

01. LISTEN AND FILL IN THE GAPS.

- 1.1. I had to plaster a..... on my face for a while.(0,2)
- 1.2. I had never experienced.....before like that. I was stunned by how much it hurt (0,2)
- 1.3. Another part of the brain that lights up is one associated with craving and (0,2)
- 1.4. We are very.....to how other people view us. (0,2).

02. LISTEN AND ANSWER THE FOLLOWING QUESTIONS.

- 2.1. Why is Florence's brother in law mentioned in the conversation? (0,4)
- 2.2. Why was it especially inconvenient the time Florence read the message? (0,4)
- 2.3. When did Florence Williams exactly get divorced? (0,4)
- 2.4. What do a toothache, a headache and a heartbreak have in common according to some neuroscientists? (0,4)
- 2.5. Why are neurotransmitters like the dopamine, the serotonin and the oxytocin spoken about? (0,4)
- 2.6. Explain the relationship between thirst, hunger and love according to Helen Fisher's theory? (0,4)
- 2.7. According to Fisher's research, how much time do people who have been left in a breakup spend thinking about their ex-lovers? (0,4)
- 2.8. According to Florence Williams, how do rejected or ostracized people subconsciously feel? (0,4)

03. READ THE TEXT AND ANSWER THESE QUESTIONS: WHAT DOES "CLIL" STAND FOR AND ENCOMPASS? WHICH ARE THE KEY FEATURES OF "CLIL" METHODOLOGY? (1)

David Marsh and Do Coyle came up with the term CLIL in the mid-1990s, at a time when governments, schools, and individuals were all starting to realize the importance of knowing more than one language. The movement was especially strong in Europe, and it's growing around the world in response to globalization. Professor Do Coyle, explains, "there isn't just one model. ... It can be a theme. It can be principles... It's methodology"

04. READ THIS TEXT AND ANSWER THE QUESTIONS

I left school and university with my head packed full of knowledge; enough of it, anyway, to pass all the examinations that were put in my path. As a well-educated man I rather expected my work to be a piece of cake. It came as something of a shock, therefore, to encounter the world outside for the first time, and to realise that I was woefully ill-equipped, not only for the necessary business of earning a living, but, more importantly, for coping with all the new decisions which came my way. My first employers put it rather well: 'You have a well-trained but empty mind,' they told me, 'which we will now try to fill with something useful, but don't imagine that you will be of any real value to us for the first ten years'. I was fortunate to have lighted upon an employer prepared to invest so much time in what was, in effect, my real education and I shall always feel guilty that I left them when the ten years were up.

A well-trained mind is not to be sneezed at, but I was soon to discover that my mind had been trained to deal with closed problems, whereas most of what I now had to deal with were open-ended problems. 'What is the cost of sales?' is a closed problem, one with a right or a wrong answer. 'What should we do about it?' is an open problem, one with any number of possible answers, and I had no experience of taking this type of decision. Knowing the right answer to a question, I came to realise, was not the same as making a difference to a situation, which was what I was supposed to be paid for. Worst of all, the real open-ended question 'What is all this in aid of?' was beginning to nudge at my mind.

I had been educated in an individualist culture. My scores were mine. No one else came into it, except as competitors in some imagined race. I was on my own in the learning game at school and university. Not so in my work, I soon realised. Teams were something I had encountered on the sports field, not in the classroom. They were in the box marked 'fun' in my mind, not the ones marked 'work' or even 'life'. My new challenge, I discovered, was to merge these three boxes. I had discovered, rather later than most, the necessity of others. It was the start of my real education.

'So you're a university graduate, are you?' said my new Sales Manager. 'In classics, is it? I don't think that is going to impress our Chinese salesmen! How do you propose to win their respect since you will be in charge of some of them very shortly?' Another open-ended problem! I had never before been thrust among people very different from me, with different values and assumptions about the way the world worked or should work. Cultural exploration was a process unknown to me, and I was not accustomed to being regarded as stupid and ignorant, which I undoubtedly was, in all the things that mattered in their world.

My education, I decided then, had been positively disabling. So much of the content of what I had learnt was irrelevant, while the process of learning it had cultivated a set of attitudes and behaviours which were directly opposed to what seemed to be needed in real life. Although I had studied philosophy I hadn't applied it to myself, but, in the end I bit the bullet. I had assumed that the point of life was obvious: to get on, get rich, get a wife and get a family. It was beginning to be clear that life wasn't as simple as that. What I believed in, what I thought was worth working for, and with whom, these things were becoming important. So was my worry about what I personally could contribute that might not only earn me money but also make a useful contribution somewhere.

It would be nice to think that this sort of experience could not happen now, that our schools, today, prepare people better for life and for the work which is so crucial to a satisfactory life. But I doubt it. The subjects may appear to be a little more relevant, but we are still left to learn about work at work, and about life by living it. That will always be true, but we could, I believe, do more to make sure that the process of education had more in common with the processes of living and working as they are today, so that the shock of reality is less cruel.

4.1. EXPLAIN THE MEANING OF THE UNDERLINED TERMS IN THE CONTEXT OF THE ARTICLE.

- 4.1.1.1. I rather expected my work to be a piece of cake (paragraph one) (0,2)
- 4.1.1.2. I was woefully ill-equipped (paragraph one) (0,2)
- 4.1.1.3. I was fortunate to have lighted upon an employer prepared to invest so much time (paragraph one) (0,2)
- 4.1.1.4. A well-trained mind is not to be sneezed at (paragraph two) (0,2)
- 4.1.1.5. was beginning to nudge at my mind (paragraph two) (0,2)
- 4.1.1.6. My new challenge...was to merge these three boxes (paragraph three) (0,2)
- 4.1.1.7. I had never before been thrust among people very different from me (paragraph four) (0,2)

4.2. CHOOSE THE ANSWER (A, B, C or D) WHICH YOU THINK FITS BEST ACCORDING TO THE TEXT.

- 4.2.1. The writer expected to be succesful, when he left university, by... (0,1)
- A using the qualities his education had developed.
- B acquiring more skills in his place of work.
- C keeping on studying.
- D developing his decision-making skills.

4.2.2. What was one of the first things he learned at work? (0,1)

- A that he could not always be first.
- B the link between team sport and work
- C that other people were willing to help him.
- D the importance of having leisure interests outside his work.

4.2.3. The writer feels that nowadays (0,1)

- A the way in which students are taught to think should be re-examined.
- B the content of syllabuses should be brought fully up-to-date.
- C educational reforms have bridged the gap between school and work
- D life is changing so fast that schools can never prepare for it.

4.2.4. He feels he didn't treat his first employers properly because he did not (0,1)

- A contribute to the company financially.
- B give them a true idea of his weaknesses and strengths.
- C stay with them any longer than he was obliged to.
- D repay them fully for the help they gave him.

4.2.5. He found that he needed to reconsider his approach at work because he (0,1)

- A was asking the wrong types of question.
- B had been trained to deal with problems in the wrong way.
- C met new kinds of problems in his working life.
- D was dealing primarily with moral problems.

4.2.6. What was the writer's main conclusion about his education? (0,1)

- A It had taught him to value only money.
- B It had been much too theoretical to be of any use.
- C It had been not just useless, but actually harmful.
- D It had taught him that life was not simple.

4.3. 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

4.3.1. I'd prefer to be given the chance to work with other people. (0,2) **ALLOWED**

I think it would be better if I.....

4.3.2. I wasn't accustomed to being regarded as stupid and ignorant (0,2) **USED TO**

.....

4.3.3. The minute the new sales manager left, the business meeting broke up. (0,2) **NO SOONER**

No sooner.....broke up

4.3.4. I regret that my education has left me so ill-equipped for real life (0,2) **PREPARED**

If.....for real life!

4.3.5. We sometimes argue, but I get on well with my boss most of the time.(0,2) **USUALLY**

Despite.....get on well with him.

5. TAKE A LOOK AT THESE PHRASES FROM THE TEXT. WHICH ONE IS AN IDIOM? WHICH ONE IS A COLLOCATION? (0,1) WHAT IS THE MAIN DIFFERENCE BETWEEN AN IDIOM AND A COLLOCATION? (0,3) ILLUSTRATE YOUR ANSWER WITH SOME EXAMPLES. (0,2)

- the necessary business of earning a living (paragraph 1)
- in the end I bit the bullet (paragraph 5)

6. TAKE A LOOK AT THE FOLLOWING EXTRACT FROM THE TEXT. WHICH ENGLISH VARIETY IS THE WRITER USING: BRITISH OR AMERICAN ENGLISH? EXPLAIN YOUR ANSWER (0,2)

“So much of the content of what I had learnt was irrelevant, while the process of learning it had cultivated a set of attitudes and behaviours which were directly opposed to what seemed to be needed in real life.”

7. GIVE AN EXAMPLE OF A GRAMMAR, A SPELLING AND A VOCABULARY DIFFERENCE BETWEEN BRITISH AND AMERICAN ENGLISH (0,3)

8. DECIDE WHICH ANSWER BEST FITS EACH GAP.

- 8.1. Jessica had been brought up by a strong, clear-minded and independent woman, and.....with the expectation that she would be the same. (0,1)
A raised B grown C produced D reared
- 8.2. Don't judge a book by its.....!(0,1)
A front page B index C cover D spine
- 8.3. The population of the city is.....rapidly and this is leading to an unprecedented demand for housing and new employment. (0,1)
A developing B stretching C expanding D broadening
- 8.4. It's raining..... and I forgot my umbrella!(0,1)
A dogs and cats B cats and dogs C cats and hounds D dogs and felines
- 8.5. Rioting broke..... after the government passed the contested education bill.(0,1)
A out B up C in D down
- 8.6. Due to his education, he is very competitive and aachiever in sports and music. (0,1)
A great B high C big D huge
- 8.7. My teacher always told us “Birds of a feather.....together”. (0,1)
A fly B flock C splash down D take off

9. WRITE THE PHONETIC TRANSCRIPTION OF THE FOLLOWING WORDS (0,2).

Challenge (paragraph 3)
Disabling (paragraph 5)