

Listening and Reading

Time: 60 minutes

LISTENING

Task 1

For items **1-10** listen to part of a talk on some aspects of climate change and decide whether the statements (**1-10**) are **TRUE (A)**, or **FALSE (B)** according to the text you hear. You will hear the text **TWICE**.

1. The speaker is against adjustments to climate change.
A. True **B. False**
2. Leading scientists support the use of fossil fuels.
A. True **B. False**
3. Leading economists think that there are not enough fossil fuels on the market.
A. True **B. False**
4. Poor people are more affected by the energy prices.
A. True **B. False**
5. Dr James Hansen has just given a talk on climate change.
A. True **B. False**
6. Dr James Hansen was the director of a NASA institution for 30 years.
A. True **B. False**
7. Dr James Hansen thought that it would not be difficult to remedy the situation with climate change.
A. True **B. False**
8. Dr James Hansen thought that fossil fuels should be more accessible.
A. True **B. False**
9. The plan suggested by Dr James Hansen would help poor people to switch from coal to gas.
A. True **B. False**

10. The speaker is for the propagation of Dr James Hansen's ideas.

A. True

B. False

Task 2

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

11. How old were Gloria's pupils?

A. 6.

B. 14.

C. They were of different ages.

12. Gloria started her hat-making project with hats of shape.

A. conical

B. pillbox.

C. a combination of conical and pillbox

13. Gloria needed covers for tables to...

A. use them as paper for hats.

B. discipline her pupils.

C. protect them from glue.

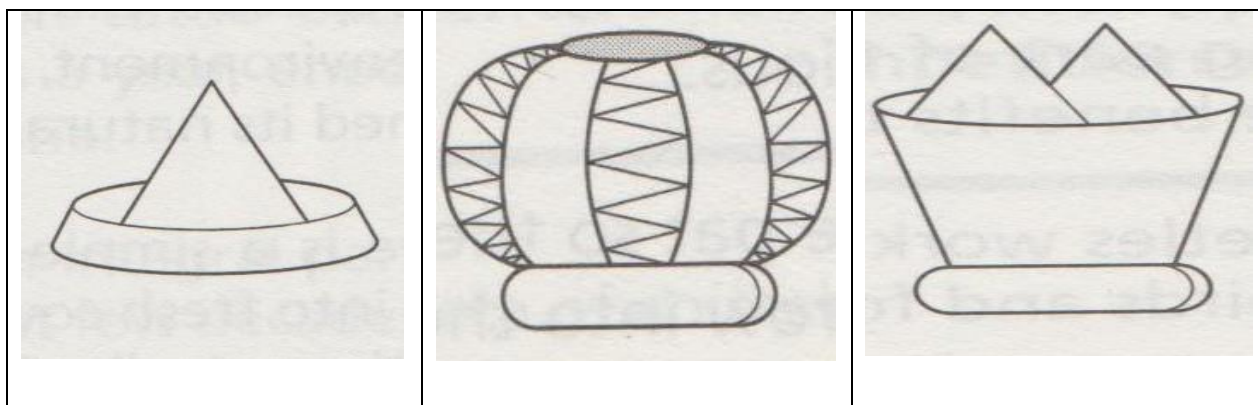
14. Gloria didn't allow her students to use...

A. white paper.

B. glue.

C. card.

15. Which of the hats was made by Theresa?



A

B

C

INTEGRATED LISTENING AND READING

Task 3

Read the text below, then listen to 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.

It is impossible to identify and isolate an "English" culture that is common to all speakers of English. The cultures represented by Nigerian, Singaporean, Indian, Scottish, Filipino or Australian Aboriginal English are all very different. So, while a language must be linked to a culture, a language is not inextricably tied to one specific culture. Specific cultural identities can be represented by new varieties of English.

In East and Southeast Asia English plays a major role in the region as a lingua franca of the political elite and the Association of Southeast Asian Nations. It is also used as a lingua franca between professionals and the business community.

However, what variety of English will serve as the region's lingua franca? I suggest that a variety, which reflects local cultural conventions and pragmatic norms, is developing to serve this role. I further suggest that it is this regional variety that will be taught in schools, rather than an external "native speaker" variety.

It is a regional variety of English, not an external model that needs to be promoted, because it is a regional variety of English that people in the region will want to use. People will be able to maintain their identity while speaking their variety of English.

The curriculum of a new variety of English should reflect the lives, cultures and values of the learners. Speakers of this new variety will want to preserve their identity by reflecting that identity in the local variety of English they use.

This will not only liberate generations of Asian children who have had to learn how to ask what time the next train to Liverpool Street leaves, but will also alter the nature of what represents an authentic text. Japan's current English teaching goals are that learners should become American English speakers. This is unrealistic and damaging to the cause of ELT. Students are fearful of speaking, because they falsely consider themselves poor speakers unless they sound like Americans. However, if students were given a regional variety of English to learn, educated speakers of the regional variety could provide the models. Suitably qualified and trained speakers of the regional variety could be the teachers. External models could, of course, be introduced into the classroom, but as examples of external models, not as the model that the learners are expected to acquire.

Dr. Andy Kirkpatrick, Professor in the Department of Languages and Linguistics at Griffith University.

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

16. Languages and cultures are interconnected.
17. Varieties of English are different from dialects.
18. English varieties have different vocabulary, structure, phonetic and pragmatic norms.
19. Learners should be exposed to all varieties of English.
20. Students must be taught their own regional version of English.
21. Students must learn only one variety as their main means of communication.
22. Students do not trust those teachers who know only one variety of English.
23. There used to be a clear-cut opposition of British English and American English.
24. American English should be more preferable than British English to be taught in Japan.

25. English in different countries should be taught by native speakers of English.

READING

Task 4

Read the text and answer questions **26-40** below.

Some ways to boost your self-esteem

A. How we value and perceive ourselves and our abilities is believed to be strongly tied to influences in childhood. A recent **36**_____ study following nearly 9,000 participants in the US from birth to age 27 found that family environment (covering parenting, cognitive stimulation and physical home environment) in childhood, and especially in the first six years of life, has a long-term impact on self-esteem. The first step to achieving healthy self-esteem as an adult, suggests the NHS¹, is to challenge negative beliefs you have about yourself, perhaps by writing down self-critical thoughts and the evidence against them, or by speaking to yourself the way you would of a friend.

B. It's impossible to get an accurate view of other people, says the clinical psychologist Linda Blair, especially from their online presence. "You're comparing yourself with a fantasy, and that will lead to either **37**_____ and stressful striving or disappointment." She advises focusing on what you yourself want to accomplish instead. Her other advice is to "get rid of the word 'should'". People can put a lot of effort into what they think others want or expect from them, which they may have misjudged – a recipe for unhappiness, she says.

¹ National Health Service

C. Aiming for too-ambitious a goal can be setting yourself up for failure, knocking your self-confidence even if you have taken big steps towards it. A sense of accomplishment is key to **38**_____ your pride, says Blair, who suggests setting short- to mid-term goals. Although keeping to your comfort zone can offer short-term relief, it can backfire in the long term, says Chris Williams, professor of psychosocial psychiatry at the University of Glasgow. “It teaches you the unhelpful rule that the only way to cope is by avoiding things.” Think of that boost you feel once you tick off a challenge.

D. Low self-esteem can sometimes lead to neglect of physical health. The mental health charity *Mind* recommends considering any negative impacts on your life of stress, exercise, sleep, diet etc. Finding ways to relax and **39**_____ any issues you may have with your diet can have a significant effect on your sense of self-worth.

E. It has been found that self-esteem and wellbeing can be positively influenced by physical activity. A 2016 study found that physical activity, perceived physical fitness and body image play an important role in self-esteem, and recommended that “regular physical activity should be promoted, in particular among adults reporting lower self-esteem”. Research published in *The Journal of Public Health* in 2015 found that just one session of gardening on your own or a temporarily given plot yielded significant improvements in mood and self-esteem. If a(n) **40**_____ isn’t an option and you don’t have your own garden, search online for nearby gardening groups.

Questions 26-30

Match the titles 26-30 with paragraphs A-E of the text.

- 26.** Value your own individuality
- 27.** Take care of yourself
- 28.** Check negative self-talk
- 29.** Exercise

30. Challenge yourself but within reason

Questions 31-35

For questions **31-35** choose one answer **A, B, C** or **D** which best fits according to the text.

31. NHS study was about people's ...

- A** family environment.
- B** self-evaluation.
- C** childhood.
- D** friendship.

32. The word *striving* in paragraph **B** means ...

- A** frustration.
- B** suffering.
- C** strain.
- D** enthusiasm.

33. Linda Blair suggests...

- A** aiming at achievable.
- B** avoiding one's comfort zone.
- C** completing every task set.
- D** value one's achievements.

34. Text (paragraph D) suggests that one's diet ...

- A** is not an important issue.
- B** depends on mental health.
- C** should be very strict.
- D** should not have a negative impact on self-image.

35. Gardening in paragraph E is presented as ...

- A a preferable pastime.
- B a useful physical activity.
- C the best mood improving activity.
- D a substitution for regular physical activities.

Questions 36-40

In each of the paragraphs (A-E) a word is missing. These words in a DIFFERENT WORD FORM are listed below:

address

allot

excess

longitude

maintain

DERIVE NEW WORDS from the given words to fill in the gaps 36-40.
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TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET