

SUGGESTED KEY

I. LISTENING (5 POINTS)

Part 1.

1. NG
2. T
3. NG
4. F
5. NG

Part 2.

6. telekinetic-like abilities
7. detecting brainwaves
8. (small) lithium-ion battery
9. brain(-)computer interface
10. human-like dexterity

Part 3.

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

SCRIPT:

Interviewer: Hello and welcome to 'Mind to mind'. Today, my guests are Professors Julia Ford and Stuart Cameron, who are researching human memory. Julia, tell us about your work.

Julia: Well basically we're investigating the relationship between individual memory and shared memory, or social memory, and particularly we're looking at how reliable our memory is when it's shared. So memory researchers have mostly focused on individuals remembering alone, but in everyday life we probably as often remember with other people, with our family, our friends, and the people we work with. In cognitive psychology, memory researchers have been very worried about the influence of other people on our memories and assessing that.

Stuart: **(11) They worry that we're going to influence or infect one another's memories, particularly in the forensic setting, like if someone's a witness to a crime, and that's understandable** because we don't want people who are giving testimony, for instance, to report things that they didn't experience, that they just picked up from other people.

Julia: **But even so, you know, we don't think that worry necessarily has to extend to all the kinds of memory that we use** and when we look at our everyday interactions it's actually helpful when we look to other people to help us remember.

Interviewer: Stuart, you've observed many older couples telling their stories and performing various memory tasks. What did you find?

Stuart: It was quite interesting because I was quite ideological in a way about the research, and I thought we would definitely see that everybody collaborated really well, and showed strong benefits of socially shared remembering. And in fact we didn't see that. **(12) What was really interesting was that some couples collaborated really effectively and performed much**

better when they were together than when they were apart, and other couples disrupted each other and didn't remember together effectively, at least on certain tasks. So these anomalies became the thing to explain and what I did was look at the processes that occurred while they discussed and while they shared remembering. So we recorded the conversations, and we coded each phrase that was said for what it contained, and we looked for what kinds of ways of interacting with each other predicted memory performance.

Julia: And we found when they were sharing memories that some couples could cue each other really effectively in quite novel and idiosyncratic ways, so sometimes they would say "I know about tools, you know about clothes ..."

Stuart: or, "you remember the first half and I'll remember the second half".

Julia: Right. So they'd split it up according to their understanding of each other's expertise. **(13) Although with tasks where one person was definitely the expert on the whole thing and the other wasn't, that really hampered successful collaboration, because the job tended to be all off-loaded onto one person.** And so having a lot of shared experiences and a lot of shared history seemed to be helpful.

Stuart: **Yeah. We saw more successful collaboration in tasks where their expertise was perceived as more shared and more distributed.**

Julia: You know we're kind of unlike other animals in the extent to which it's part of our nature to rely on objects, technologies and the social world as well. **(14) Of course we're always in danger of losing things, of our technologies being destroyed, or you know losing touch with other people.** We are kind of hostage to fortune compared to other animals, but that's just how we work.

Interviewer: And finally, a question for both of you: there's also the possibility that our brains are changing the way they operate, the way the memory works. Could that be a problem?

Stuart: It can be a problem, absolutely. I mean from a scientific and philosophical point of view I suppose it's more immediately just fascinating to try and observe cultural changes in the kinds of technologies and objects that people have access to, and ignore the need for hard facts.

Julia: **(15) I'm certainly interested in the social nature of memory from the time that we started to draw paintings on the walls of caves, and I know Stuart is investigating our contemporary reliance on artefacts, technologies and so on.**

Stuart: Yes, although it's a controversial theory, **the role of civilisation is embedded in our view.** It means over time and in different places and contexts human memory actually changes, not just its support but in its nature as well.

Part 4

- 16. scratching the surface
- 17. biomarkers
- 18. neural signals
- 19. auditory system
- 20. Alzheimer's disease
- 21. post-traumatic stress

- 22. refugee children
- 23. feel-good neurotransmitters
- 24. inflammation
- 25. personalized prescriptions

II. READING (8.0 Points)

II.1.LANGUAGE IN USE(3.0 points)

Part 1 Read the texts below and decide which answer best fits each space.

| | | | | | | | | | |
|-------|------|------|------|------|------|------|------|------|------|
| 26. C | 27.C | 28.D | 29.C | 30.D | 31.D | 32.C | 33.B | 34.D | 35.A |
|-------|------|------|------|------|------|------|------|------|------|

Part 2 : For questions 36-40, read the passage then fill in each numbered spaces with the correct forms of the words given in the boxes. Write your answer in the numbered boxes provided. There are FIVE words that you do not need to use.

| | | |
|----------------|-------------------|------------------|
| 0.depletion | 36. unpredictable | 37. excogitated |
| 38. relinquish | 39. accredited | 40. accelerating |

Part 3.The passage below contains 05 mistakes. For questions 41-45, UNDERLINE the mistakes and WRITE YOUR CORRECTIONS in the numbered space provided.

| | |
|--|--|
| <p>Heavy Metal's place within the taxonomy of music is as a sub-category of hard-rock, which in turn falls under the expansive nomination of rock. The genre has simultaneously inspired die-hard fans and intense criticism, along with heaps of absurd and unbelievable stories. Metal is not a genre of moderation, but also one of extreme excess, in terms of musical style but also the attitude, appearance, and the lifestyles of those who play it.</p> <p>Metal music began in the late 60s and rose to prominence in the early 70s in Britain. The term "metal" is believed to have come from the hippie movement, when "heavy" meant deep or serious. Metal music revolves around a few key components: heavily distorted guitar riffs and chords, powerful drumming, extra low-range bass notes, and aggressive or throaty vocals. There is also occasionally an element of speed on play, whether it's the song's tempo, or a fast-shredding guitar solo showed off technical dexterity. The genre often features heavy lyrical content. Though its songs can be celebratory, reflective, and even</p> | <p style="text-align: center;">Your Answers:</p> <p>41. nomination => denomination 42. also => rather 43. on => at 44. showed => showing 45. iconograph => iconography</p> |
|--|--|

inspirational, there is often an element of aggression and rebellion against societal norms. Besides, the visuals of many heavy metal bands—long hair, dark clothing, and macabre **iconograph**—made the genre a flashpoint for parents, watchdog groups, and even governmental figures, who have sought to restrict and even repress heavy metal music. Despite all backlash, heavy metal is a lifestyle. Efforts to repress it have only strengthened the devotion of heavy metal fans, commonly known as “metalheads.”

II.2. READING (5 points)

Part 1.

| | | | | |
|-------------|-----------------|------------|----------|-------------|
| 46. seem/be | 47. disposal | 48. have | 49. to | 50. found |
| 51. An | 52. underground | 53. enlist | 54. into | 55. However |

Part 2.

56. T

57. F

58. F

59. T

60. NG

61. NG

62. F

63. axiom

64. discourse

65. historicisations

66. (the) status quo

67. distinctive cultural content

68. inexorable facts

Part 3.

| | | | | | | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 69. H | 70.D | 71.B | 72.G | 73.A | 74.C | 75.E |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|

Part 4.

| | | | | |
|--------------|-------------|-------------|-------------|-------------|
| 76. D | 77.A | 78.B | 79.C | 80.A |
| 81.D | 82.C | 83.B | 84.B | 85.C |

Part 5.

| | | | | |
|--------------|-------------|-------------|-------------|--------------|
| 86. A | 87.A | 88.C | 89.D | 90.D |
| 91.E | 92.E | 93.C | 94.B | 95. B |

III. WRITING (5 points)**Part 1. (2 points)**

The mark is based on the following scheme:

1. Content: (0.5 point)

A provision of all main ideas as appropriate.

2. Organization & Presentation: (1 point)

Ideas are organized and presented with coherence, style, and clarity appropriate to the level of English language gifted upper-secondary school students.

3. Use of language: (0.5 point)

Appropriate linking words and phrases as well as a good level of grammar have been used. Also, a wide range of vocabulary is accurately used.

Part 2: (3 points)

The mark given to part 2 is based on the following criteria:

1. Organization (0.5 point)

a. Ideas are well organized and presented with coherence, cohesion and unity.

b. The essay is well-structured:

* Introduction is presented with clear thesis statement.

* Body paragraph are written with unity, coherence and cohesion.

Each body paragraph must have a topic sentence and supporting details and examples when necessary.

* Conclusion summarizes the main points and offers personal opinions (prediction, recommendation, consideration ...) on the issue.

2. Content (1.5 points)

- a. All requirements of the task are sufficiently addressed.
- b. Ideas are adequately supported and elaborated with relevant and reliable explanations, examples, evidence....

3. Language use (1.0 point)

- a. Demonstration of a variety of topic-related vocabulary.
- b. Excellent use and control of grammatical structures (verb tenses, word forms, voice...) and mechanics (spelling, punctuations...)