

LISTENING

You will hear a short lecture entitled 'HOMO TECHNOLOGICUS.'

For each of the questions below (1 – 5), choose the answer (a, b, or c) which fits best according to what you hear. You will hear the recording twice. **CIRCLE** your answer (a, b, or c).

- (1) According to recent discoveries of cultural anthropologists, the human mind drives our technology.
a) True b) False c) Not Enough Information Given
- (2) In order to determine if an ape skull is called "human" or not, anthropologists...
a) ...look around for particular ape skulls.
b) ...attempt to locate signs of serious tool-making.
c) ...search for evidence that humans gave names to animals.
- (3) Which of the following contributed most to an increase in the human ability to think?
a) The physiological development of the opposed thumb.
b) The ability to free the hand by assuming a squatting position.
c) The capacity to use tools.
- (4) According to the speaker, no human was actually involved in the development of the microcomputer.
a) True b) False c) Not Enough Information Given
- (5) According to the speaker, the study of making things ...
a) ... comes from professors and books.
b) ... is twofold.
c) ... plays a main role in shaping humans.

VOCABULARY PRACTICE:

Form used in text: Use the correct form to complete the sentences below:

- (1) ACCOMMODATE The price for the holiday includes flights and _____ .
- (2) COMPLETE The road repair work is nearing its _____ .
- (3) DEVELOPMENT A _____ country or area of the world is poorer and has less advanced industries, especially in Africa, Latin America, or Asia.
- (4) EXPANDED Given the necessary investment, this region is perfect for economic _____ .
- (5) EXTENDED Donald has been given an _____ to finish his thesis.
- (6) GENETIC A particular _____ is responsible for the inheritance of eye color.
- (7) INTERACTION So...what is our plan of _____ ?
- (8) PARTICULAR We're _____ interested to hear from people who speak two or more European languages.
- (9) RECENT Have you seen any good films _____ ?
- (10) RECOGNIZED He has achieved _____ and respect as a scientist.
- (11) STRONG Admitting you've made a mistake is a sign of _____ , not weakness.
- (12) TECHNOLOGY Some of us have seen a tremendous amount of _____ changes during our lives.

Read the text and for the gaps (1 - 10) choose the best option (a, b, c or d) from below. Ignore the [square brackets] for now – they are for Part 2.

Pictograms and Ideograms

Cave drawings (1) _____ serve to record some event (e.g. Humans 3, Buffaloes 1), but they are not usually thought of as any type of specifically linguistic message. They are usually treated as part of a tradition of pictorial art. When some of the 'pictures' came to represent particular images in a consistent way, we (2) _____ begin to describe the product as a form of picture-writing, or pictograms. In this way, a form such as [1 _] (3) _____ come to be used for the sun. An essential part of this use of a representative symbol is that everyone (4) _____ use a familiar form to convey a roughly similar meaning. That is, a conventional relationship (5) _____ exist between the symbol and its interpretation.

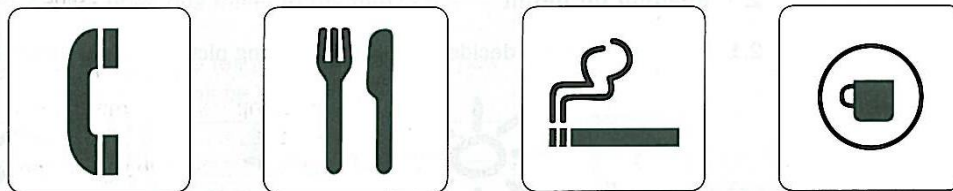
In time, this picture (6) _____ develop into a more fixed symbolic form, such as [2 _], and come to be used for 'heat' and 'daytime', as well as for 'sun'. Note that as the symbol extends from 'sun' to 'heat', it is moving from something visible to something conceptual (and no longer a picture). This type of symbol is then considered to be part of a system of idea-writing, or ideograms. The distinction between pictograms and ideograms is essentially a difference in the relationship between the symbol and the entity it represents. The more 'picture-like' forms are pictograms and the more abstract forms are ideograms.

A key property of both pictograms and ideograms is that they do not represent words or sounds in a particular language. Modern pictograms, such as those represented in the accompanying illustration [Figure 1], are language-independent and (7) _____ understood with much the same basic conventional meaning in a lot of different places where a number of different languages are spoken.

It (8) _____ generally thought that there were pictographic and ideographic origins for a large number of symbols that turn up in later writing systems. For example, in Egyptian hieroglyphics, the symbol [3 A] was used to refer to a house and derived from the diagrammatic representation of the floor-plan of a house. In Chinese writing, the character [4 _] was used for a river, and (9) _____ its origins in the pictorial representation of a stream flowing between two banks. However, it is important to note that neither the Egyptian nor the Chinese written symbols are actually 'pictures' of a house or a river. They are more abstract. When we create symbols in a writing system, there is always an abstraction away from the physical world.

When the relationship between the symbol and the entity or idea becomes sufficiently abstract, we (10) _____ be more confident that the symbol is probably being used to represent words in a language. In early Egyptian writing, the ideogram for water was [5 _]. Much later, the derived symbol [6 _] came to be used for the actual word meaning 'water'. When symbols are used to represent words in a language, they are described as examples of word-writing, or 'logograms'.

Figure 1



Yule, G. (2006). The Study of Language. (3rd edn). Cambridge: Cambridge University Press.

- | | | | | |
|------|-----------|-------------|-------------------|--------------------|
| (1) | a) shall | b) may | c) would | d) ought |
| (2) | a) can | b) will | c) had better to | d) are supposed to |
| (3) | a) had to | b) is going | c) did | d) might |
| (4) | a) could | b) should | c) is supposed | d) have got to |
| (5) | a) --- | b) shall | c) is able | d) must |
| (6) | a) might | b) did | c) should to | d) might have |
| (7) | a) can be | b) are able | c) supposed to be | d) shall be |
| (8) | a) can be | b) shall | c) is | d) might |
| (9) | a) must | b) had | c) were | d) needed |
| (10) | a) shall | b) ought | c) can | d) are able |

Part 2: Reading for Detail

[Page 3]

Read the text again and decide where the following pictures (A - F) should be inserted in the text (gaps [1] - [6]).



A 3



B



C



D



E



F

Part 3: Scanning for information

Read the text again and decide which of the characteristics (a - f) apply to each of the following terms (1 - 4). Some characteristics apply to more than one term.

(1) PICTOGRAMS	<u>a</u>	<u> </u>	<u> </u>	a) A picture that represents an image
(2) IDEOGRAMS	<u> </u>	<u> </u>	<u> </u>	b) The source of symbols in later writing systems
(3) MODERN PICTOGRAMS	<u> </u>	<u> </u>	<u> </u>	c) Doesn't stand for particular words or sounds
(4) LOGOGRAMS	<u> </u>	<u> </u>	<u> </u>	d) Independent of any language
				e) Used as words in a language
				f) An abstract form, not a picture

Part 4: Understanding implicit meanings

The relationship between sentences may be signaled with a sentence connector (e.g. For instance). Where it is not, the relationship is implicit and you need to work out the connection. What is the relationship between the second and the first sentence? Is it an *explanation*, a *contrast* or an *example*?

- (1) Cave drawings may serve to record some event (e.g. Humans 3, Buffaloes 1), but they are not usually thought of as any type of specifically linguistic message. They are usually treated as part of a tradition of pictorial art.
- (2) The distinction between pictograms and ideograms is essentially a difference in the relationship between the symbol and the entity it represents. The more 'picture-like' forms are pictograms and the more abstract forms are ideograms.
- (3) ...it is important to note that neither the Egyptian nor the Chinese written symbols are actually 'pictures' of a house or a river. They are more abstract.
- (4) When the relationship between the symbol and the entity or idea becomes sufficiently abstract, we can be more confident that the symbol is probably being used to represent words in a language. In early Egyptian writing, the ideogram for water was...

Part 5: Vocabulary building: adjectives

Replace the words in **bold** with adjectives from the text.

- 1) When some of the 'pictures' came to represent particular images in a **way that doesn't change**, we can begin to describe the product as a form of picture-writing, or pictograms. [Paragraph 1]
- 2) As the symbol extends from 'sun' to 'heat', it moves from something **that can be seen** to something **based on ideas**, and no longer a picture. [Paragraph 2]
- 3) Modern pictograms are language-independent and can be understood with much the same basic **generally accepted** meaning many different places. [Paragraph 3]
- 4) When the relationship between the symbol and the entity or idea becomes **unconnected with real objects**, it is fairly certain that the symbol is being used to represent words in a language. [Paragraph 5]

Complete the sentences below (1 - 5) using the adjectives from the Part 5 exercise.
Use each word only once.

ABSTRACT / CONCEPTUAL / CONSISTENT / CONVENTIONAL / VISIBLE

- (1) Some doctors advocate an integrated approach to medicine, using both _____ and alternative medicine, such as homeopathy.
- (2) Ursa Major is a constellation _____ throughout the year in large parts of the northern hemisphere.
- (3) A study in 2000 has revealed that the percentage of the population belonging to religious groups has remained _____.
- (4) Scientists have been criticized for ignoring practical applications of science in preference to more _____ and theoretical issues.
- (5) The test aims to assess both the factual and _____ knowledge of students.

Part 6: More vocabulary practice

Look back at the text and find synonyms for the words listed below.

[Paragraph 1]	CHARACTERIZE	_____	[Paragraph 4]	ORIGINATED	_____
[Paragraph 2]	DEVELOPS	_____	[Paragraph 5]	ADEQUATELY	_____
[Paragraph 3]	SYMBOLIZE	_____			

Complete the sentences below (1 - 10) using the answers from the previous exercise (Part 6) (2 times each) – you may have to change the form of the word(s).

- (1) The word history _____ the Latin word 'historia' meaning story.
- (2) The _____ of the subway line will take several months.
- (3) Cheap goods are available, but not in _____ quantities to satisfy demand.
- (4) The catalogue gives a full _____ of each product.
- (5) The clock in the painting is a symbolic _____ of the passage of time.
- (6) The article focuses on interviews with the subject, _____ accounts of his life, as well as biographies and autobiographies.
- (7) The competition attracted over 500 contestants _____ 8 different countries.
- (8) She _____ her right hand towards me.
- (9) The data _____ this project has vastly increased our knowledge of how genes work.
- (10) The case was _____ serious to warrant investigation by the police.

MORE Reading in Detail (Preposition Practice):

[Page 5]

Read the extract below, *Culture at Two Levels*, and fill in the blank spaces (1 - 12) with the correct preposition.

Culture at Two Levels

There are traditionally two different approaches (1) _____ looking at culture:

The psychic or psychological level, which focuses (2) _____ the internalized norms, attitudes, and behaviour of individuals from a particular culture (psychic distance is a measure of differences between groups).

The institutional level, which looks at national (or group) culture embodied in institutions (government, education, and economic institutions as well as business organizations).

(3) _____ this chapter we will mainly discuss the first, culture as shared psychology, with a brief reference (4) _____ national institutional differences at the end.

People who are born in, or grew up in, the same country tend (5) _____ share similar cultural characteristics. Nationality and culture tend (6) _____ coincide, although nations encompass a wide variety (7) _____ institutions, religions, beliefs, and patterns of behaviour, and distinct subcultures can always be found within individual countries. The only way to make sense (8) _____ this wide diversity is to characterize distinct cultural groups through simplified national stereotypes.

Many studies have attempted (9) _____ create these stereotypes by mapping and comparing the shared characteristics of managers and employees in different countries. Researchers then examine the effects (10) _____ key differences (11) _____ business behaviour, organization, structure, and ultimately the performance of companies from different countries. The following describes the milestone studies of this kind (12) _____ the management field.

OPTIONAL EXERCISE:

Now read the extract again and decide whether the following statements (1 - 6) accurately report what the writer says (ACCURATE), or not (NOT ACCURATE). **CIRCLE** your answer (ACCURATE / NOT ACCURATE).

- | | |
|---|-------------------------|
| 1) The approaches to looking at culture that are described are old. | ACCURATE / NOT ACCURATE |
| 2) Psychic distance measures the differences between two cultures. | ACCURATE / NOT ACCURATE |
| 3) The institutional level looks at how institutions differ in different countries. | ACCURATE / NOT ACCURATE |
| 4) All people who were born or grew up in a country share cultural characteristics. | ACCURATE / NOT ACCURATE |
| 5) It is simple to create national stereotypes. | ACCURATE / NOT ACCURATE |
| 6) Studies have looked at how the national characteristics of managers and employees influence company performance. | ACCURATE / NOT ACCURATE |

Read the second extract below, *Hofstede's Four Dimensions of Culture*, and fill in the blank spaces (1 - 12) with the correct preposition.

Hofstede's Four Dimensions of Culture

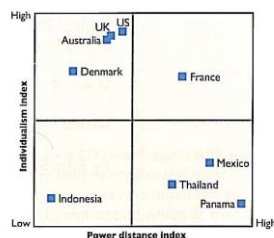
Geert Hofstede is a Dutch psychologist who conducted one of the earliest and best-known cultural studies in management, on IBM's operations in 70 countries around the world. Getting answers (1) _____ 32 statements from over 116,000 questionnaires, he mapped key cultural characteristics of these countries according (2) _____ four value dimensions:

Power distance is the extent to which a culture accepts that power in organizations is distributed unequally. High power distance equates (3) _____ steep organizational hierarchies, with more autocratic leadership and less employee participation (4) _____ decision making (see Figure 5.2 for examples).

Uncertainty avoidance is the degree to which members of society feel uncomfortable with risk and uncertainty. High uncertainty avoidance (Japan, Argentina, France) will be reflected (5) _____ the high priority placed on rituals, routines, and procedures in organizations and society in general. Countries with low uncertainty avoidance (Denmark, UK, India, US) tend to emphasize flexibility and informality rather than bureaucracy.

Individualism is the extent to which people are supposed to take care (6) _____ themselves and be emotionally independent (7) _____ others.

Masculinity is the value attributed (8) _____ achievement, assertiveness, and material success (Japan, Mexico, Germany, UK) as opposed (9) _____ the stereotypical feminine values of relationships, modesty, caring and the quality of life (Sweden, the Netherlands, Denmark) according (10) _____ Hofstede.



Based on: Figure 5.2 Hofstede's power distance against individualism for 20 countries

Figure 5.2 illustrates some of Hofstede's findings using two of the most useful dimensions, power distance against the degree of individualism / collectivism. It reflects some general stereotypes of the countries included, with clear grouping of the UK, Australia, and US as highly individualistic and less hierarchical (small power-distance) cultures against Mexico, Thailand, and Panama at the other extreme.

There are numerous problems (11) _____ the methodology used (12) _____ Hofstede in his most famous study, not least because the survey covered employees from just one firm, IBM. IBM's own, strong corporate culture arguably biased the cross-cultural comparisons.

OPTIONAL EXERCISE:

Read the second extract again and match Hofstede's four dimensions of culture (1 - 4) to the summaries (A - D) which follow.

Summary A = Hofstede's value dimension # ____

The tendency of people to look after themselves and their immediate family.

Summary B = Hofstede's value dimension # ____

The degree to which the dominant values of a society are success, money and material things.

Summary C = Hofstede's value dimension # ____

The extent to which people feel threatened by ambiguous situations and have created institutions and beliefs for minimising or avoiding these uncertainties.

Summary D = Hofstede's value dimension # ____

The degree to which less powerful members of organizations and institutions accept the fact that power is not distributed equally.

Reading Comprehension Practice:

[Page 7]

Read the following passage. Then choose the correct answer (a, b, c or d) to questions 1 – 8.

There is ONLY ONE correct answer for each question. CIRCLE your answer (a, b, c or d).

Philadelphia is a city known for many things. It is where the Declaration of Independence was signed in 1776, and it was also the first capital of the United States. But one fact about Philadelphia is not so well-known: it is home to nearly 3,000 murals painted on the sides of homes and buildings around the city. In fact, **it is said** that Philadelphia has more murals than any other city in the world, **with the exception of Rome**.

How did this come to be?

More than 20 years ago, a New Jersey artist named Jane Golden started a program pairing troubled youth with artists to paint murals on a few buildings around the city. From this small project, something magical happened. The young people involved helped to create magnificent pieces of art, but there were other, perhaps more important benefits. The young people learned to collaborate and get along with many different kinds of people during the various steps required to paint and design a mural. They learned to be responsible, because they needed to follow a schedule to make sure the murals were completed. They also learned to take pride in their community. It is hard for any resident to see the spectacular designs and not feel proud to be a part of Philadelphia.

Take a walk around some of the poorest neighborhoods in Philadelphia, neighborhoods full of broken windows and littered front steps, and you will find beautiful works of art on the sides and fronts of buildings. Of course the murals are not just in poor neighborhoods, but more **affluent** ones as well. Special buses take tourists to different parts of the city to see the various murals, which range from huge portraits of historical heroes, to cityscapes, to scenes depicting the diverse ethnic groups that call Philadelphia home.

As a result of its success, the mural program created by Jane Golden has now become the nation's largest public art program and a model for other cities throughout the country seeking to help troubled youth.

- 1) The main focus of the passage is...
 - a) ...an art program designed to help troubled youth.
 - b) ...the many tourists who come to Philadelphia to see murals.
 - c) ...the reasons why Philadelphia is a unique city.
 - d) ...how Jane Golden came up with the idea to start a mural program.
- 2) As used in paragraph 1, the phrase "it is said" suggests that the author is...
 - a) ...knowingly misleading the reader.
 - b) ...using a quote from someone else.
 - c) ...referring to something that is widely believed, but may be untrue.
 - d) ...referring to something that he or she does not personally believe.
- 3) As used in paragraph 1, the phrase "with the exception of Rome" means that...
 - a) ...Rome has fewer murals than Philadelphia.
 - b) ...Philadelphia has fewer murals than Rome.
 - c) ...Rome has the most beautiful murals of all.
 - d) ...Rome and Philadelphia are the only cities with murals.
- 4) According to the passage, the murals in Philadelphia...
 - I. ...draw tourists who want to see them.
 - II. ...instill responsibility and pride in the people who paint them.
 - III. ...are solely designed by the youth who paint them.
 - a) I only
 - b) I and II only
 - c) II and III only
 - d) I, II, and III
- 5) As used in paragraph 3, which is the best definition of affluent?
 - a) popular
 - b) clean
 - c) well-known
 - d) wealthy
- 6) Based on information in the passage, the author most likely believes that...
 - a) ...there are too many murals in Philadelphia.
 - b) ...the mural program was an inspirational idea.
 - c) ...all troubled youth should learn how to paint.
 - d) ...every city in the country should adopt the mural program.
- 7) Based on information in the passage, it can be inferred that the author believes the two best reasons for other cities to adopt the mural program are to...
 - a) ...beautify their city and draw tourists.
 - b) ...help troubled youth and beautify their city.
 - c) ...have as many murals as Philadelphia and help troubled youth.
 - d) ...draw tourists and surpass Philadelphia in terms of number of murals.
- 8) In order to make this passage more engaging to readers, the author could have included...
 - I. ...a brief history of Philadelphia.
 - II. ...pictures of some of the murals.
 - III. ...an interview with a program muralist.
 - a) I only
 - b) I and II only
 - c) II and III only
 - d) I, II, and III