I. WHILE-LISTENING SECTION
A. STATEMENTS
In this section, you will hear a statement for each item and a question related to it. Before you listen to each statement and the related question, you will be given 15 seconds in order to have a look at the four alternative answers to the question. Each statement will be spoken only ONCE. After you listen to each statement, mark the alternative which best answers the question that follows.

1. a) Schubert’s talent is not reflected in his works.
   b) Schubert was not as talented as people thought.
   c) Schubert’s greatest works are mostly unknown.
   d) Schubert’s talent was understood after his death.

2. a) Meals can be prepared quickly and properly.
   b) A sandwich can be as nutritious as a proper meal.
   c) A proper meal is more likely to meet our daily energy needs.
   d) A high-calorie sandwich contains more energy than a proper meal.

3. a) They arrived at four o’clock.
   b) They arrived four hours late.
   c) They drove for about four hours.
   d) They had planned to arrive at four o’clock.

B. DIALOGUES
For the items in this section, you will hear a dialogue and a question related to it. Before you listen to each dialogue and the related question, you will be given 15 seconds in order to have a look at the four alternative answers to the question. Each dialogue will be spoken only ONCE. After you listen to each dialogue, mark the alternative which best answers the question that follows.

1. a) He hit a street sign when he drove through a red light.
   b) He avoided the car but not the street sign.
   c) He hit a pedestrian while he was driving.
   d) He had a serious traffic accident.

2. a) He can’t have gone to Rome.
   b) He could have gone to Rome.
   c) He should have been back from Rome.
   d) He shouldn’t have canceled his trip to Rome.

3. a) He is working in a different section now.
   b) He is working with transferred students.
   c) He used to work with foreign students.
   d) He has retired recently.
C. MINI-TALKS
In this section, you will hear a mini-talk for each item. However, the last sentence of each mini-talk is incomplete. Before you listen to each mini-talk, you will be given 15 seconds in order to have a look at the four alternatives that may complete the last sentence. Each mini-talk will be read only ONCE. After you listen to each mini-talk and hear the “beep” sound, mark the alternative that best completes the sentence.

1. a) it can also be harmful to people.
   b) it produces an enormous amount of light.
   c) its gravitational pull holds the solar system together.
   d) its light is used in solar panels to produce clean energy.

2. a) experts believe it has important economic and social benefits.
   b) billions of dollars are spent on advertising in many countries.
   c) there are rules and regulations that limit advertisers.
   d) it only became a major industry in the 20th century.

3. a) can help to categorize different types of mental illnesses.
   b) may be considered normal in other cultures.
   c) could also change social norms over time.
   d) should be considered a proper treatment.

D. MINI-LECTURE
For the items in this section, you will hear a mini-lecture on the relationship between bacteria and human health. You will hear the lecture only ONCE. As you listen, mark the choice that best answers each question or completes each statement. Before you listen to the lecture, you will have 40 seconds to have a look at the questions related to the lecture.

1. Which of the following is TRUE about bacteria?
   a) They protect the nervous system from attacks.
   b) They inhabit and sterilize the muscle and blood cells in humans.
   c) Those related to the body are greater in number than our body cells.
   d) The harmless types are ten times greater in number than the harmful ones.

2. Being exposed to a certain degree of harmful bacteria ______.
   a) is necessary for a healthy immune system
   b) causes useful bacteria in the body to disappear
   c) keeps the number of harmless bacteria in balance
   d) ensures that children are raised in a germ-free environment

3. An example of harmful biofilms is ______.
   a) microflora
   b) microbiota
   c) dental plaque
   d) dental enamel
II. LISTENING AND NOTE-TAKING SECTION

PAPER I.
In this section, you will hear a lecture on the problems of modern educational systems. You will hear the lecture only ONCE. Take notes on the following points as you listen:
- the three problems of modern educational systems,
- the ways in which these problems affect learning, and
- the solution to these problems.

Later, you will be given five minutes to answer some questions using your notes. Your notes will not be graded.
II. LISTENING AND NOTE-TAKING SECTION
PAPER II.

Fill in the blanks according to the information in your notes.

Today’s main educational systems have three characteristics that create problems in learning. The first is that students are expected to learn at a/an (1)_______________________________. This is true for all levels of education. As a result of this, students mostly do not succeed because they come from different (2)______________________________, have different interests, and different (3)_______________________________.

The second problem is that there is a/n (4)______________________________. In other words, (5)______________________________ are not the same for the rich and the poor. Unfortunately, this economic difference often determines the academic success rate of students.

Thirdly, modern educational systems require (6)______________________________ of the information provided. This is the case in even the best schools. As a result, the assessment of the information is restricted to multiple-choice tests, which prevent students from developing (7)______________________________ skills, since they don’t get the chance to respond to real-life questions.

These problems can be overcome by using (8)______________________________ more extensively. They can be made available for everyone if the public and the private sectors provide some aid, which will eventually eliminate individual barriers.
I. WHILE-LISTENING SECTION
   A. STATEMENTS
In this section, you will hear a statement for each item and a question related to it. Before you listen to each statement and the related question, you will be given 15 seconds in order to have a look at the four alternative answers to the question. Each statement will be spoken only ONCE. After you listen to each statement, mark the alternative which best answers the question that follows.

Speaker A: Number 1. Have a look at the four alternatives.
Speaker B: Famous composer Franz Schubert’s greatest works were not performed during his lifetime, so his talent remained mostly unknown until he died.
Speaker A: What does the speaker mean?

Speaker A: Number 2. Have a look at the four alternatives.
Speaker B: It is better to sit down and have a proper meal than to eat a quick sandwich for lunch because the body needs energy during the day.
Speaker A: What does the speaker mean?

Speaker A: Number 3. Have a look at the four alternatives.
Speaker B: Since we got stuck in traffic for three hours, we didn’t arrive until four o’clock.
Speaker A: What does the speaker mean?

B. DIALOGUES
For the items in this section, you will hear a dialogue and a question related to it. Before you listen to each dialogue and the related question, you will be given 15 seconds in order to have a look at the four alternative answers to the question. Each dialogue will be spoken only ONCE. After you listen to each dialogue, mark the alternative which best answers the question that follows.

Speaker A: Number 1. Have a look at the four alternatives.
Woman: What did you do to yourself? Your head is bleeding.
Man: I had a small accident on my way home, but it was nothing serious. I was trying to cross the street while the light was still red, and banged my head on a street sign while avoiding being hit by a car.
Speaker A: What does the man mean?
Speaker A: Number 2. Have a look at the four alternatives.

Man: I’ve been trying to reach the manager all morning, but he is not in his office. Wasn’t he supposed to be back last night from his trip to Rome?

Woman: Oh, his flight was canceled due to bad weather conditions.

Speaker A: What can be said about the manager?

Speaker A: Number 3. Have a look at the four alternatives.

Man: I’d like to see Mr. Adams, please.

Woman: Oh, he no longer works here.

Man: Has he retired?

Woman: Oh, no. He was transferred to the foreign students section last week.

Speaker A: What does the woman say about Mr. Adams?

C. MINI-TALKS
In this section, you will hear a mini-talk for each item. However, the last sentence of each mini-talk is incomplete. Before you listen to each mini-talk, you will be given 15 seconds in order to have a look at the four alternatives that may complete the last sentence. Each mini-talk will be read only ONCE. After you listen to each mini-talk and hear the “beep” sound, mark the alternative that best completes the sentence.

Speaker A: Number 1. Have a look at the four alternatives.

Speaker B: The sun lights our day and provides energy for life. Like many other organisms, humans need sunlight to stay healthy. However, with its ultraviolet rays, ...

Speaker A: Number 2. Have a look at the four alternatives.

Speaker B: Advertising is a form of communication designed to promote the sale of a product or service, or a message on behalf of an institution, organization, or candidate for political office. Although historical records show that advertising was practiced in cultures that existed thousands of years ago, ...

Speaker A: Number 3. Have a look at the four alternatives.

Speaker B: No universally accepted definition of mental illness exists. In general, the definition of mental illness depends on a society’s norms, or rules of behavior. Behaviors that violate these norms are considered signs of mental illness. Since norms vary between cultures, behaviors considered signs of mental illness in one culture …
D. MINI-LECTURE
For the items in this section, you will hear a mini-lecture on the relationship between bacteria and human health. You will hear the lecture only ONCE. As you listen, mark the choice that best answers each question or completes each statement. Before you listen to the lecture, you will have 40 seconds to have a look at the questions related to the lecture.

Good morning, everyone. This week, we’re going to take a look at the relationship between bacteria and human health. As you’ll remember from our previous lesson, bacteria are one-celled organisms that live everywhere in the environment and in the bodies of almost all organisms, including humans. Interestingly enough, bacteria associated with the human body outnumber body cells by ten to one. Just think about it. We consist more of bacteria than of body cells! Despite this, some regions in the interior of the body are sterile – that is, there are no living organisms other than the cells of the body. Sterile regions include the muscles, the blood, and the nervous system. However, even these regions face constant invasion by bacteria. The body’s immune system is designed to rid the body of these invaders.

A healthy, balanced community of bacteria both inside our bodies and around us is extremely important for our health. It is equally important to come into contact with harmful bacteria in the environment to a certain degree. Being exposed to harmful bacteria helps to strengthen the immune system. Children, for example, raised in a completely germ-free environment, without any contact with bacteria, are highly prone to infectious diseases when they are later exposed to the outside world.

The communities of useful bacteria that inhabit tissues and organs inside the body are called the microflora or microbiota. On the other hand, communities of bacteria that cover the surfaces of our bodies are called biofilms. While some biofilms are useful, such as the bacteria on the surface of our stomachs, others may be harmful. For instance, dental plaque consists primarily of masses of bacteria, which over time can dissolve the dental enamel and create holes in the teeth. I’m afraid that’s all the time we have for now. In our next lesson, we will take a look at the uses of bacteria in agriculture and industry...

II. LISTENING AND NOTE-TAKING SECTION
In this section, you will hear a lecture on the problems of modern educational systems. You will hear the lecture only ONCE. Take notes on the following points as you listen:

- the three problems of modern educational systems,
- the ways in which these problems affect learning, and
- the solution to these problems.

Later, you will be given five minutes to answer some questions using your notes. Your notes will not be graded.

Good morning, ladies and gentlemen. Welcome to this session of the conference. I know we are here today to discuss the future of education, but in my talk, I’d like to focus on learning – specifically how it is affected by the characteristics of modern educational systems and what we can do to overcome learning problems that result from the educational system.
Now, the first problematic characteristic I want you to focus on is “fixed pace.” In primary, secondary, and higher education, learning is expected to take place at a fixed pace. Any course is the same length for all students. Unfortunately, our present system keeps the amount of time the same and varies the amount of learning, when it should be the other way around. With a fixed pace, not all students can master a topic adequately. There are various factors leading to this. First, each student comes from a different background. Second, each has different interests. Third, even when they come from similar backgrounds and have similar interests, their learning styles and learning rates are different. Therefore, we cannot simply assume that student X is a failure; instead, it is the pace of the educational system that is not right for him.

The second problematic characteristic is lack of equality. Think about the learning opportunities available at public schools and how greatly they differ from those in private schools. Alright, although we don’t like it, we have come to accept the fact that some people are rich and others are poor, which shows there is a lack of equality. This, however, does not necessarily mean that learning opportunities are a determining factor for academic success.

The third negative characteristic is that the current education models are based on memorization. Even in the best schools, which provide students with the best equipment, learning is based mostly on memorizing information, and not on critical thinking or problem-solving. Of course, when the education system forces the students to memorize information, the assessment of that kind of learning becomes limited to multiple-choice tests. The sad result of this is that their ability to respond to real-life questions cannot develop. More importantly, they cannot develop critical thinking and problem-solving skills.

Well, what can be done to deal with these problems? The answer lies in more extensive use of communication and information technologies. Today, these technologies are no longer expensive or inaccessible. With a little help from the government and the private sector, communication and information technologies can easily be made available for all. The key point is to develop the necessary educational programs in which individual barriers – cognitive or economic – will disappear. Now, let me explain how these technologies can help us solve each of the problems I have mentioned.

ANSWER KEY

I. WHILE LISTENING SECTION
GROUP A
A. 1. d 2. c 3. a
B. 1. b 2. c 3. a
C. 1. a 2. d 3. b
D. 1. c 2. a 3. c

II. LISTENING AND NOTE-TAKING SECTION
1. fixed pace
2. backgrounds
3. learning styles / learning rates
4. lack of equality
5. learning opportunities
6. memorization
7. problem-solving / critical thinking
8. communication and information technologies