

## READING

**Time** 60 minutes

### Information for candidates

There are three parts to the test.

Read the instructions for each part of the paper carefully and answer all the questions.

### Passage 1

You should spend about 20 minutes on **Questions 1-10**, which are based on the reading passage below.

### Questions 1-7

Reading Passage 1 has 7 paragraphs, **A-G**. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, **I-VIII** in the boxes (1-7).

**List of headings:**

- I Surprising transformations
- II Practice graceful greetings
- III Selective obedience
- IV Respect is expected
- V Whole-hearted support to guests
- VI Scenic experience helps
- VII Royals send orders
- VIII Mind your articulation

**A** If you happen to receive an invitation to attend the Royal Family's party, remember that such an invitation is not like any other. Such invitations are commands, no matter what the event is – a state banquet, lunch, or an inauguration. They are not declined unless there is a very good reason, such as illness, or a long-standing family commitment, or a business arrangement that would gravely let others down.

**B** Accordingly, the Royal invitations should be replied to as commands. Instead of the usual 'have great pleasure in accepting', the wording must read: "Mr. and Mrs. Mighty-Worthy present their compliments to the Master of the Household and have the honour to obey Her Majesty's command to attend a luncheon at Buckingham Palace on Friday, 6th April at 12.30." However, invitations from other members of the Royal Family are just that, and not royal commands, and should be replied to in the usual way.

**C** The Royal Family does a huge amount of entertaining, including the garden parties held each July, the annual party for the winners of the Queen's Award for Industry and, from time to time, a range of informal cocktail parties. People often behave in strange ways when they meet the Royals. The normally sociable become tongue-tied, the shy – talkative, or overconfident and pushy. This is a shame, because royal gatherings, both great and small, are arranged so that all those present can enjoy themselves.

**D** Over the recent years, royal entertaining has become much less stiff than in earlier times. The Queen and the Royal Household are always finding new ways to make their procedures more friendly while still retaining venerable traditions. All members of the Royal Family have their own staff. While at the Palace, guests can always seek advice from the relevant private secretary, lady-in-waiting or equerry. And if in doubt, appealing to basic good manners and common sense brings them off.

**E** On being presented and taking leave of a member of the Royal Family, men usually bow and women curtsy. These gestures should not look overdone or affected. A bow should come from the neck, not the waist. Low sweeping curtsseys are best reserved for the amateur dramatic stage and can be the subject of amusement within royal circles. Opt instead for a brief bob with the weight on the front foot.

**F** The Queen and The Queen Mother should in the first instance both be addressed as “Your Majesty”. Thereafter, it is correct to refer to them as “Ma’am”. This should rhyme with “jam” and not, as it is often pronounced, “smarm”. By the same token, “equerry” should be pronounced like “berry”, with a particularly languid touch to the double consonant.

**G** At one time, it was improper to address royalty with a direct question, “What does Your Majesty think about blah-blah problem?”. This is because the Royal Family would never be quoted as saying anything arguable. These days with all the new informality, it is no longer the case, however the Royals remain in the driving seat of any social situation, and others should not behave in a cheeky way.

1 Paragraph A	
2 Paragraph B	
3 Paragraph C	
4 Paragraph D	
5 Paragraph E	
6 Paragraph F	
7 Paragraph G	

### Questions 8-10

Do the following statements agree with the information given in Reading Passage 1?

In boxes 8-10, write

**TRUE** if the statement agrees with the information  
**FALSE** if the statement contradicts with information  
**NOT GIVEN** in there is no information on this

**8** Every invitation sent from the Royals are orders to comply with.

**9** Chatty guests prevail on Royal gatherings.

**10** Exaggerated gracefulness is useless for greeting Royals.

<b>8</b>	
<b>9</b>	
<b>10</b>	

## Passage 2

You should spend about 20 minutes on **Questions 11-20**, which are based on the reading passage below.

### **A teaching-learning environment to interact with students**

A teaching-learning environment includes all the components of the student experience which are intended to help students to learn more effectively – various teaching activities, learning materials made available, the support provided by tutors or demonstrators, as well as the assignments students are required to complete and the assessment procedures adopted.

The extent to which these components work in consort has an important effect on student learning, as do the perceptions students have of the environment acting as an interactive whole. In the field of personality research, Magnusson (1984) argued that it was important not just to know that the environment can have an influence on people's behaviour, but also to be able to map out the various characteristics of the environment which can have this influence. He thought that it ought to be possible to find such characteristics in similar ways that psychologists had previously identified the main individual differences among people. And in the field of organizational behaviour, Checkland (1981) introduced the idea of "soft systems analysis" which explained how detailed observation and discussion with various groups of workers could be used to develop a conceptual framework describing the interplay between the most influential factors affecting organizational effectiveness. This framework could then be used to find ways of improving the efficiency and productivity of an organization.

Putting these two ideas together, Entwistle (1987) developed a heuristic model of the teaching-learning process in higher education as a system, showing the interaction between student characteristics and what research at that time had shown to be some of the most influential characteristics of the teaching-learning environment affecting the quality of student learning. This environment was shown as being split between two main areas, the one relating to the teaching activities which are closely related to the subject matter and the other covering assessment and aspects that are more affected by departmental and institutional policies and the provision of resources.

David Perkins and his colleagues, working within the multifaceted Project Zero in the Harvard Graduate School of Education, have also been exploring a range of aspects of learning, thinking and teaching in differing educational contexts, drawing on established psychological constructs, but also introducing ideas that have emerged from research within specific educational contexts. Although much of the work relates to school or to the workplace, the ideas developed have also influenced thinking in higher education, particularly through the Teaching for Understanding curriculum framework (TfU) (Wiske, 1998). This emerged from a major project, actively involving teachers, which sought to redirect teaching in ways which made understanding a more explicit goal. It was rooted in a particular view of understanding, which was later taken up by Biggs (1996) in developing his ideas about constructive alignment, as we shall see later on. Perkins described understanding in the following terms:

*"Understanding is being able to carry out a variety of actions or "performances" that show one's grasp of a topic and at the same time advance... Our "performance perspective", in brief, says that understanding is a matter of being able to do a variety of thought-demanding things with a topic – like explaining, finding evidence and examples, generalizing, analogizing and representing the topic in a new way...It is being able to take knowledge and use it in new ways." (Perkins & Blythe, 1994, p. 6)*

Eizenberg (1988) subsequently showed how the components within a teaching-learning environment can combine to support or inhibit effective student learning, and how one element failing to fit in with the rest of the system may prevent students from adopting deep approaches. Biggs (1993) used general systems theory to argue for a conceptual framework – the 3P model – which linked the “presage” factors that preceded a student’s entry to a course with the “processes” of learning subsequently adopted which, in-turn, affected the “product” – the learning outcomes achieved through studying. He subsequently drew on Perkins’ ideas about teaching for understanding to introduce the influential concept of constructive alignment (Biggs, 1996) which linked together aspects of the TfU framework with Eizenberg’s recognition of the importance, within an interacting network of cause and effect, of matching teaching and assessment closely to the main course objectives.

Biggs (2003) explained the importance of constructive alignment in the following terms:

*“In deciding on teaching methods to use that address the objectives, we need a theory of learning and teaching. Hence [the term] “constructive alignment” [is used to describe] a marriage between a constructivist understanding of student learning, and an aligned design for teaching.... It is easy to see why alignment should work. In aligned teaching, there is maximum consistency throughout the system. The curriculum is presented in the form of clear objectives, which state the level of understanding required rather than simply a list of topics to be covered. The teaching methods chosen are likely to realize those objectives; you get students to do the things that the objectives nominate. Finally, the assessment tasks address the objectives, so that you can test to see if the students have learned what... they should be learning. The students are “entrapped” in this web of consistency, optimizing the likelihood that they will engage in the appropriate learning activities, but paradoxically leaving them free to construct their knowledge.”*

*Extract from the article of Noel Entwistle, University of Edinburgh, UK*

### Questions 11-16

Choose and circle the correct letter, A, B, C or D.

11 A teaching-learning environment does not involve...

- A educational resources
- B teachers’ assistance
- C self-learning activities
- D students’ works

12 Magnuson emphasised the importance of ...

- A the environment on its own
- B the environment’s influence on conduct
- C cooperation with psychologists
- D various features of conduct

13 “Soft system analysis” intends to ...

- A discuss with workers how efficient their work is
- B develop a work-life balance for workers
- C improve personal productivity in an organisation
- D outline indicators of effectiveness

14 “Heuristic model” centers around ...

- A student-on-student interaction
- B environment and assessment combination
- C student and environment interaction
- D results of the learning process

15 In Perkin's description, understanding refers to ...

- A memorizing a topic
- B knowing the topic's essence
- C teaching a topic to others
- D using a topic in presentations

16 According to Biggs, constructive alignment implies that the ...

- A curriculum is confirmed by the state
- B curriculum has clear goals
- C curriculum lists topics to cover
- D curriculum is adopted for students

**Questions 17-20**

Do the following statements reflect the claims of the writer in Reading Passage 2? In boxes 17-20, write

- YES** if the statement is true
- NO** if the statement is false
- NOT GIVEN** if the information is not given in the passage

17 Biggs indicates that for constructive alignment experience is enough.

18 Biggs emphasized that students need to do what they are asked.

19 According to Biggs, the teaching methods are not aligned with the course objectives.

20 Biggs argues that using the web is beneficial for students.

17	
18	
19	
20	

**Passage 3**

You should spend about 20 minutes on **Questions 21-30**, which are based on the reading passage below.

**New marketing strategies for the New Economy**

**A** Companies in the 21st century have to adapt to the ever-changing environment. At present, companies represent a curious mix of the old as well as the new economy. A great deal of research has already been done with respect to the old economy, but for the new economy, companies are learning it in a rather hard way. Companies have to choose elements from the old and the new economy wisely so as to build a business model which would bring value to the company.

**B** Technological revolutions, globalization, and market deregulation are just some of the factors that shape the new economy. These three factors interact with each other at different levels creating the driving force for the new economy. The old economy was full of analog devices,

which were running on a continuous signal wave, for example, gramophone records. In today's world systems and devices are running on digital technologies where information is carried in ones and zeroes. However, this digital information cannot be exchanged between devices without being connected through wires or wireless networks. This connectivity is achieved through intranet, extranet and internet.

**C** Internet allowed players like Yahoo, Amazon, and eBay to offer products like music, books, apparel, etc. directly to customers. This move de-stabilized the traditional distributors and retailers causing some to shut down their business. However, some of the players developed online portals to offer their products and services which in turn de-stabilized new online players. Some of the old players were successful with the help of their brand strength and poor business models of purely online players.

**D** In the old economy, focus was only on standardization, mass production, and singular marketing policy. However, with the amount of information available in the new economy, companies are at their best when it comes to understanding consumers. This better understanding has led to customized products and a shift from standardization. However, this customization has its drawbacks not only for companies but also for customers. Companies find it difficult to maintain the cost level for customized products to register profit. Customization is impossible for products which require complex industrial engineering. Customers do not know what the actual products look like until they are fully manufactured. Also, the return policy is not formulated until the product is fully customized.

**E** The new economy has changed the way companies approach their business. Companies are looking to expand across market segments to get the maximum market share while keeping focus strictly on customer needs. These companies are making organizational changes by setting up departments that manage a segment rather than a product. Companies are developing consumer-based brand equity to foster long-term relationships. Companies are coming up with products which perform above consumer expectations, therefore creating a strong brand while the earlier branding tasks were accomplished through advertising. Companies are treating employees, distribution channels, and suppliers as their business partners and not customers.

**F** Since companies have changed the way they function in the new economy, it is imperative that marketing practices also adapt. As consumers do most of their shopping online, businesses are looking towards electronic commerce (e-commerce) as a way forward. Research has shown that online shoppers usually buy music, software, books, apparel, etc. rather than automobiles, real estate, etc. Business customers are also trading online as well as suppliers, thereby substantially reducing the establishment costs. E-commerce has opened the door for direct customer-to-customer relations through social networking and community forums, in which experience is shared and discussions of products are carried out. Through the internet, consumers are able to provide faster feedback on goods and services.

**G** As businesses are moving online, the focus shifts to the development of web sites so as to provide reliable and accurate experience to consumers. Web design, site maintenance and security are of paramount importance for creating a favorable impression on consumers. Online marketing and advertising are most prominent in this internet age. The new economy has brought forward challenges and opportunities not only for companies but also for consumers.

*From the Management Study Guide*

### **Questions 21-24**

Passage 3 contains seven paragraphs (A-G). Which paragraph has the following information?  
Write the correct letter A-G in the boxes (21-25).

- 21 Business success is in a blend of past and present economic models.
- 22 Traditional businesses can triumph over online business players.
- 23 Bespoke products are not always a guarantee for profit.
- 24 In e-commerce, efforts are made to live up to clients' expectations.
- 25 Businesses attempt to dominate the market.

21	
22	
23	
24	
25	

**Questions 26-30**

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in the boxes 26-30 after the text.

For modern companies, aligning with new realities means becoming aware of the 26 \_\_\_\_\_, activity on the global arena, the consequences of deregulations. Internet giants thriving in musical, literature, and electronic trade leave 27 \_\_\_\_\_ no choice but to close their businesses. Still, there are the 28 \_\_\_\_\_ entering the online market who are capable of shaking up the seemingly secure positions of the online favourites.

Customization which is worshiped in the modern market complicates the balance between fees and profits as well as the production process which involves 29 \_\_\_\_\_. All in all, functioning in a new way demands the market to 30 \_\_\_\_\_.

26	
27	
28	
29	
30	

## WRITING

**Time** 40 minutes

**NB** Do not write your name anywhere on the paper.

Write an email to the Head of your Department suggesting changes to the current syllabus of your course. In your email, explain

- what course you teach
- what changes to the syllabus you want to make
- why you want to make the changes
- how the changes will improve the course.

You should write **220-250 words** in an appropriate style.  
You have **40 minutes** to complete the task.

## LISTENING

**Time** Approximately 35 minutes

### Information for candidates

There are three parts of the test.

You will hear each piece twice.

Before each part of the test you will have time to read the questions, and after to look through your answers.

### Part 1

You will hear a customer phoning about changing his hotel reservation. First you have 30 seconds to look at Questions **1 to 10**. You should answer the questions as you listen. Now listen to the conversation and answer **Questions 1 to 10**.

### Questions 1-10

Complete the form below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Hotel Adlon Reservation Form

#### Client profile:

Company name: Spectrum Technodesign

Visiting to participate in the: **1** \_\_\_\_\_

#### Current Spectrum Technodesign booking details:

Arrive: Monday

Rooms: 25 singles with **2** \_\_\_\_\_ or **3** \_\_\_\_\_

Length of stay: 3 nights



Number of guests: 45 Dinner: at 8 pm in the 4 \_\_\_\_\_

**Updated booking details:**

New guests arrive from the: 5 \_\_\_\_\_

Meal requirements: 2 new guests are 6 \_\_\_\_\_

Length of stay: 7 \_\_\_\_\_

Rooms available: 8 \_\_\_\_\_ with 9 \_\_\_\_\_ and bath/shower.

**Dinner on Wednesday night:**

Number of guests: 57

Confirmation is expected about: 10 \_\_\_\_\_

**Part 2**

**Questions 11-16**

You are going to hear a conversation between a professor and a student. Look at **Questions 11 to 16**. You have 30 seconds to read the questions.

Now listen to the conversation and answer **Questions 11 to 16**. Choose and circle the correct answer A, B, C or D.

**11** Louise Newman is meeting a professor to:

- A retake a failed exam
- B ask permission to attend his lectures
- C discuss the possibility of working with him
- D find out about advanced communication skills

**12** Louise Newman's thesis concerns interaction between:

- A humans
- B insects
- C snakes
- D monkeys

**13** While thinking about the course, Louise Neman:

- A doesn't know if it could be useful for her
- B hopes to explore feelings typical to humans
- C seeks to examine similarities in human interactions
- D hopes to analyse cultural problems vital for her project

**14** In the end of her studies, Louise is busy with:

- A attending lectures
- B seminar discussions
- C verbal examinations
- D making presentations

**15** Which sociology-related courses were NOT attended by Louise:

- A about world economic systems
- B on understanding of cultures
- C about social formations
- D natural behaviour of animals

16 While talking about Dr White, Louise mentions:

- A his enthusiasm about his subject
- B his exceptional oral skills
- C the enthusiasm of his students
- D her low grade for this course

### Questions 17-20

Listen to the second part of the conversation. First, look at **Questions 17 to 20**. You have 30 seconds to read the questions.

Now answer **Questions 17 to 20**.

### Questions 17-18

According to Louise, habitus is related to which **TWO** notions?

List of meanings

- A habits of animals and humans
- B daily routine habits
- C production process
- D place of humans in society
- E human creativity

17 \_\_\_\_\_

18 \_\_\_\_\_

### Questions 19-20

Which **TWO options** is Louise NOT supposed to benefit from?

List of activities for the Social class:

- A question sessions
- B gaining credits
- C end-of-course examination
- D little quizzes
- E discussions

19 \_\_\_\_\_

20 \_\_\_\_\_

## Part 3

### Questions 21-26

You are going to hear a presentation on how cultural differences might challenge business communication. You have 30 seconds to look at **Questions 21-26**.

Now listen to the recording and fill the gaps (21-26) in the summary below.

Write **NO MORE THAN THREE WORDS** for each answer

**Surprising cultural differences**

The speaker's study of cultural differences commenced with a journey to **21** \_\_\_\_\_ with a **22** \_\_\_\_\_ where she was supposed to give a presentation. The audience remained silent when she invited people to pose questions. Luckily, her assistant interfered and managed to engage them in communication by **23** \_\_\_\_\_ at the group. It was then explained that the willingness of Japanese people to engage in conversation depends on how **24** \_\_\_\_\_ are. This is because for the Japanese it is normal to have less **25** \_\_\_\_\_ so when they do, it means they feel **26** \_\_\_\_\_ with the speaker addressing them.

**Questions 27-30.**

You are going to hear the remaining part of the presentation. First you look at **Questions 27-30**. You have 30 seconds to read the questions.

Now listen and complete the sentences below.

Write **NO MORE THAN THREE WORDS** for each answer.

Kuuki yomenai indicates those who are incapable of reading the **27** \_\_\_\_\_

Kuuki yomenai can be facilitated by of **28** \_\_\_\_\_

Understanding the atmosphere is important for those who don't know cultures **29** \_\_\_\_\_

In research, cultures were differentiated depending on diverse **30** \_\_\_\_\_

## **SAMPLE SPEAKING SESSION**

**Time** Approximately 15 minutes

### **Part 1 Warm-up Task (not graded)**

The speaking session begins with a short warm-up. The warm-up is not graded. It helps set you in the right mood and get your mind focused on the speaking tasks. You will now be asked several questions.

1. What do you usually do when you have some free time?
2. Do you prefer cooking or eating out? Why?
3. What's the strangest thing / best dish you have ever eaten?

### **Part 2 Q&A session (graded)**

Now you will be asked four questions. Answer them providing well-structured and well-developed arguments to support your ideas. Each of your answers should be 2-2.5 minutes long.

1. Could you tell me about the time you presented at a conference or participated in a professional discussion?
2. What are your current academic and professional interests?
3. In your opinion, how will your professional field change in the future?
4. What book would you recommend that your students read? Why?