

PART 1: Listening Comprehension**30 minutes**

Section 1:

Section 2:

PART 2: Reading Comprehension**60 minutes**

I. Gapped Text

II. True or False Questions

III. Open Questions

V. Synonyms

VI. Antonyms

PART 3: Use of English**70 minutes**

I. Word Formation

II. Open Cloze

III. Tenses

IV. Phrasal Verbs

V. Key Word Transformation

PART 4: Composition**70 minutes****Overall Total:****240 minutes**

PART 1: Listening Comprehension**22 points****Section 1: Lessons In Love For Generation Snapchat**

You are going to hear a radio interview NPR's Tovia Smith about a new kind of sexual education being taught in US schools. For questions 1-6, choose the best answer (a, b, c, or d) for each question. (12 pts)

1. The revised version of sex ed being taught in some US classrooms is about

- a) a more comprehensive understanding of birth control
- b) a less comprehensive understanding of birth control
- c) a less romantic understanding of the mechanics of love
- d) a more romantic understanding of the mechanics of love

2. The students don't like the love song presented because

- a) it instantly overwhelms them
- b) it is too slow
- c) it represents an irregular love
- d) it is too old

3. According to the program, today's teenagers

- a) indubitably believe that true love takes time
- b) are too young to be in love
- c) have trouble moving beyond superficial relationships
- d) are indifferent to love

4. Harvard researcher Rick Weissbourd is convinced that

- a) our youth wants a more subtle education about sexual behavior
- b) today's children need to be better informed about STDs
- c) young people don't crave knowledge regarding sexual hazards
- d) more than half of today's teenagers are dissatisfied with traditional sex ed

5. Teenagers nowadays are struggling with love

- a) because they compare their experiences to Hollywood love scenes
- b) because they tend to have more awkward experiences than their parents did
- c) because they fear rejection
- d) because they categorically reject the idea of fidelity

6. According to Ashley Beaver

- a) only public schools can be trusted when it comes to the teachings of love
- b) it is the responsibility of private schools to provide that kind of education
- c) both, the schools and the parents, are responsible for sexual education
- d) it is solely the parents' responsibility to teach their children about love

Section 2

You will hear five short extracts in which people are talking about a psychology book they have all read. While you listen, you must complete both tasks. You will hear the recording twice. (10 pts)

Task 1

For questions 1-5, choose from the list (A-H) the reason each speaker gives for reading the book.

1. Speaker 1:	A It was given to them by a friend
2. Speaker 2:	B It provided an extra resource for work
3. Speaker 3:	C It was a chance discovery
4. Speaker 4:	D It formed a compulsory part of their studies
5. Speaker 5:	E It was part of special deal from a shop
	F It was recommended by someone else
	G It appeared to be a way to improve a relationship
	H It seemed to be relevant to their current course

Task 2

For Questions 6-10, choose from the list (A-H) the main reason why each speaker would recommend the book to others.

6. Speaker 1:	A It gives an easy overview of psychology for students.
7. Speaker 2:	B It is a good starting point for new students of psychology.
8. Speaker 3:	C It is written in an engaging way.
9. Speaker 4:	D It introduces interesting ideas for non-specialists to follow.
10. Speaker 5:	E It describes experiments used in psychological research.
	F It provides inspiration for people to start learning about psychology.
	G It is useful for people to update their knowledge
	H It uses accessible non-scientific language

Cyber Romance

1 One of the timeless principles of all great love stories is that intimacy provides the spark of love, but
2 separation is what causes it to ignite and become a blaze. Consider how the classic romances play
3 out, whether it is Tristan and Isolde, Romeo and Juliet, Scarlett and Rhett, or Rick and Ilsa. Ties
4 between two individuals are created in small and subtle moments as they come to know and trust
5 each other. __(1)__

6 Obstacles are romantic, in other words. They can be situational—misunderstandings, mistaken
7 identities, bad timing, physical upheaval, prior commitments, lack of reciprocity, geographical
8 separation, or unavailability due to marital status. The importance of obstacles explains why “playing
9 hard to get” can escalate the emotion of the other partner in an affair and why, for some, a romantic
10 prospect who is unavailable, physically or emotionally, can provoke the most urgent feelings.

11 Obstacles and intimacy work in tandem, a push and pull that preoccupy two people as they head
12 toward an intimate union of some kind, whether it is a missed opportunity, a sexual encounter, a walk
13 down the aisle, or something in between. __(2)__ For psychologists, it is a complex construct
14 particularly at a point in time when human-to-human contact and the courtship process are
15 increasingly mediated by technology.

16 How has intimacy—or sex—been changed? Couples find and sustain relationships in different ways—
17 often facilitated by webcams, proximity apps, texting, sexting, and social media. But has this made
18 things better, more satisfying, more rewarding? This chapter looks at the ways cyber effects are
19 shifting mating rituals and romance. And the story has a twist: Even though love turns out to be
20 easier to find online—just a swipe right away—is it really love?

21 Way back in 1996, at the dawn of the Internet age, communications expert Joseph Walther coined
22 the term hyperpersonal interaction to describe the way individuals tend to communicate online.
23 According to Walther, the reason that things turn intimate so quickly online is due to the lack of visual
24 cues, which is another way of talking about the effects of invisibility. Since two people who meet
25 online are initially unable to see each other in most cases, their relationship begins differently.
26 Invisibility has a substantial impact. While online, you are hidden—either partially or completely—
27 particularly if you are communicating on a visually lean platform without Skype or live streaming—
28 and therefore trust is created almost solely by self-disclosure.

29 Trust is essential to intimacy. In the real world, we know how to assess the trustworthiness of other
30 people. __(3)__ We might approach a person we find attractive and test the water with jokes or
31 flattery. We learn quickly, by his or her reaction, if they are interested in more. On traditional dating
32 sites like Match.com and eHarmony, this meet-and-greet process is initially more laborious. You are
33 required to fill out a form and supply personal information, details such as job, age, birthplace,
34 education level, income range, and even your favorite books and movies. After creating a personal
35 profile on a dating site, there is a quiet period of mutual examination as individuals who have been
36 introduced to each other by the algorithm decide whether they find each other’s profile photographs
37 attractive (a very important part of mating). If there are “sparks,” things begin to take off.

38 And “sparks” is a good way to describe it. Many significant regions of the human brain literally light
39 up on MRI scans when an individual is experiencing feelings of romantic love. Chinese researchers
40 studying the “science of love” have found that the left dorsal anterior cingulate cortex (dACC)
41 becomes active, as well as the insula, caudate, amygdala, nucleus accumbens, temporo-parietal
42 junction, posterior cingulate cortex, medial prefrontal cortex, inferior parietal lobule, precuneus, and

temporal lobe. Pretty impressive! Although I have to acknowledge this is probably more so to a scientist than a die-hard romantic.

Online, the courtship ritual continues in an exchange of texts, email, or chat-room posts, each more intimate than the last—which can make cyberspace dating feel like a journey to the confessional box. This is because in order to establish trust online—and form a bond—you need to say more, and reveal more, and describe more. In many ways this is standard in traditional dating; once it is decided that two people might be interested in each other, they try to establish ties and trust, and (like all love affairs) there is the added value of getting a chance to self-reflect and see yourself through another person's eyes. People who fall in love don't just learn a lot about another person; they learn a lot about themselves, in the form of feedback. We look out into the eyes of another and see our own images reflected back.

But there's one huge difference: Traditional dating relationships can take months to develop to the same level of intimacy that is reached almost instantly online. Let's stop for a second and contemplate this escalated and amplified mating dance—the baring of your soul to people you don't know. This paradox is sometimes called the stranger on the train syndrome, because it is a proven reality that people can feel more comfortable disclosing personal information to someone that they may never meet again (a great boon to spies, counterintelligence agents, investigative journalists, emergency room doctors, priests, and con artists). (4) We feel less at risk of being hurt by a partner who has not seen us in real life. And in an urgent wish to form a bond, we disclose the intimate details of our lives without much hesitation.

But is it smart to disclose so much? No. And this has been proven again and again. Telling perfect strangers intimate details of your life is guaranteed to make you more vulnerable—to criticism, to charges of narcissism and self-involvement, and, most troublingly, to fraudsters and criminals who are (I'm sorry to report) lurking and lingering online, searching for new ways to take advantage of you. Here's another reason why it's not smart: Our human instincts, which are driving us toward self-disclosure in order to form bonds, work differently online. We feel compelled to overshare and confess, but revealing too much personal information with a potential love interest online doesn't help to predict compatibility, the way it might in the real world.

Here's one reason: Hyperpersonal communication online, as described by Walther, is a process by which participants eagerly seek commonality and harmony. The getting-to-know-you experience is thrown off-kilter. The two individuals—total strangers, really—seek similarities with each other rather than achieving a more secure bond that will allow for blunt honesty or clear-eyed perspective. This explains why online support groups can be so therapeutic and nurturing. Online, judgment is suspended and people come to the support group with altruistic intentions of harmony and helpfulness. (5) Why? Because when we are in a real-world support group, we can't help but react to real-world cues—facial expressions, posture, dress, body language, smell, tone—that might cause us to become self-conscious and wary of the judgment of others. We hold back. But when we are online, free of face-to-face contact, we can feel less vulnerable and not “judged.” This can be truly liberating.

(Adapted from: Aiken, Mary (2016): The cyber effect: a pioneering cyberpsychologist explains how human behavior changes online; Spiegel & Grau)

PART 2: Reading Comprehension**25 points****1. Gapped Text: Complete the text with the following sentences. (5 pts)****N° of Gap**

a)	A succinct definition of intimacy is “close familiarity or friendship”, but it is often a euphemism for “sexual intercourse”.	
b)	Romantic love and passion are fanned and fueled when obstacles are encountered.	
c)	Everything from a handshake to facial expression, eye contact, tone of voice, posture, and language come into play and inform our overall opinion of a person.	
d)	And these are easier to maintain if relationships remain in cyberspace.	
e)	Other factors come into play too – namely the cyber effects of online disinhibition and anonymity.	

2. Are the statements true (T), false (F) or not given (NG). (6 pts)**T/F/NG**

a)	Many different brain areas become active when people create a personal profile and a dating site.	
b)	Overcoming obstacles is essential for an intense romantic relationship.	
c)	As two people try to establish ties online, they use their real-world instincts to determine whether they can trust each other or not.	
d)	People feel disinhibited online and engage in very personal conversations less quickly.	
e)	Online relationship are less likely to last long.	
f)	Oversharing personal information is a first indicator for incompatibility.	

3. Answer the following questions in a few sentences and in your own words. A maximum of 1 point per question can be deducted for language weaknesses.

1. Why is it important to overcome obstacles in order for relationships to be successful?
(2 points)

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2. Explain the phenomenon of 'hyperpersonal interaction'? (2 points)

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3. Describe two risks of online dating? (2 points)

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4. What's the synonym? 4 points (0.5 pts/word; wrong spelling: no credit)

a) timeless (l.1)	
b) ignite (l. 2)	
c) commitment (l. 7)	
d) preoccupy (l. 11)	
e) particularly (l. 14)	
f) cues (l. 24)	
g) lean (l. 27)	
h) amplified (l. 56)	

5. What's the antonym? 4 points (0.5 pts/word; wrong spelling: no credit)

a) to shift (l. 20)	
b) substantial (l. 29)	
c) flattery (l. 35)	
d) laborious (l. 38)	
e) to reveal (l. 69)	
f) commonality (l. 72)	
g) suspended (l. 76)	
h) liberating (l. 81)	

PART 3: Use of English**35 points****1. Word Formation**

Use the correct form of the word in bold to fill the gaps and complete the sentences. Sometimes there will be two words given, in which case you can use either one to form a word to complete the gap. Do not use participles (such as 'reacting') when a noun can be used (such as 'reaction'). (7 pts) (0.5 pts/word, wrong spelling: 0 pts)

Virtual Girlfriends

LovePlus and its sequels are Japanese video games that offer avatar love for a handheld Nintendo DS or for Apple's iOS. These games are (1) as "dating simulators" that help individuals learn to be in a relationship, and (2) even learn to love.

Since its launch in 2010, *LovePlus* has attracted hundreds of thousands of players worldwide, from middle-school-age boys and girls to adults who prefer the company of one of the three sweet unreal girls offered by the game—Rinko, Manaka, or Nene—rather than deal with the headaches of being with an actual human being.

Rinko, Manaka, and Nene are (3) and (4) and their personalities can be adjusted in settings. Best of all, unlike the cyber-melodrama *Her*, they are programmed never to dump you. It's just not in their code.

Players have declared that their love for these virtual girlfriends feels real—and is consoling, supportive and nurturing. We know from studies that people can form real and (5) emotional attachments to virtual characters. An avatar will always reflect an aspect of its creator and could be, in some ways, more (6) than a self-consciously manufactured and curated self-portrait.

Some have used the video game as a refuge when going through a bad breakup. "I would say that a relationship with a *LovePlus* character is a real relationship," said anthropologist Patrick Galbraith, who (7) in Japanese popular culture. "People are really intimately involved."

But can we really call it love when there's nothing to lose? Would anybody ever write a song to Rinko, Manaka, or Nene? If human beings become used to (8) machine love, what does it mean for their emotional (9) after a real breakup?

Let's take this a step further. If human beings begin to prefer demure and devoted Japanese anime characters over real women, what does this mean for the future of the human race? As Norman Holland writes, this parallels the sci-fi story *The Stepford Wives*, a male fantasy about women who are never (10) because they are docile and not (11) because they are machines.

marketing
possibleadoration
devotionauthenticity
revelation

especially

condition
resilientsatisfaction
need

3. Tenses

Complete the gaps, using the correct form of the verb in brackets as well as auxiliaries and modals if necessary. (10 pts; wrong spelling: half credit)

Although these days he (to be) most widely known as an architect and designer, Sir Christopher Wren's career (not begin) with training in these disciplines. Before he (to turn) seventeen, he (to invent) an instrument that wrote in the dark, a pneumatic engine and a new deaf and dumb language.

When he (to be) nine years old he (to send) to Westminster School in London. This school (to run) by Dr Busby who was noted both for the exceptionally strict discipline he maintained and for his considerable ability which (to lead) to great success for many of his pupils. At this school Christopher quickly became proficient in Latin and this (to show) by letters he wrote in Latin to his father which still (to survive).

Wren (to enter) Wadham College, Oxford on 25 June 1649 and (to receive) a B.A degree on 18 March 1651 and his M.A. from Oxford in 1653.

4. Phrasal Verbs

a) Complete the gaps with phrasal verbs that have the meaning of the words in *italics*.
(1/2 point each; wrong tense or spelling; no credit) (6 pts)

to find by chance, to fail, make sense, take into consideration, to get angry, to imply

1. "That sounds jolly odd!" "Right, something doesn't up here at all."
2. Organizations need to for the flexibility to revise, update, or improve mechanisms in order to respond to changing needs.
3. Boyer's lecture was about certain substances known as 'restriction enzymes.' These are substances which, when they across a certain pattern of DNA bases, cut them in two.
4. But Dunkerley's marriage plans through and it was this disappointment that led to his suicide.
5. He told her how Julian had changed, how he up at others for no reason, always seeking conflict to let off steam.
6. People asked, "What is he at? He is not just telling us a simple story for no reason at all. There must be a hidden meaning."

b) Complete the following sentences with the correct prepositions (one or two).
(1/2 point each; wrong tense or spelling; no credit) (6 pts)

1. I don't know how my aunt does it. She has to do everything for him and it's just awful! I would go insane myself if I had to putthat.
2. Whenever anyone called me names (as they still did from time to time), she would always stickme, like a big sister.
3. Contrary to girls, when boys were told, it was usually for their (mis)behavior. When they were praised it was usually for good work.
4. She had some difficulties in close relationships with men, feeling that they could not liveher expectations.
5. The most common concern you'll encounter in your entire selling career is the good old standby stall: "I want to think it" When someone says that, it generally means they are interested.
6. We didn't leave the Stone Age because there weren't any stones left, and we won't leave the oil age because we're runningoil. We'll leave because we've developed a better technology that puts less strain on the global environment.

5. Key Word Transformation

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in CAPITAL LETTERS. Do not change the word given. You must use between two and eight words, including the word given. (0.5 pts; wrong spelling or other mistakes: no credit) (7)

- a) She did not know that this event would be the beginning of a new chapter in her life as a young innovator. (**LITTLE**)

..... that this event would be the beginning of a new chapter in her life as a young innovator.

- b) Make sure you watch the staff making your drinks, especially if you have any allergies. (**EYE**)

I'd advise you, especially if you have any allergies.

- c) I regret not speaking to Marge sooner. (**HAD**)

I wish sooner.

- d) The bank closed before I arrived. (**ALREADY**)

When I got to the bank, it, It wasn't necessary to bring

- e) We should leave for the disco now. (**LEFT**)

It's disco.

- f) Please do those photocopies whenever you have the time. (**HAPPEN**)

Please do those photocopies if the time.

- g) Margaret told her daughter never to touch the vase. (**CIRCUMSTANCES**)

"Under this vase to be touched," Margaret told her daughter.

- h) If you left the bank at 3pm, it's possible you saw the thief. (**HAVE**)

You..... if you were in the bank at 3pm.

- i) Although the manager refused to buy us a new photocopier, she was still popular. (**HER**)

The manager was still popular to buy us a new photocopier.

- j) Sarah's father thinks she should come home earlier in the evening. (**APPROVE**)

Sarah's father Staying out so late in the evening.

- k) Even if she runs really fast, Tina won't make it to school on time. (**HOW**)

No, Tina won't get to school on time.

- l) As long as he could see, Kevin really didn't mind where he sat in the stadium.

(DIFFERENCE)

As long as he could see, where he sat in the stadium.

- m) James would only speak to the head of department alone. **(ON)**

James to the head of department alone.

- n) If Marc hadn't taken up politics, he might have become a famous art historian. **(NAME)**

If Marc hadn't taken up politics, he might have himself as a famous art historian.

PART 4: Composition

34 points

Choose one of the **opinion essay topics** below.

Write **between 350 and 400 words**, **double space** your text, give it an **appropriate title** and **count your words**. Leave a margin of 2 cm on both sides.

Topics:

1. 'Love is blind, and lovers cannot see, The pretty follies that themselves commit'
(*The Merchant of Venice* – Act 2, Scene 6)
2. Men can only be happy when they do not assume that the object of life is happiness.
- *George Orwell*
3. Is Modern Culture Ruining Childhood?
4. Is Your Generation More Self-Centered Than Earlier Generations?