleep, accompanied by the absolute silence in the library, makes me feel like I'm about to \_\_\_\_\_ any minute.
- A. pass by                      B. doze off                      C. pull in                      D. slope off
- 33 A huge fire \_\_\_\_\_ a food and beverage factory outside Bangladesh's capital last night, killing at least 52 people.
- A. tided over                      B. smoked out                      C. phased out                      D. ripped through
34. Apart from the \_\_\_\_\_ cough and cold. I've been remarkably healthy all my life.
- A. odd                      B. opportune                      C. irregular                      D. timely
35. The company was declared bankrupt when it had \_\_\_\_\_ more debts than it could hope to repay.
- A. inflicted                      B. incurred                      C. entailed                      D. evolved
36. Architectural pressure groups fought unsuccessfully to save a terrace of eighteenth century houses from \_\_\_\_\_.
- A. disruption                      B. abolition                      C. demolition                      D. dismantling
37. Before I went to drama school, I had to \_\_\_\_\_ quite a lot of family pressure for me to study medicine.
- A. resist                      B. restrain                      C. refuse                      D. reconcile
38. She expects the political experience gained in this election will stand her in good \_\_\_\_\_ in her future career, which, she suggests, could include another campaign.
- A. footing                      B. grounding                      C. precedent                      D. stead
39. I ran into an unknown in the gap-filling exercise, but I didn't try and \_\_\_\_\_ the gap.
- A. held on                      B. hang out                      C. press on                      D. stuck at
40. Poor management brought village shops to teeter \_\_\_\_\_ of collapse although community-owned shops, Internet retailing and home delivery schemes were becoming more popular.
- A. in the teeth                      B. on the brink  
C. on the razor's edge                      D. on the threshold
41. Everyone in the company detests getting close to him because he's always trying to \_\_\_\_\_ the boss.
- A. suck up to                      B. cry out for                      C. pin down to                      D. fall over to
42. She treats smokers like the \_\_\_\_\_, as the worst people there are.
- A. scum of the earth                      B. bright spark

C. live wire

D. nasty piece of work

43. Being a fertile ground for film production, Los Angeles is \_\_\_\_\_ with would-be actors.

A. bulging at the seams

B. flying by the seat of its pants

C. wearing the trousers

D. burning a hole in its pocket

44. The economic and political \_\_\_\_\_ of the civil war in Ethiopia is still being felt.

A. backfire

B. backtrack

C. backlash

D. backwash

45. Her letter contained several outrageous \_\_\_\_\_ on her former colleagues.

A. blots

B. slurs

C. stains

D. drags

**Your answers:**

26.	27.	28.	29.	30.
31	32.	33.	34.	35.
36.	37.	38.	39.	40.
41.	42.	43.	44.	45

**Part 2. For questions 46-55, give the correct form of each given word to complete the following sentences and write your answers in the corresponding numbered boxes on the answer sheet. (10 points)**

46. The police had been on \_\_\_\_\_ in our neighborhood for a week to collect evidence before they arrested the drug dealer. **(STAKE)**

47. Meeting the first girl he loved after 8 years, old feelings \_\_\_\_\_ in the heart of the married man. **(FACE)**

48. I later put my shoes back on because shells and gravel made walking \_\_\_\_\_ on the beach uncomfortable for me. **(FOOT)**

49. Although the technique seems simple compared to those of modern days, paper produced by Cai Lun was considered \_\_\_\_\_ at that time. **(GROUND)**

50. The German recycling system provides a \_\_\_\_\_ against which schemes in other nations can be measured. **(BENCH)**

51. Many gun shops offer \_\_\_\_\_ services on the premises for customers to buy, custom and fix right at the shop. **(GUN)**

52. The science fair is an annual event of this school and is regarded as a(n) \_\_\_\_\_ of their scientific superiority. **(SHOW)**

53. With so many areas of ancient \_\_\_\_\_ being cut down, many rare species are put under threat of habitat loss and extinction. **(WOOD)**

54. My children always take pride in their grandmother, who is a(n) \_\_\_\_\_ of the Vietnam People's Navy with lots of old stories to tell. **(SERVICE)**

55. My whole family has agreed on the living room design but wood \_\_\_\_\_ is still something that requires consideration due to its cost. **(FLOOR)**

**Your answers:**

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

### **III. READING (50 points)**

**Part 1. For questions 56-65, fill each of the following numbered blanks with ONE suitable word and write your answers in the corresponding numbered boxes on the answer sheet. (15 points)**

#### **Driverless cars**

Imagine travelling on a crowded motorway filled with cars travelling at around 100 kilometers per hours- with just a couple of meters (56) \_\_\_\_\_ each car. Sounds nightmarish, doesn't it? But this could be the reality of your (57) \_\_\_\_\_ commute in just a few years' time.

When you arrive at work, you won't be hunting for a parking space and paying for the privilege of leaving your vehicle in the street. (58) \_\_\_\_\_, you will wave it goodbye and another car will be along to (59) \_\_\_\_\_ you up when you're ready to return home.

According to its (60) \_\_\_\_\_, the rise of the driverless vehicle will (61) \_\_\_\_\_ in faster, safer, less stressful and cheaper car travel. The optimists predict that it won't be long before we are using them (62) \_\_\_\_\_. Elon Musk thinks they could be a commercial reality by the 2020s, while BMW and Ford have both said they expect to see companies buying entire (63) \_\_\_\_\_ of driverless vehicles by 2021.

There will be a complete change in the way we view the ownership of cars. Rather than buying a personal car, we will buy (64) \_\_\_\_\_ pay-as-you-go services-meaning big savings in terms of insurance, car tax and maintenance. Our cars sit (65) \_\_\_\_\_ for most of the time- just imagine not paying for all those when your car is not being used.

**Your answers:**

56.	57.	58.	59.	60.
61.	62.	63.	64.	65.

**Part 2. For questions 66-75, read an extract from an article and choose the answer A, B, C or D that fits best according to the text. Write your answers in the corresponding numbered boxes provided.**

## The painted smile

Smiles make us smile, they are infectious. We are certain we understand what a smile means. It's an expression of happiness or pleasure, easy to spot and easy to understand, and it charms us. People seem at their most natural and spontaneous when they smile - we all know what a forced smile looks like. We smile automatically when someone points a camera at us; it's a social and cultural reflex, and what we expect of a picture portrait. Yet the smile, like everything else, has a history. If you walk around any art gallery and look at the portraits you'll find very few genuine smiles. The same is true of early photograph portraits. They were, it seems, unfashionable for a long period in the history of portraiture.

Physically, a smile itself is not complex - it comes when we contract the zygomatic major, a muscle in the face - but the meaning of smiles changes with the mood of the times, and can even be different for men and women in the same culture. Still walking around the gallery, you will find more smirks than smiles. One reason for this may be that with a smile, what you see is what you get, a frozen moment of happy unselfconsciousness. A smirk is more ambiguous, allowing for several interpretations - condescension, flirtatiousness, boredom, and so on - and forces a longer and deeper engagement with the painting from the viewer.

The most famous smile/smirk in portraiture is, of course, Leonardo's Mona Lisa. Artists great and small have been obsessed by it, critics too. It became a **cult** in the 19th century, and millions of words have been written about what it might mean and what she represents. There is something in it that draws us back to either confirm or revise our interpretation, always demanding further examination. At first look she seems to be welcoming, inviting you to join her; look again and she's changed her mind about you. Some she attracts, others she repels. To the critic John Ruskin the painting was merely a caricature: to Walter Pater it contained everything. To some it is romantic, to others it can illustrate that **withering look** women sometimes bestow on obtuse men that illustrates the adage, 'He that will not when he may/Shall not when he would'.

So the smirk allows for a wider range of interpretation than the smile, but that doesn't really explain why the smile was so rare for so long. One theory, is that back then everybody had terrible teeth and didn't want to reveal a gap-toothed, black-toothed mouth to the world. But can this really be the reason? At a time when everybody had bad teeth, would it have made people particularly shy or embarrassed, or others less attractive? Yet, both painters and sitters did have a number of reasons for being disinclined to encourage the smile.

The first consideration is practical - smiles are hard to do, for both painter and sitter. For the sitter's point of view, you can use your own experience of having your photograph taken. [■] When someone gets out their camera and asks you to smile, you do so quite easily; but if they start fiddling about with focus and angles and depth of field, the smile freezes on your face. [■] Imagine having to produce the same smile on demand when you go through the process of having your portrait painted. [■] Besides, a smile isn't really an expression, it's a response, so cannot easily be maintained or recorded. [■]

We have to remember what a portrait was for; what it meant and represented. Nowadays, we all take thousands of pictures of friends and family, and they of us, often smiling, so we have a record of ourselves in almost every mood and context, and we don't have to worry about being defined by one picture. We also have to remember that smiling has a large number of **discrete** cultural and historical significances, few of them being in line with our idea of it being a sign of warmth, enjoyment or happiness. In fact, by the 17th century it was generally agreed that the only people who smiled, in life and in art, were the poor, the simple, the drunk or the mad. You wouldn't catch an aristocrat doing it. You needed money to have your portrait painted by a known artist, and the portraits that hang in the galleries are usually of prominent people: royals, politicians, generals, high society, Portraits are for posterity. A smile would detract from their gravitas - these are serious people. The idea was not to capture a mood, let alone a frivolous one, nor even a record of a certain person at a certain time, but to provide an example, a moral certainty.

66. *In the first paragraph, the writer suggests that*

- A. people in the past didn't smile as much as we do.
- B. portraiture wasn't as popular as it is now
- C. what makes us smile is culturally determined.
- D. historically, the smile was a social reflex.

67. *Why might an artist prefer to paint a smirk to a smile?*

- A. People will spend more time looking at the painting.
- B. It is physically more complex to do than a smile.
- C. A smile does not convey the personality of a sitter.
- D. Because artists like to confuse their spectators.

68. *Which statement best expresses the writer's view of the Mona Lisa?*

- A. Too much has been written about it.
- B. It defies any fixed interpretations.
- C. It has become a cult object.
- D. It represents missed opportunities.

69. *Why doesn't the writer believe the 'bad teeth' theory?*

- A. Smiling was generally frowned upon in those days.
- B. People weren't so self-conscious in those days
- C. In the past bad teeth weren't considered unattractive.
- D. Sitters and artists had their own reasons for not smiling.

70. *Why is it difficult to paint smiles?*

- A. Smiles elicit the wrong response from spectators.
- B. They always look more natural in photographs.
- C. People find it difficult to smile if not in the right mood.
- D. It's hard to maintain a smile for the length of a sitting.

71. *What does the writer say about portrait painting in the last two paragraphs?*

- A. Artists had to depict a serious expression for future generations.
- B. Poor people never used to be chosen as subjects.



- C. Sitters sometimes smiled to show they had a warm personality.
- D. People cannot be represented by only one picture.

72. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

**Not as a smirk, but a grimace.**

Where would the sentence best fit?

- A. First square      B. Second square      C. Third square      D. Fourth square

73. The word ‘**cult**’ in paragraph 3 is closest in meaning to:

- A. mysterious portrait      B. controversial topic
- C. popular painting      D. peerless masterpiece

74. A “**withering look**” in paragraph 3 is one that is intended to make someone feel

- A. delighted      B. exasperated      C. enchanted      D. ashamed

75. The word ‘**discrete**’ in paragraph 6 is closest in meaning to:

- A. separate      B. interdependent      C. abysmal      D. unfathomable

**Your answers:**

66.	67.	68.	69.	70.
71.	72.	73.	74.	75.

**Part 3: For questions 76-88, read the following passage and do the tasks that follow. (13 points)**

**The growth of intelligence**

A. No one doubts that intelligence develops as children grow older. Yet the concept of intelligence has proved both quite difficult to define in unambiguous terms and unexpectedly controversial in some respects. Although at one level, there seem to be almost as many definitions of intelligence as people who have tried to define it, there is broad agreement on two key features. That is, intelligence involves the capacity not only to learn from experience but also to adapt to one’s environment. However, we cannot leave the concept there. Before turning to what is known about the development of intelligence, it is necessary to consider whether we are considering the growth of one or many skills. That question has been tackled in rather different ways by psychometricians and by developmentalism.

B. The former group has examined the issue by determining how children’s abilities on a wide range of tasks correlate or go together. Statistical techniques have been used to find out whether the pa Hems are best explained by one broad underlying capacity’, general intelligence, or by a set of multiple, relatively separate, special skills in domains such as verbal and visuospatial ability’. While it cannot be claimed that everyone agrees on what the results mean, most people now accept that for practical purposes it is reasonable to suppose that both are involved. In brief, the evidence in favour of some kind of general intellectual capacity is that people who are superior (or inferior) on one type of task tend also to be

superior (or inferior) on others. Moreover, general measures of intelligence tend to have considerable powers to predict a person's performance on a wide range of tasks requiring special skills.

Nevertheless, it is plain that it is not at all uncommon for individuals to be very good at some sorts of a task and yet quite poor at some others. Furthermore, the influences that affect verbal skills are not quite the same as those that affect other skills.

C. This approach to investigating intelligence is based on the nature of the task involved but studies of age-related changes show that this is not the only, or necessarily the most important, approach. For instance, some decades ago, Horn and Cattell argued for differentiation between what they termed 'fluid' and 'crystallized' intelligence. Fluid abilities are best assessed by tests that require mental manipulation of abstract symbols. Crystallized abilities, by contrast, reflect knowledge of the environment in which we live and past experience of similar tasks; they may be assessed by tests of comprehension and information. It seems that fluid abilities peak in early adult life, whereas crystallized abilities increase up to advanced old age.

D. Developmental studies also show that the interconnection between different skills varies with age. Interest in the first year of a life interest in perceptual patterns is a major contributor to cognitive abilities, whereas verbal abilities are more important later on. These findings seemed to suggest a substantial lack of continuity between infancy and middle childhood. However, it is important to realize that the apparent discontinuity will vary according to which of the cognitive skills were assessed in infancy. It has been found that tests of coping with novelty do predict later intelligence. These findings reinforce the view that young children's intellectual performance needs to be assessed from their interest in and curiosity about the environment, and the extent to which this is applied to new situations, as well as by standardized intelligence testing.

E. These psychometric approaches have focused on children's increase in cognitive skills as they grow older. Piaget brought about a revolution in the approach to cognitive development through his arguments (backed up by observations) that the focus should be on the thinking processes involved rather than on levels of cognitive achievement. These ideas of Piaget gave rise to an immense body of research and it would be true to say that subsequent thinking has been heavily dependent on his genius in opening up new ways of thinking about cognitive development. Nevertheless, most of his concepts have had to be so radically revised, or rejected, that his theory no longer provides an appropriate basis for thinking about cognitive development. To appreciate why that is so, we need to focus on some rather different elements of Piaget's theorizing.

F. The first element, which has stood the test of time, is his view that the child is an active agent of learning and of the importance of this activity in cognitive development. Numerous studies have shown how infants actively scan their environment; how they prefer patterned to non-patterned objects, how they choose novel over familiar stimuli, and how they explore their environment as if to see how it works. Children's questions and comments vividly illustrate the ways in which they are constantly

constructing schemes of what they know and trying out their ideas of how to fit new knowledge into those schemes or deciding that the schemes need modification. Moreover, a variety of studies have shown that active experiences have a greater effect on learning than comparable passive experiences. However, a second element concerns the notion that development proceeds through a series of separate stages that have to be gone through step-by-step, in a set order, each of which is characterized by a particular cognitive structure. That has thinned out to be a rather misleading way of thinking about cognitive development, although it is not wholly wrong.

**Questions 76-79:** Choose the correct letter, A, B, C or D. Write your answers in boxes 76-79 on your answer sheet.

**76. Most researchers accept that one feature of intelligence is the ability to \_\_\_\_\_**

- A. change our behavior according to our situation.
- B. reacts to others' behavior patterns.
- C. experiment with environmental features.
- D. cope with unexpected setbacks.

**77. What have psychometricians used statistics for?**

- A. to find out if cooperative tasks are a useful tool in measuring certain skills
- B. to explore whether several abilities are involved in the development of intelligence
- C. to demonstrate that mathematical models can predict test results for different skills
- D. to discover whether common sense is fundamental to developing children's abilities

**78. Why are Horn and Cattell mentioned?**

- A. They disagreed about the interpretation of different intelligence tests.
- B. The research concerned both linguistic and mathematical abilities.
- C. They were the first to prove that intelligence can be measured by testing a range of special skills.
- D. Their work was an example of research into how people's cognitive skills vary with age.

**79. What was innovative about Piaget's research?**

- A. He refused to accept that children developed according to a set pattern.
- B. He emphasized the way children thought more than how well they did in tests.
- C. He used visually appealing materials instead of traditional intelligence tests.
- D. He studied children of all ages and levels of intelligence.

**Questions 80-85: Do the following statements agree with the views of the writer in Reading Passage ?**

*In boxes 80-85 on your answer sheet, write*

**YES**, if the statement agrees with the views of the writer

**NO**, if the statement contradicts the views of the writer

**NOT GIVEN**, if it is impossible to say what the writer thinks about this

80. A surprising number of academics have come to the same conclusion about what the term intelligence means.

81. A general test of intelligence is unlikely to indicate the level of performance in every type of task.

82. The elderly perform less well on comprehension tests than young adults.

83. We must take into account which skills are tested when comparing intelligence at different ages.

84. Piaget's work influenced theoretical studies more than practical research.

85. Piaget's emphasis on active learning has been discredited by later researchers.

**Questions 86-88: Complete the summary using the list of words, A-I below.**

Researchers investigating the development of intelligence have shown that 86\_\_\_\_\_ skills become more significant with age. One good predictor of 87\_\_\_\_\_ intelligence is the degree to which small children are 88\_\_\_\_\_ about their surroundings and how much interest they show on finding themselves in an unfamiliar setting.

- |              |              |              |               |                |
|--------------|--------------|--------------|---------------|----------------|
| A. adult     | B. practical | C. verbal    | D. spatial    | E. inquisitive |
| F. uncertain | G. academic  | H. plentiful | I. unfamiliar |                |

**Your answers:**

79.	80.	81.	82.	83.
84.	85.	86.	87.	88.

**Part 4: You are going to read an extract from an article. Seven paragraphs have been removed.**

**Select from the paragraphs (A-H) the one that fits each gap. There is one extra paragraph that you do not need to use.**

**Women in the Sciences**

The expression 'behind every great man is a great woman' has been in use since the mid 1940s, but undoubtedly the meaning behind this saying has been true for centuries. This phrase more literally refers to both the practical and emotional support women can give to their significant other women who toil for success, yet it also infers the disheartening idea that perhaps women haven't previously had the opportunity to revel in their own successes.

89.	
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Rosalind Franklin is a name you might recognize now, but just seventy years ago her research was overlooked in terms of its instrumental contribution to the discovery of the structure of DNA. The acclaim for the discovery, however, and even the Nobel Prize, went to three men, Francis Crick, James Watson and Maurice Wilkins, without any reference to Franklin's input.

90.	
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Incidents like this have occurred so often within the field that the term 'the Matilda Effect' was coined in 1993 by Margaret W. Rossiter, a scientist who has devoted her career to shining a light on the generally

overlooked female scientists who were rather brazenly excluded from the history books. One of Rossiter's aims has been that a renewed focus on successes of female scientists in history may encourage more women to enter the field of science

91.	
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Still, efforts continue to publicize the overlooked female scientists in history. From a series of pop art posters showcasing pioneering scientists like Ada Lovelace and Chien-Shiung Wu, to even rectifying past injustices by emending search-engines results to reflect real contributions, the cause of female scientist is gradually strengthening.

92.	
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However, perhaps scientists traditions need to be rectified not just by the gender divide but by using a broader lens. There is plenty of discussion nowadays about how women have frequently been underestimated and overlooked by their male colleagues, as illustrated by the examples above. However, rather than this being a pure case of gender inequality, perhaps the defining factors is simply the historically unequal power relationship between parties.

93.	
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While we see effort to shine a light on the females whose contributions have been unnoticed by the general scientific community, maybe it will be a little harder to find those men who were overlooked in favor of someone with a greater stature. After all, it is near impossible to explore these kinds of power relationships so long after the event.

94.	
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Perhaps science will never reach an ideal world of an individual's contribution being equal to their reward, but opening this subject up for reflection and discussion is essential, and equal input for equal credit is just one aim to strive for. It has encouraged females into the sciences already, and both the terms 'the Matilda Effect' and 'the Matthew Effect' by their very use are making inroads into highlighting inequalities.

95.	
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**A.** The Matthew Effect can be summarized as the way in which disproportionate recognition is attributed to someone who is more famous or in a position of power. So, for example, an acclaimed scientist will naturally get more credit than a lesser-known researcher, even if their work is comparable. This may seem a given, as the most powerful or famous team member often leads the researcher, but that doesn't mean there isn't a talent in the background contributing the lion's share of the scientific endeavor.

**B.** Due to this growing number of complaints, especially those from female research scientists at universities, some institutions are now addressing the issue. They are doing this in a twofold manner: by shining a light on incidences in their own institutions that have been caused by a gender power inequality and offering further opportunities and support to women in the sciences. This has been heartily welcomed by the wider scientific community.

C. One effort we can all make is to encourage a shift in people’s attitudes in general and ensure that this shift is also reflected in the world of science. We can see flaws in the past and the present, as illustrated, and research shows that male and female stereotypes still exist when it comes to the perceived quality of female work, and common sense can tell us that the most powerful names get the most credit. However, that doesn’t mean things should remain the same in the years to come.

D. However, perhaps the views on females scientists are too deeply embedded in the scientific community for the situation to be rectified overnight. A 2013 paper found that male scientists and more masculine topics, regardless of who wrote them, are perceived as being of higher scientific quality. In the investigation, graduate students of both sexes rated abstracts of papers that were assigned a fake male or female name, and the fake male names were more highly rated overall. In addition, the same study indicated that men are more desirable as collaboration partners.

E. Never has this bleak interpretation been more accurate than in the field of science, where women have usually taken a back seat, and not by choice. Examples of this can be observed throughout history, as far back as the 12<sup>th</sup> century, when physician Trotula of Salerno had her ground-breaking work attributed to men, and in the modern day where female science professionals still sometimes struggle for appropriate recognition.

F. For instance, try finding out about ‘the Dean method’ online. A quick google will offer you little mention of that particular term, but instead it will return a multitude of results for scientist Alice Augusta Ball. The Dean Method, publicized by chemist and academic Arthur L. Dean, was widely known as the cure for leprosy, an infectious condition that used to cause severe skin sores and often resulted in limbs withering. However, it eventually transpired that, upon the death of Alice Augusta ball in 1916, Arthur Dean had taken her efforts and claimed them as his own.

G. You may be reading this article thinking that this is an issue you are powerless to change, but you make up part of the world we share, and a sea change only happens through the individual shifts in people’s opinion. So, the next time you read about the latest greatest discovery of the history of science, it might well be worth remembering that behind every big name, there are many others who make valuable, if not the most valuable contributions to research.

H. Even in one of the winner’s memoirs, we can see the attitude displayed towards her, with the mentioned colleague even failing to call her by her proper name, preferring nicknames that served to belittle her role in this ground-breaking finding. The author did acknowledge her achievements in his book, but this admission was fifteen years too late.

**Your answers:**

89.	90.	91.	92.	93.
94.	95.			

**Part 5. You are going to read an article about architecture. For questions 96-105, choose the best answer from sections (A-D). The sections may be chosen more than once.**

### **DIY PSYCHOLOGY**

***Books offering self-help and advice sell in their millions. We take a look at four of the most popular.***

#### **A. The last self-help book you will ever need by Paul Pearsall**

In this book, Pearsall explores the tendency for proponents of self-help therapy to substitute clichés for serious thought. Hackneyed fallacies like 'be all that you can be', 'live up to your full potential', 'nurture and understand your inner child', are just a few of the arguably silly fabrications that masquerade as legitimate advice, and Pearsall exposes them to the light of scientific scrutiny. Primarily, this book advocates accepting that you may never become a concert pianist or an international footballer, and concentrating on achieving what is within your reach. You can derive more happiness from life, he suggests, when you appreciate your current situation and those around you. Were people less caught up in the misconception that they should be happier and more fulfilled, they probably wouldn't be so discontented. Pearsall sees much of what we might term 'therapeutic culture' as based on rather questionable remedies that over time have gained the status of unassailable truth. He effectively explores the validity of these assertions from a more objective, down-to-earth perspective.

#### **B. Instant Confidence by Paul Mac Kenna**

McKenna puts forward the notion that people who feel they lack confidence are in fact confident - if only in the belief that they have no confidence! He offers techniques to help people develop their hitherto suppressed abilities and apply these to situations in which they may be of use. Many of his suggestions follow well-known coaching concepts familiar to practitioners of neuro-linguistic programming. However, the book is written in a refreshingly down-to-earth style that avoids the almost incomprehensible jargon which some self-help practitioners are prone to. One of McKenna's key ideas is to encourage people to visualize and experience as far as possible what 'the confident you' will be like. He advocates the simple use of a technique which helps to reframe negative 'inner thoughts' in a 'positive' way. Don't expect to develop instant or total confidence as a result of reading this book, but if you follow the suggestions and practice them, you should make some progress.

#### **C. Help: How to become slightly happier and get a bit more done by Oliver Burkeman**

This is a genuinely useful book; the writer really does want us to become slightly happier and get a bit more done, just as the title promises us. In a winning aside, he says that 'adding an exclamation mark to the title of your book isn't necessarily going to help make it fun. (There are some exceptions.)'

And this is an exception, because it is fun, and can be read for pleasure even if you judge your self-management and feelings of personal fulfilment to be in good shape. I like to think that a decent prose style is one of the guarantors of sanity, and Burkeman has a lovely turn of phrase, neither too dry nor too flashy, but a sort of just-rightness that makes his pronouncements sound wholly trustworthy. In short,

*Help* is win-win. Should you find yourself prone to those niggling difficulties which, though surmountable, are disproportionately aggravating, then you'll find solace and good counsel here

**D. Feel the fear and do it anyway by Susan Jeffers**

The subject of this book rests on the following premise, fear is a necessary and essential element of life and pushing through fear is actually less frightening than living with a feeling of helplessness Susan Jeffers highlights the paradox that whilst we seek the security of a life free of fear, this creates an environment in which we are denied the satisfaction of achievement or development. The result is a no-win situation in which we experience both a fear of change and fear of staying the same. The book introduces a progression of truths which illuminate the crippling effects of fear and build the case for taking action to address the problem. Given that you accept these truths, you can change your attitude and approach A number of simple models and techniques are engagingly presented through a series of first-hand accounts of people at various stages of succumbing to or addressing their fears. When strung together, these provide a structured programme with which you may set about changing your attitude and raising your self-awareness and self-esteem.

About which book is the following stated?

It can be an enjoyable read irrespective of whether you have problems.	96. _____
It presents ideas in language that is accessible to the non-specialist.	97. _____
It examines the evidence to support some of the claims made by exponents of self-help.	98. _____
It offers a step-by-step guide to working through a psychological dilemma.	99. _____
It describes ways in which people can make the most of their unfulfilled potential.	100. _____
It suggests that people may be encouraged to have unrealistic expectations.	101. _____
Many of the suggested therapies are based on a recognised methodology.	102. _____
The quality of writing makes the advice appear more credible.	103. _____
It suggests that we should view one particular negative emotion as something natural.	104. _____
It offers comfort and advice to those frustrated by seemingly straightforward problems.	105. _____

**Your answers:**

96.	97.	98	99.	100.
101.	102.	103.	104.	105.

**SECTION D. WRITING (60 points)**

**Part 1. Read the following text and use your own words to summarize it. Your summary should be about 100-120 words long. You MUST NOT copy the original. (15 points)**









