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Variant: 1

Part 1

Listening

Circle the correct answer 1 – 3 .

Questions 1 – 6

Wildlife in city gardens

1. What led the group to choose their topic?
 - 1) They were concerned about the decline of one species.
 - 2) They were interested in the effects of city growth.
 - 3) They wanted to investigate a recent phenomenon.
2. The exact proportion of land devoted to private gardens was confirmed by
 - 1) consulting some official documents.
 - 2) taking large-scale photos.
 - 3) discussions with town surveyors.
3. The group asked garden owners to
 - 1) take part in formal interviews.
 - 2) keep a record of animals they saw.
 - 3) get in contact when they saw a rare species.
4. The group made their observations in gardens
 - 1) which had a large number of animal species.
 - 2) which they considered to be representative.
 - 3) which had stable populations of rare animals.
5. The group did extensive reading on
 - 1) wildlife problems in rural areas.
 - 2) urban animal populations.
 - 3) current gardening practices.
6. The speaker focuses on three animal species because
 - 1) a lot of data has been obtained about them.
 - 2) the group were most interested in them.
 - 3) they best indicated general trends.

Part 2

Reading

You are going to read a newspaper article. For questions 7-11, choose the answer (1, 2, 3 or 4) which you think fits best according to the text.

The Development of Museums

A The conviction that historical relics provide infallible testimony about the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and value free. As one writer observes: 'Although it is now evident that artefacts are as easily altered as chronicles, public faith in their veracity endures: a tangible relic seems *ipso facto* real.' Such conviction was, until recently, reflected in museum displays. Museums used to look - and some still do - much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little sense to the lay visitor. The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher.

B Recently, however, attitudes towards history and the way it should be presented have altered. The key word in heritage display is now 'experience' the more exciting the better and, if possible, involving all the senses. Good examples of this approach in the UK are the Jorvik Centre in York; the National Museum of Photography, Film and Television in Bradford; and the Imperial War Museum in London. In the US the trend emerged much earlier: Williamsburg has been a prototype for many heritage developments in other parts of the world. No one can predict where the process will end. On so-called heritage sites the re-enactment of historical events is increasingly popular, and computers will soon provide virtual reality experiences, which will present visitors with a vivid image of the period of their choice, in which they themselves can act as if part of the historical environment. Such developments have been criticised as an intolerable vulgarisation, but the success of many historical theme parks and similar locations suggests that the majority of the public does not share this opinion.

C In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already borrow ideas and concepts from one another. For example, museums have adopted story lines for exhibitions, sites have accepted 'theming' as a relevant tool, and theme parks are moving towards more authenticity and research-based presentations. In zoos, animals are no longer kept in cages, but in great spaces, either in the open air or in enormous greenhouses, such as the jungle and desert environments in Burgers' Zoo in Holland. This particular trend is regarded as one of the major developments in the presentation of natural history in the twentieth century.

D Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time. Heritage and museum experts do not have to invent stories and recreate historical environments to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those who are professionally engaged in the art

of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of 'evidence' and 'attractiveness', especially given the increasing need in the heritage industry for income-generating activities.

E It could be claimed that in order to make everything in heritage more 'real', historical accuracy must be increasingly altered. For example, *Pithecanthropus erectus* is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make these interpretations: if they did not provide the interpretation, visitors would do it for themselves, based on their own ideas, misconceptions and prejudices. And no matter how exciting the result, it would contain a lot more bias than the presentations provided by experts.

F Human bias is inevitable, but another source of bias in the representation of history has to do with the transitory nature of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, palaces and cathedrals have a longer lifespan than the dwellings of ordinary people. The same applies to the furnishings and other contents of the premises. In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived within the walled town, an area more than five times smaller than modern Leyden. In most of the houses several families lived together in circumstances beyond our imagination. Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder that people who stroll around exhibitions are filled with nostalgia; the evidence in museums indicates that life was so much better in the past. This notion is induced by the bias in its representation in museums and heritage centres.

7 Compared with today's museums, those of the past

1. did not present history in a detailed way.
2. were not primarily intended for the public.
3. were more clearly organised.
4. preserved items with greater care.

8 According to the writer, current trends in the heritage industry

1. emphasise personal involvement.
2. have their origins in York and London.
3. rely on computer images.
4. reflect minority tastes.

9 The writer says that museums, heritage sites and theme parks

1. often work in close partnership.
2. try to preserve separate identities.
3. have similar exhibits.
4. are less easy to distinguish than before.

10 The writer says that in preparing exhibits for museums, experts

1. should pursue a single objective.
2. have to do a certain amount of language translation.
3. should be free from commercial constraints.
4. have to balance conflicting priorities.

- 11 In paragraph E, the writer suggests that some museum exhibits
1. fail to match visitor expectations.
 2. are based on the false assumptions of professionals.
 3. reveal more about present beliefs than about the past.
 4. allow visitors to make more use of their imagination.

Part 3

Use of English

For questions 12 – 23 select the most appropriate word (1 - 4) to complete each gap. Mark the correct number on your answer sheet.

Girls and technology

If you want your daughter to succeed, buy her a toy construction set. That is the advice from Britain's (12).....female engineers and scientists. Marie-Noelle Barton, who heads an Engineering Council campaign to encourage girls into science and engineering, maintains that some of Britain's most successful women have had their careers (13).....by the toys they played with as children. Even girls who end (14) nowhere near a microchip or microscope could benefit from a better (15) of science and technology.

'It's a (16) of giving them experience and confidence with technology so that when they are (17)..... with a situation requiring some technical know-how, they feel they can handle it and don't just (18) defeat immediately,' says Mrs Barton. 'I believe that lots of girls feel unsure of themselves when it comes (29)..... technology and therefore they might be losing out on jobs because they are reluctant even to apply for them.'

Research recently carried (20) suggests that scientific and constructional toys should be (21).....to girls from an early age, otherwise the result is 'socialisation' into stereotypically female (22) , which may explain why relatively few girls

study science and engineering at university in Britain. Only 14% of those who have gone for engineering (23).....at university this year are women, although this figure does represent an improvement on the 7% recorded some years ago.

12 1. foremost	2. uppermost	3. predominant	4. surpassing
13 1. styled	2. shaped	3. built	4. modelled
14 1. in	2. by	3. on	4. up
15 1. hold	2. grasp	3. insight	4. realisation
16 1. matter	2. situation	3. state	4. cause
17 1. approached	2. encountered	3. presented	4. offered
18 1. admit	2. allow	3. receive	4. permit
19 1. for	2. to	3. from	4. with
20 1. off	2. through	3. forward	4. out
21 1. accessible	2. feasible	3. reachable	4. obtainable
22 1. characters	2. parts	3. states	4. roles
23 1. options	2. alternatives	3. selections	4. preferences

Part 4. Complete each sentence 24 to 33 with an appropriate ending from 1) to 10).

- 24 Gosh, it's incredibly hot today.
 25 I'm really terribly sorry about damaging your car.
 26 I feel that proof of Smith's guilt has now been established.
 27 Well, that's the last item we had to discuss.
 28 Why didn't you phone me at all?
 29 It's a good plan, I suppose.
 30 You may be the office manager.
 31 The search has gone on now for three days.
 32 Don't worry about the missing money.
 33 Haven't you heard about Gordon and Eileen then?
- 1) But that doesn't give you the right to speak to me like that.
 2) Chances are it's just an administrative error.
 3) Beyond the shadow of a doubt, in my opinion.
 4) For all you know, I might be dead!
 5) I thought it was common knowledge.
 6) I could really do with a cold drink.
 7) As far as it goes, that is.
 8) So I think that covers everything.
 9) And hope appears to be fading, I'm afraid.
 10) All I can say is that it certainly won't happen again.

Part 5. In each sentence one of the words or phrases (1, 2, 3 or 4) must be changed in order for the sentence to be correct.

34. The professor decided to allow the students to take the examination a second time because the low scores.

- 1) to allow
- 2) to take
- 3) a second time
- 4) because

35. Numismatics, the study of coins, can be very rewarding once a person becomes familiar with determining the date and type of a coin, as well as grade it.

- 1) rewarding
- 2) once
- 3) familiar with
- 4) grade

36. In spite of the fact that Olympic athletes are not permitted to compete for compensation, some of them have done so in the past and will again in the future.

- 1) In spite of
- 2) permitted
- 3) have done
- 4) will again

37. In 1947, Jackie Robinson became a first Black American to play major league baseball.

- 1) became
- 2) a
- 3) to play
- 4) major

38. Listening to recorded books while driving is a means of utilize time wisely.

- 1) recorded
- 2) a
- 3) means

4) utilize

39. After the data has received and reviewed, the finance department employees should be able to determine the best course of action.

1) has received

2) finance

3) employees

4) to determine

40. Research involving animals is useful when researchers developing medicine to combat illnesses of both animals and people.

1) involving

2) researchers

3) to combat

4) of both

41. The workers attempted to free the cat from the trap, but several obstacles were on the way.

1) attempted

2) to free

3) obstacles

4) on the way

Part 6

TKT (Questions 42 – 50)

Choose the description which matches the classroom management terms.

42. Interaction patterns

1. the different ways learners work together in class

2. common mistakes learners make when they speak a second language

3. the gestures learners use to keep the listener interested in what they are saying

43. Rapport

1. the help a teacher gives to learners in class

2. the relationship between teacher and learners
3. the end-of –term comments the teacher writes about each learner’s work

44. Mingling

1. a group activity which involves students reading different parts of the same text and sharing the information they found out
2. a whole class activity which involves learners walking around the classroom sharing information with other learners
3. a whole class activity which involves learners sharing vocabulary they know about a topic

45. Group dynamic

1. the relationship between learners in the class
2. different groups of learners working autonomously in class
3. the strategies a group uses to work together to complete a project

46. Nominating

1. the teacher chooses and names a learner to do a task
2. the teacher chooses and tells the class the date for a revision test
3. the teacher chooses and writes the main aim of the lesson on the board

47. Grading language

1. the teacher monitors learners’ use of the target language
2. the teacher reviews the language learners need to use in a task
3. the teacher uses language that is at the right level for learners

Match the classroom activities with their main teaching aims

48. Learners make a recording of a radio programme they have written.

1. to focus on voiced and unvoiced sounds
2. to provide a sense of achievement
3. to improve discipline

49. Learners do a grammar exercise on a CD-ROM.

1. to focus on pronunciation

2. to focus on fluency

3. to focus on form

50. In groups, learners do a quiz about elephants before reading a story about them.

1. to test their memory

2. to give peer feedback

3. to generate interest in a topic