

3

Listening Exam

ENGLISH FILE

EOI Exam Power Pack (Advanced cycle)

PART 1

6 You are going to listen to five people talking about their memories of their schooldays. Match extracts 1–5 with main points A–H. There are two main points you don't need to use.
Extract 0 is the example.

QUESTION	0	1	2	3	4	5
POINT	B					

				TOTAL	

- A The speaker's views on their schooldays have changed.
 B *The speaker enjoys talking about their schooldays with old friends.*
 C The speaker has some regrets about their schooldays.
 D School was a good preparation for later life.
 E It was the best time in their life.
 F The speaker enjoyed their schooldays more as they got older.
 G School was a waste of time for some people.
 H Some of the teachers were better than others.

EOI Topic: Education; Daily life
See: *English File third edition* Upper-intermediate File 5B

3

Listening Exam

ENGLISH FILE

EOI Exam Power Pack (Advanced cycle)

PART 2

7 You are going to listen to a radio report about some exotic animals. Answer questions 1–6 with one or two words. Question 0 is the example.

EOI Topic: Weather and the environment; City and nature

See: *English File third edition* Upper-intermediate Files 4A, 10A

QUESTION	0	1	2	3	4	5	6
MARK	✓						

						TOTAL	

0 What is the name of the organization that is looking for the lost amphibians?

Conservation International

1 What activity affected the Sambas Stream Toad in Borneo?

2 Which disease caused the Hula Painted Frog's habitat to be drained?

3 What shape is the Mesopotamia Beaked Toad's head?

4 What can be made using the skins of amphibians?

5 What might the amphibians provide information about?

6 What phrase is used to describe what some of these species are currently doing?

PART 1

A question of time**Paragraph 0**

Whenever the subject of time management comes up, the assumption is always made that people today are busier than people have ever been before. Can this really be true? Do we honestly believe that we are the busiest people in the whole history of humanity? What is the basis for this assumption? Did people in the past therefore have more free time than us, more time to themselves? When you think about it, that seems unlikely, especially when you consider that at the same time we are told that we all have more leisure time than people ever had in the past. So why is it that we are busier than people ever were? And if we aren't, why do we think we are?

Paragraph 1

How much time do people waste on emails? Since the advent of email, much has been made of its benefits and uses. But how much attention has been paid to the sheer waste of time it brings with it? How many hours of people's working lives are occupied in the time-consuming business of looking through emails and responding to them? When this method of communication did not exist, the content of many an email would never have been communicated at all, and so it is not correct to say that people are dealing with the same things, only in a different way. No, they are dealing with often irrelevant matters that previously they never had to address. And this takes them away from dealing with the things that really matter in their jobs.

Paragraph 2

The idea of doing nothing in particular seems to have got lost in modern society. In the sense that the concept exists at all, it now gets called 'downtime' – time when there is nothing you absolutely have to do – and this 'downtime' is something that people see themselves as struggling to have any of in their busy lives. In addition, there is a sort of disapproval of the idea of doing nothing, as if it is morally unsound, as if everyone should be doing 'something' all the time. Children, for example, have every nook and cranny of their non-school time filled with organized activities, and rush around from one to the other with no idea of what it's like just to hang around taking it easy.

Paragraph 3

Within the world of work, there is a lot of talk about time management, and no shortage of help offered by experts on the subject. Like everything in the modern world of work, the concept of time management comes with a battery of jargon, that lends it a quasi-scientific air. People go to training courses and conferences where they learn about the most effective ways of managing their time at work. But is this something that can be taught? Are people incapable of working it out for themselves? Some might say that if you really can't work out your own time management for yourself, you're in the wrong job. Or perhaps you are simply incapable of self-organization, meaning that you should only be in a job where your time management is dictated for you by your superiors.

Paragraph 4

When computer technology started to spread into every facet of working life, there was much talk of something called the 'paperless office'. The computer, it was claimed, would free everyone from the terrible and time-consuming business of using paper. It would all be on computer, freeing people up, streamlining our activities, simplifying life. Is this how things have actually turned out? Many would say

that, in reality, we use more paper now than ever before. People are knee-deep in documents, forms, and reports. It's cluttering up our minds and our desks more than ever before. Why this should be is uncertain, but what is true is that you seldom hear people talking about the 'paperless office' any more.

Paragraph 5

It could be said that the invention of new household and personal items has moved on from the era of the necessary to the era of the time-saving. The flush toilet could be said to be an example of the former, the dishwasher an example of the latter. In addition, there is the category of 'labour-saving' but not necessarily 'time-saving', and the washing machine could be said to be in that category – the job doesn't get done quicker than doing it by hand but you put a lot less effort in. The question then arises of which 'time-saving' inventions actually *do* save time. Consider the dishwasher. As many people realize, by the time you've carefully stacked everything in the right place, rinsed the plates before they go in, and then washed the things that can't go in, you might as well have done the whole job by hand.

Paragraph 6

Now, here's an example of something that drives everyone mad because of the time it takes – phoning a company or organization that you have some kind of dealing with. This inevitably leads you to the automated response, whereby you have to go through an endless number of stages before you have any chance of talking about the matter that caused you to phone. You key in numbers on your phone, speak in response to a disembodied voice and then you spend ages listening to music while you are in a queue. Often you simply give up after wasting a very great deal of time waiting. Why do companies and organizations think it is good practice to waste their customers' time in this way and annoy them so much?

PART 2

Read the article about a psychologist's work and theories. For questions 1–6, choose the best option, a, b, c, or d. Question 0 is the example.

EOI Topic: Language and communication; Science and technology
See: *English File third edition*
 Upper-intermediate File 10A

QUESTION	0	1	2	3	4	5	6
OPTION	c						

							TOTAL

- 0 What do we learn about Professor Liam Hudson in the first paragraph?
- a He was involved in the development of iq tests.
 b He worked exclusively in one area of psychology.
 c **He focused on a long-standing issue in psychology.**
 d He was one of the first experimental psychologists.
- 1 What was proved about IQ tests, according to the writer?
- a They were not always a reliable way of measuring intelligence.
 b They were not a way of establishing how creative people were.
 c They could only predict the creativity of certain people.
 d They were not as easy to analyse as people thought.
- 2 Hudson found that free association tests...
- a were better at measuring creativity than intelligence.
 b appealed to people in the English education system.
 c were not only useful in measuring creativity.
 d did not work as well with students as with other people.
- 3 In his book *Frames of Mind*, Hudson stated that creativity...
- a caused other personality characteristics to develop.
 b was harder to measure in some people than in others.
 c was linked to other factors more than it was linked to intelligence.
 d took longer to develop in some people than intelligence.
- 4 Hudson disagreed with others in the field of psychology on the subject of...
- a how to identify different characteristics in people.
 b why people's personalities often changed.
 c what his own research proved.
 d what caused people's personalities to develop in certain ways.

- 5 One reason why Hudson became disillusioned was that...
- a the kind of work he was doing did not get much respect.
 - b he was not allowed to test his theories on rats.
 - c he was given little opportunity to carry out further studies.
 - d some of the tests he developed did not work.
- 6 In his career as a whole, Hudson came to the view that...
- a psychology would never be fully accepted as a science.
 - b it would be possible to measure precisely the effects of culture.
 - c personality should not be the main focus of psychology.
 - d certain accepted beliefs in psychology were not true.

PART 2

An influential psychologist

Professor Liam Hudson was an influential figure in the field of experimental psychology, his most important work being done on the subject of the connection between intelligence and creativity. This is a subject that has fascinated psychologists since the early days of the discipline, and at first the idea was that IQ tests (a standard method of assessing a person's intelligence on a fixed scale) would enable creative people to be identified. The assumption was that creativity was necessarily linked to intelligence, and that if you could measure intelligence in a reliable way, you would also be automatically measuring creativity. This assumption was proved false when eminent men and women were tested, and it was found that high intelligence was not a good indicator of creativity.

Psychologists reacted to this finding by developing an alternative kind of test to the IQ test, one that adopted a 'free association' approach, in an attempt to distinguish between creative and non-creative people. Hudson tried these tests out on students and discovered that they more accurately distinguished between people who were good at the humanities and people who were good at sciences. This led him to publish *Contrary Imaginations* (1966) in which he identified two distinct personality types within the English education system. These he called 'convergers' and 'divergers'. The former had high intelligence but little in the way of creativity, and the latter were high in creativity but not necessarily high in intelligence.

However, further research led Hudson to believe that the issue was more complicated than that. The 'divergers', he found were not necessarily more creative than the 'convergers'. In *Frames of Mind* (1968), he suggested that a raft of other factors came into play when it came to creativity. These included the cultural affiliations of young people, their attitudes to authority, gender identification, and their own choices of roles in life. He conducted an experiment in which 16-year-old schoolboys were required to adopt the role of a fictional artist who liked to shock people. He found that some of the boys who had been identified as 'convergers' were actually among the most imaginative subjects. His conclusion was that creativity depended not on innate personality traits but on culture.

Hudson went on to challenge many of the assumptions, and much of the methodology, present at that time in the field of psychology. He felt that too many factors were being overlooked when it came to how personality is formed. Rather than being innate and unalterable, he felt that personality was equally influenced by these other factors, which included a person's self-image, their expectations in life, and cultural stereotyping. Though harder to quantify than the characteristics themselves, he felt that these were vital in assessing how individual identity was formed.

Hudson's conclusions put him at odds with the established field of psychology, and he became disillusioned with it. He felt that its approach was too mechanical. He resented the fact that psychologists of high status were in laboratories working with rats while experimental psychologists such as him, working with human beings in their natural surroundings, were relegated in the eyes of the profession to a lower status. He disliked the emphasis on a 'scientific' approach to psychology, with standard tests rigidly administered to measure quantifiable aspects of personality and behaviour. He remained convinced that the key to personality lay in the more intangible areas of culture, assigned roles, and personal choice.

- 0 a *completely*
b *totally*
c ***absolutely***
d *fully*
- 1 a group
b manner
c sort
d set
- 2 a so
b it
c sure
d all
- 3 a throughout
b across
c upon
d along
- 4 a method
b action
c move
d way
- 5 a compared
b relative
c parallel
d equated
- 6 a ease
b rest
c calm
d relax
- 7 a joined
b associated
c combined
d blended
- 8 a hurts
b troubles
c aches
d sufferings
- 9 a keeping
b covering
c closing
d stopping
- 10 a indeed
b in all
c in truth
d in particular
- 11 a bite
b chew
c swallow
d clench
- 12 a out
b untrue
c wrong
d false

Choose the correct answer a, b, c, or d for questions 1–12. Question 0 is the example.

EOI Topic: The consumer society
See: *English File third edition* Upper-intermediate File 9A

QUESTION	0	1	2	3	4	5	6	7	8	9	10	11	12
OPTION	<i>b</i>												

												TOTAL	

0 You ***needn't have bought*** me such an expensive present, but it's lovely!

- a *needn't buy*
- b *needn't have bought***
- c *didn't need buying*
- d *didn't need have bought*

1 There's no point _____ about something you will never be able to buy.

- a thinking
- b for thinking
- c to think
- d of thinking

2 Katie tends to spend money _____ she can afford to or not!

- a even if
- b supposing
- c providing that
- d whether

3 After asking him several times, I _____ him to pay back the money he owed me.

- a made
- b had
- c got
- d put

4 _____ he was poor throughout his life, he was a very happy person.

- a Yet
- b Despite
- c Although
- d Nevertheless

- 5 It's time you _____ a full-time job with a good salary!
- a had got
 - b should get
 - c get
 - d got
- 6 It's not necessarily true that the more money you have, _____ you are.
- a happier
 - b the happiest
 - c the happier
 - d more happy
- 7 I thought I would be able to lose a lot of weight, and I tried, but in fact I _____.
- a couldn't
 - b wouldn't
 - c hadn't
 - d don't
- 8 They were on the point _____ their house when they changed their minds.
- a of selling
 - b to sell
 - c to selling
 - d of sell
- 9 I've seen Charles _____ all his money in no more than half an hour at the shops.
- a spent
 - b to spend
 - c has spent
 - d spend
- 10 No sooner had he got his new car _____ it broke down and he had to take it back.
- a as
 - b than
 - c but
 - d that
- 11 _____ his success that everyone was totally amazed.
- a It was so unexpected
 - b So unexpected was
 - c So was it unexpected
 - d Was so unexpected
- 12 As _____ financial matters, Sarah is completely disorganized.
- a far as
 - b regarding
 - c concerning
 - d regards