

PART ONE: LISTENING COMPREHENSION (20 POINTS)

I. LISTENING COMPREHENSION (10 points)

You will hear a woman talking about the problem of bullying. Listen and decide if the statements 1-10 below are true (T) or false (F). You will hear the recording twice.

1. Managers always ignore the problem of bullying. _____
2. Managers should try to eradicate the problem immediately. _____
3. Moving a bully to another part of an organisation is unlikely to solve the problem. _____
4. Dismissing the instigator will certainly put an end to bullying. _____
5. Firing a bully may result in the victim being blamed for the change. _____
6. Written warnings should only be issued as a last resort. _____
7. Before a formal meeting with a bully, managers must decide what should happen if the bullying continues. _____
8. If nothing changes, you need to ensure that every action is documented. _____
9. To avoid bullying in organisations, managers should encourage staff to report this kind of behaviour immediately. _____
10. All team members should contribute to creating 'policy on acceptable behaviour'. _____

Points: ____/10

II. LISTENING COMPREHENSION (10 points)

You will hear a man talking about genetically modified salmonella. Listen and complete each sentence 1-10 below with ONE or TWO words. You will hear the recording twice.

1. The common symptoms of salmonella infection are diarrhoea, fever and _____ cramps.
2. A recently developed strain of salmonella may be helpful in _____.
3. Glioblastoma, which is a brain cancer, causes fast-growing _____ in the brain.
4. Approximately 10% of patients suffering from brain cancer survive for more than _____.
5. _____ is more effective in treating breast or lung cancer than brain cancer.
6. Researchers managed to _____ the composition of the bacteria.
7. Harmful compounds make cancer cells _____.
8. The salmonella will not make you sick because it is no longer _____.
9. 20% of the rats used in experiments lived longer by approximately _____.
10. A strain of E.coli might be used to treat _____.

Points: ____/10

PART TWO: READING COMPREHENSION (20 POINTS)

I. READING (10 points)

Read the article and complete each gap (1-5) with the right sentence (A-F). There is one extra sentence you will not need to use.

MACHINES COME TO LIFE.

The pearly white humanoid watches placidly as the woman moves a toy brick sitting on the table. Inside, iCub's imagination is running wild.

(1) _____ Known as theory of mind, this gives humans many sophisticated traits, including empathy and deception. Robots have demonstrated theory of mind before, but iCub is different. Last week, at the Living Machines conference in London, researchers revealed that it is the first robot to acquire theory of mind without specific programming. „This all emerged,” says Peter Dominey, leader of the research team.

Dominey is one of the band of roboticists who are showing that building with basic biological machinery – instead of ever-more complex algorithms – can endow robots with lifelike characteristics. „We can directly take advantage of the evolutionary lessons of nature,” says biologist Joseph Ayers of Northeastern University in Nahant, Massachusetts. „We are not forced to rely on the conjecture of engineers”.

Many successes in artificial intelligence are largely due to having abandoned the attempt to model human thinking.

(2) _____ These biomimetic machines, in turn, are helping biologists hone their understanding of animals.

Dominey's iCub is a case in point. It has an accurate model of human autobiographical memory.

(3) _____ Dominey's team at the Robot Cognition Laboratory at INSERM, the French national medical research agency, in Lyons, France, found that this gave iCub a more natural form of learning. For instance, by recording the coordinates of objects placed on a table in front of it, iCub learned for itself that the word „left” didn't refer to coordinates, but rather to the relative positions of objects.

Theory of mind was an accident that emerged from the next stage of experiments. Psychologists believe that humans use a simulated internal self to learn. Imagine you are about to grasp a glass. Internally, a part of your brain is predicting the amount of force needed to hold it. If, in the event, you break the glass, your brain makes a note of the difference between prediction and reality, and adjusts its knowledge of the world accordingly.

To mimic this, Dominey's team gave iCub a simulated internal self. (4) _____ In parallel, through an identical programme, it gives the same instructions to simulated iCub. Instead of carrying out the action, the simulated iCub uses its knowledge from past events to predict the outcome. Any differences between the real outcome and the simulated one are a sign that iCub's knowledge needs updating.

(5) _____ All they had to do was link simulated iCub to another individual, rather than itself, which they did by instructing simulated iCub to stop updating its memory if that person wasn't present.

A. Like ours, this is split into an episodic memory for recording specific events, and a semantic memory, which finds patterns in the events and turns them into rules, or knowledge.

B. The robot is being tested for its ability to track the mental states of others.

C. Crucially, because it gave iCub two versions of itself, the researchers realised that they had inadvertently created the set-up for it to understand the mental state of others.

D. Every time the robot executes an action, like moving an object, it instructs its own arm to move and record the result.

E. To give robots powers we don't have, such as flying, Ayers and his colleagues are copying the electrical activity of insects nervous systems.

F. But several roboticists believe that for robots to acquire some complex traits found in the animal world – like social skills, or the ability of insects to react to changes in airflow during flight – machines still sorely need biology.

Points: _____ /10

II. READING (10 points)

Answer questions 1 -10 referring to the review of photography books. Choose from:

- A. Walker Evans
- B. The Century of the Body
- C. Missing Link
- D. The Art of Seeing
- E. Portraits
- F. Around the World in Eighty Years.

Which book

1. shows a photographer's interest in a particular group of artists? _____
2. presents one photographer's skill to change ordinary locations into something better? _____
3. is a historical record portraying people over a long time? _____
4. records photos from a variety of sources with a smart technical design? _____
5. contains pictures that do not clearly reflect dramatic situations in which they were taken? _____
6. features complex photos of mainly household situations? _____
7. is an informative narrative linking the photographer's work with broader themes? _____
8. shows pictures by a photographer who is well-known in a different genre? _____
9. records photographs put together by several writers? _____
10. has a generic theme that is not shown in its titles? _____

PHOTOGRAPHY BOOKS

This year's collection of photography books is led by the multi-authored study of photographer **Walker Evans**. Many people will be familiar with his best-known work which recorded the lives of poor Alabama sharecroppers in the early 20th century. He did much more in his lifetime, however, so this retrospective tribute is well deserved. Evan's dates were 1903-1975, and he was a photographer from 1928 until his death. Some of his last photos, which are in colour and have still-life subjects, look rather like the work of contemporary urban pop artists. Seen as a whole – there are two hundred plates in this magnificent volume – Walker Evan's career impresses by virtue of its diversity and simple life of mundane, man-made things. As is clearly illustrated here, his camera lens transformed the humdrum billboards, shacks, garages and subways of American cities by delicate use of light and quietly monumental composition. Evans was also a subtle portraitist of working men and women, though his interest in faces seems to have declined in the latter part of his life.

Two large survey books are useful introductions aimed at novices and students of photography. William Ewing's **The Century of the Body** is chronological. There are 100 photographs, one for each year of the 20th century. Each of them is concerned with the human form, while the book's commentary makes a connection between the examination of the body and wider cultural issues. An excellent present for any concerned young person. **Missing Link** is subtitled *The Image of Man in Contemporary Photography*. There are plenty of pictures of women, so one can't help but find this somewhat misleading. Almost all the photos, by 60 artists from American and European countries, are manipulated. They are posed, hi-tech and ingeniously constructed. Yet no portrait in **Missing Link** is candid, and none of its documentary aims to reveal the truth.

Many of today's photographers have rejected the traditions of humanist photography. Even news camerawork has been affected. Ulli Michel's mistitled **The Art of Seeing** displays favourite shots by two dozen staff photographers from Reuter's, the long-established international news agency. Although the name is venerable, this photography business was founded as recently as 1985. The book is rich, powerful and particularly contemporary. More sedentary journalists correctly regard photographers who record events in was situations as the heroes of the profession. Yet something is wrong with these pictures. Even the most dramatic of them look staged, or resemble stills from a movie, and there's no essential difference in style between these pictures and photos of international sports events.

The use of black and white, sometimes in stark contrast and with hard silhouettes, gave a particular manner to 1960s photography, especially in London. A handful of new books turn their backs on the colour technology to remind us of swinging days. John Hedgecoe's **Portraits**, records four decades of work. But surely he was at the peak of his professional career during his 14-year association with *Queen* magazine. His portraits are full of detail and are often of domestic contexts. The most effective of them show a real curiosity about classical musicians and writers, especially the scruffier ones, whereas he's over-respectful of painters and sculptors.

Photography also provides us with souvenirs of precious moments and sights. Eric Newby's *Around the World in Eighty Years* is an excellent photographic autobiography. We all know that he's been one of the best of our travel writers, and it is very good to find how his skills with a camera lens complement his personal journeys and precise reminiscences.

Points: _____ /10

PART THREE: VOCABULARY AND GRAMMAR (20 POINTS)

I Read the text and complete each gap (1-10) with ONE word. (10 points)

If there is one thing I dislike about living in London, it's when weather forecasters, after predicting showers, add with a smile: 'So don't forget your umbrellas.' But they haven't said it this week for the (1) _____ good reason that it's been both wet and windy, and umbrellas are useless in a high wind. Today, you can see people all over the city who look, as if they are being pulled along (2) _____ their umbrellas. You see them twisting and turning as if struggling to control some large ill-behaved bird. Then suddenly, the umbrella blows (3) _____ out, after which it is useless, (4) _____ because the material is torn or the frame is broken. (5) _____ drawback of umbrellas is that no object is so frequently left in public places: 12,000 a year on the London Underground alone, (6) _____ to a radio report broadcast this week. 'You (7) _____ to get a lot of very nice golfing umbrellas,' an employee told the reporter, but now they are mostly dumpy, folding ones.' These are, of course, more convenient, because they (8) _____ into a bag, but they are (9) _____ good in the wind. I can't help (10) _____ think that if we can invent ingenious things like the mobile phone, someone should have thought up a gadget to replace the umbrella by now.

(adapted from 'Expert' Advanced)

Points: _____ /10

II Change the second sentence so that it has a similar meaning to the first one, using the words given in the brackets. Do not change the given words. (5 points)

1. You should take into account all the possible hardships. (provisions)

You should _____

2. I advise you to stop drinking wine. (your shoes)

If _____

3. He has refused to work at night. (an objection)

He _____

4. I didn't understand much of what Mother said to me. (scarcely)

I _____

5. Bob isn't to blame for the negligence by any means. (By no means)

By _____

Points: _____ /5

III Complete each sentence by writing a form of the word in CAPITALS in each space. (5 points)

1. Factory owners were prosecuted for releasing _____ into the water supply. **CONTAMINATE**

2. The report _____ contains some very valuable suggestions. **DENY**

3. The team has secured research grants in _____ of \$20m. **EXCEED**

4. In a _____ number of cases, the results were inconclusive. **SIGNIFY**

5. He works with people with all kinds of speech _____. **IMPEDE**

Points: _____ /5

SPEAKING (20 points)

Part 1 (2-4 minutes)

Candidates answer a few personal questions.

Part 2 (3-5 minutes) - interactive discussion (both candidates)

Candidates discuss one topic for about five minutes.

Example:

Higher education in Poland – what changes should be made to the system?

You may consider the following points:

- curriculum
- assessment
- entrance requirements

Part 3 (2-4 minutes) – the interviewer asks candidates 1-2 follow-up questions.

Example:

1. What qualities are most important to make a good lecturer?
2. What is the ideal balance of theoretical and practical subjects at university?
3. What role does higher education play in a modern society?
4. What are the advantages and disadvantages of introducing university fees?