

## Listening & Reading

*Time: 1 hour 15 minutes*

### Listening Task 1

For **items 1-10** listen to a passage from a lecture and decide whether the statements (1-10) are **TRUE (A)**, or **FALSE (B)** according to the text you will hear. Circle the correct option (**A** or **B**) on your answer sheet. **You will hear the text twice.**

The speaker says that...

1. the subject of the talk is an American Zoo.
2. Fatface is a young turtle.
3. Fatface enjoyed playing basketball.
4. animals like to play with human children.
5. otters play games similar to King of the Castle.
6. some birds play with the animals they have killed.
7. cats play games similar to those played by many human young.
8. young animals can be easily hurt while playing.
9. when playing animals may learn how to catch food.
10. many animals spend most of their time playing.

For **items 11-15** listen to an interview. Choose the correct answer (**A, B** or **C**) to answer questions 11-15. **You will hear the text only once.**

11. Geoff is introduced as a successful ... .  
A. sportsman      B. businessman      C. engineer
12. We learn that Geoff was born in ... .  
A. Guyana      B. Barbados      C. England

13. At school Geoff was known for his ... .

A. strength      B. violence      C. pride

14. Geoff decided to take karate when he ... .

A. and his schoolmates came to a sports center

B. visited Japan

C. saw the World Championships in Taiwan

15. Geoff's life now is dedicated to work... .

A. for the Manchester police

B. outside Britain

C. with young people

## Integrated listening and reading

### Task 2

Read the text, then listen to a part of a lecture on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions **16 - 25** by choosing **A** if the idea is expressed in **both** materials, **B** if it can be found **only in the reading text**, **C** if it can be found **only in the audio-recording**, and **D** if **neither** of the materials expresses the idea.

Now you have **7 minutes** to read the text.

### THE TURING TEST

Do computers think? It isn't a new question. In fact, Alan Turing, a British mathematician, proposed an experiment to answer the question in 1950, and the test, known as the Turing Test, is still used today. In the experiment, a group of people are asked to interact with something in another room through a computer terminal. They don't know whether it is another person or a computer that they are interacting with. They can ask any questions that they want. They can type their questions onto

a computer screen, or they can ask their questions by speaking into a microphone. In response, they see the answers on a computer screen or they hear them played back by a voice synthesizer. At the end of the test, the people have to decide whether they have been talking to a person or to a computer. If they judge the computer to be a person, or if they can't determine the difference, then the machine has passed the Turing Test.

Since 1950, a number of contests have been organized in which machines are challenged to the Turing Test. In 1990, Hugh Loebner sponsored a prize to be awarded by the Cambridge Center for Behavioral Studies – a gold medal and a cash award of \$100,000 to the designer of the computer that could pass the Turing Test; however, so far, no computer has passed the test.

**Now listen to a part of a lecture on a similar topic and then do the tasks (16-25), comparing the text above and the lecture. You will hear the lecture twice.**

16. It is not quite clear whether computers can think.
17. Participants of an experiment can introduce their questions into a computer either by speaking or by typing.
18. If people take the computer for a human being, it will mean that the computer has passed the Turing Test.
19. The idea of challenging computers to the Turing Test is still alive.
20. Only one computer in the world has passed the Turing Test.
21. A prize of 100,000 US dollars sponsored by Hugh Loebner in 1990 was not awarded to any computer designer.
22. Some scholars doubt that the Turing Test can check what it claims to check.
23. The idea of the Chinese Room as a paradox isn't new.
24. An argument based on Chinese characters has been developed to show that the Turing Test isn't meaningful.

25. John Searle believes that the person who manipulates symbols without understanding them doesn't show adequate behavior.

## Reading

### Task 3

Read the text and answer questions 26-40 below.

#### WANT TO BE FRIENDS?

*Could the benefits of online social networking be too good to miss out on?*

**(I)** For many hundreds of thousands of people worldwide, online networking has become enmeshed in our daily lives. However, it is a decades-old insight from a study of traditional social networks that best illuminates one of the most important aspects of today's online networking. In 1973 sociologist Mark Granovetter showed how the loose acquaintances, or 'weak ties', in our social network exert a disproportionate influence over our behaviour and choices. Granovetter's research showed that a significant percentage of people get their jobs as a result of recommendations or advice provided by a weak tie. Today our number of weak-tie contacts has exploded via online social networking. 'You couldn't maintain all of those weak ties on your own,' says Jennifer Golbeck of the University of Maryland. 'Online sites, such as Facebook, give you a way of cataloguing them.' The result? It's now significantly easier for the school friend you haven't seen in years to pass you a tip that alters your behaviour, from recommendation of a low-cholesterol breakfast cereal to a party invite where you meet your future wife or husband.

**(II)** The explosion of weak ties could have profound consequences for our social structures too, according to Judith Donath of the Berkman Center for Internet and Society at Harvard University. 'We're already seeing changes,' she says. For example, many people now turn to their online social networks ahead of sources such as newspapers and television for trusted and relevant news or information. What they hear could well be inaccurate, but the change is happening nonetheless. If these huge 'supernets' – some of them numbering up to 5,000 people – continue to thrive and grow, they could fundamentally change the way we share information and transform our notions of relationships.

**(III)** But are these vast networks really that relevant to us on a personal level? Robin Dunbar, an evolutionary anthropologist at the University of Oxford, believes that our primate brains place a cap on the number of genuine social relationships we can actually cope with: roughly 150. According to Dunbar, online social networking

appears to be very good for ‘servicing’ relationships, but not for establishing them. He argues that our evolutionary roots mean we still depend heavily on physical and face-to-face contact to be able to create ties.

**(IV)** Nonetheless, there is evidence that online networking can transform our daily interactions. In an experiment at Cornell University, psychologist Jeff Hancock asked participants to try to encourage other participants to like them via instant messaging conversation. Beforehand, some members of the trial were allowed to view the Facebook profile of the person they were trying to win over. He found that those with Facebook access asked questions to which they already knew the answers or raised things they had in common, and as a result were much more successful in their social relationships. Hancock concluded that people who use these sites to keep updated on the activities of their acquaintances are more likely to be liked in subsequent social interactions.

**(V)** Online social networking may also have tangible effects on our well-being. Nicole Ellison of Michigan State University found that the frequency of networking site use correlates with greater self-esteem. Support and affirmation from the weak ties could be the explanation, says Ellison. ‘Asking your close friends for help or advice is nothing new, but we are seeing a lowering of barriers among acquaintances,’ she says. People are readily sharing personal feelings and experiences to a wider circle than they might once have done. Sandy Pentland at the Massachusetts Institute of Technology agrees. ‘The ability to broadcast to our social group means we need never feel alone,’ he says. ‘The things that befall us are often due to a lack of social support. There’s more of a safety net now.’

**(VI)** Henry Holzman, also at MIT, who studies the interface between online social networking and the real world, points out that increased visibility also means our various social spheres – family, work, friends – are merging, and so we will have to prepare for new societal norms. ‘We’ll have to learn how to live a more transparent life,’ he says. ‘We may have to give up some ability to show very limited glimpses of ourselves to others.’

**(VII)** Another way that online networking appears to be changing our social structures is through dominance. In one repeated experiment, Michael Kearns of the University of Pennsylvania asked 30 volunteers to quickly reach consensus in an online game over a choice between two colours. Each person was offered a cash reward if they succeeded in persuading the group to pick one or other colour. All participants could see the colour chosen by some of the other people, but certain participants had an extra advantage: the ability to see more of the participants’ chosen colours than others. Every time Kearns found that those who could see the choices of more participants (in other words, were better connected) persuaded the group to pick their colour, even when they had to persuade the vast majority to give up their financial

incentive. While Kearns warns that the setting was artificial, he says it's possible that greater persuasive power could lie with well-connected individuals in the everyday online world too.

### ***Questions 26-31***

The text has seven paragraphs (**I-VII**). Match the paragraphs (**II-VII**) with the list of titles below (**A- J**). There are some extra titles you do not need to use.

- 26** Paragraph II
- 27** Paragraph III
- 28** Paragraph IV
- 29** Paragraph V
- 30** Paragraph VI
- 31** Paragraph VII

#### **List of titles**

- A** A shift in our fact-finding habits
- B** How to be popular
- C** More personal information being known
- D** The origins of online social networks
- E** The link between knowledge and influence
- F** Information that could change how you live
- G** The emotional benefits of online networking
- H** A change in how we view our online friendships
- I** The future of networking
- J** Doubts about the value of online socializing

### ***Questions 32 - 36***

Look at the following findings (**32-36**) and the list of researchers below (**A-F**). Match each finding with the correct researcher. There is one extra name in the list of researchers.

- 32 People who network widely may be more able to influence others.
- 33 We have become more willing to confide in an extensive number of people.
- 34 There is a limit to how many meaningful relationships we can maintain.
- 35 There is a social advantage in knowing about the lives of our online contacts.
- 36 Social networking can influence people's careers.

**List of researchers**

- A Mark Granovetter
- B Judith Donath
- C Robin Dunbar
- D Jeff Hancock
- E Nicole Ellison
- F Michael Kearns

**Questions 37 and 38**

Which **TWO** of these advantages of online social networking are mentioned in **Paragraphs I and V**?  
Choose **TWO** letters, **A-D**.  
In alphabetical order, circle the letters you choose in boxes **37** and **38** on your answer sheet: one letter in 37 and one letter in 38.

- A Social networking sites can be accessed on any day and at any time.
- B Online socialising is an efficient way of keeping in touch with a lot of people.
- C It is very easy to establish new friendships online.
- D It can be reassuring to be part of an online social network.

**Questions 39 and 40**

Which **TWO** of these disadvantages of online social networking are mentioned in **Paragraphs II and VI**?

Choose **TWO** letters, **A-D**.

In alphabetical order, circle the letters you choose in boxes **39** and **40** on your answer sheet: one letter in 39 and one letter in 40.

- A** Information from online social contacts may be unreliable.
- B** We may become jealous of people who seem to have a wide circle of friends.
- C** Using social networking sites may result in a lack of privacy.
- D** It is easy to waste a lot of time on social networking sites.

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

**Use of English**

*Time: 60 minutes*

**Task 1**

**For items 1 – 10**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **DO NOT CHANGE** the word given. **The number of words you should write is specified in each sentence.** Write down the needed words on your answer sheet. The first example (0) is done for you.

**Example: 0.** I consider him my worst enemy.

**look**

I \_\_\_\_\_ my worst enemy.

**0.** I *look upon him as* my worst enemy.

**1.** I don't want to take part in the project.

**rather**

I \_\_\_\_\_ take part in the project.

**2.** People will always want entertainment, providing that they have the time to enjoy it.

**long**

There will always be a need for entertainment \_\_\_\_\_ people have the time to enjoy it.

**3.** The play was not as good as we had expected.

**live**

The play did not \_\_\_\_\_ our expectations.

**4.** They have replaced the old glass bottles with new plastic ones.

**substituted**

New plastic bottles \_\_\_\_\_ the old glass ones.

**5.** Ann realized she'd forgotten to buy milk the moment she came home.

**sooner**

No \_\_\_\_\_ she realized she'd forgotten to buy milk.

**6.** I was just about to call you to cancel the party.

**point**

I was on \_\_\_\_\_ you to cancel the party.

**7.** They were supposed to publish my article in April but it's been delayed.

**due**

Although my article \_\_\_\_\_ be published in April, it's been delayed.

8. I planned to visit her on Friday but I heard she'd gone on holiday.

**would**

I \_\_\_\_\_ her on Friday but I heard she'd gone on holiday.

9. I'm going to make you responsible for this department.

**charge**

I'm going to put you \_\_\_\_\_ this department.

10. I thought very hard but couldn't remember his name.

**racked**

I \_\_\_\_\_ trying to remember his name.

## Task 2

**For items 11-20**, choose a word from the box to fill in the gaps in the sentences. The meaning of the word is given in brackets. Write the correct letter on your answer sheet. The first example (0) is done for you.

(A) ankle, (B) arm, (C) back, (D) chest, (E) ear, (F) elbow, (G) eye, (H) face, (I) finger, (J) foot, (K) hair, (L) hand, (M) head, (N) heart, (O) knee, (P) leg, (Q) lip, (R) mouth, (S) neck, (T) nose, (U) shoulder, (V) throat, (W) thumb, (X) toe, (Y) tooth, (Z) wrist

**Example: 0.** The minute ... of the clock isn't moving (*a part of a clock or watch that points to the numbers*).

1. L

11. Teddy, I think I have found our bottle ... (*a hindrance to progress*).

12. The car broke down, so he had to pull it over onto the hard ... (*an area at the side of the road, where a driver can stop if there is a serious problem*).

13. Being able to speak French gave her a ... start over the other candidates (*an advantage that somebody already has before they start doing something*).

14. Quebec is at the ... of the St. Lawrence River (*the part of a river where it joins the sea*).

15. No matter how hard Sue tried, she couldn't get the thread through the ... of the needle (*the small gap in a needle, with just enough space for thread to pass through*).
16. Her books and clothes were packed into a big ... and shipped across to Russia (*a large strong box, usually made of wood, used for storing things in and/or moving them from one place to another*).
17. In October the museums and art galleries are less crowded, and there's more ... room in cafes and shops (*enough space in which to move easily*).
18. Take one ... of corn and put it in boiling water (*the top part of a grain plant, such as wheat or corn, that contains the seeds*).
19. The men looked tired as the carriage approached the final ... of the trip to the big house on the hill (*one part of a long journey or race*).
20. He ran his finger around the ... of the cup (*the edge of a container*).

### Task 3

**For items 21-30**, match the names of American states (column 1) with their capitals (column 2). There are 2 extra names in column 2 which you don't have to use.

| 1                 | 2                 |
|-------------------|-------------------|
| 21. Alaska        | A. Albany         |
| 22. California    | B. Atlanta        |
| 23. Georgia       | C. Austin         |
| 24. Louisiana     | D. Baton Rouge    |
| 25. Massachusetts | E. Boston         |
| 26. New Mexico    | F. Juneau         |
| 27. New York      | G. Nashville      |
| 28. Texas         | H. Sacramento     |
| 29. Tennessee     | I. Salt Lake City |
| 30. Utah          | J. San Francisco  |
|                   | K. Santa Fe       |
|                   | L. Philadelphia   |

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

## Writing

**Time: 1 hour 15 minutes**

**Write a report** to your English Club event organizers based on the chart below. Give recommendations what should be done to increase students' attendance and participation in school events.

Use the following **words** in your report:

- affect
- fluctuate
- percent
- percentage
- trend

**Underline** the required words when used in your report.

**Remember to:**

- make an introduction;
- summarize the information by selecting and reporting the main features (2 or more);
- make comparisons where relevant (2 or more);
- give recommendations (2 or more);
- make a conclusion

USE YOUR OWN WORDS AND EXPRESSIONS in your report.

**Write 200–250 words** (*the words in the title are not counted*).

## Major, Minor, No Reason to Go to School Events

