

ПЛЕХАНОВСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
(очный тур) 2014-2015 уч.год

READING

Transfer all your answers to the answer sheet

Task 1. For questions 1-6 look at the following job advertisement, job application and questions.
Chose the best answer.

Extract A

Restaurant Supervisor

Salary: £14,500-£15,600 per year

Job type: Full-time, permanent

Location: Woking, Surrey

Closing date: 27 June

Paragraph 1 This is a fantastic opportunity for a motivated, enthusiastic individual to work in Woking Manor, a busy branch of the Green Views Hotel Group. The hotel restaurant is housed in a prestigious property and offers a classic British menu for diners and business conference guests.

Paragraph 2 As Restaurant Supervisor, you will report to the Restaurant Manager and lead the front of house team. You will need to identify the training and development needs for each individual in your team, along with planning work rotas and assisting with the recruitment of new staff when necessary. Using the experience gained in a similar role working for a busy four- or five-star hotel, you will have the freedom to demonstrate your ability and implement new ideas by leading from the front and taking responsibility for your team.

If you are interested, please send a cover letter and CV to
jobs@greenviewshotelgroup.org, quoting reference number K1079721

Extract B

To whom it may concern,

Paragraph 1 I am applying for the post of Restaurant Supervisor, which was advertised in last week's edition of *Jobs Newsletter*. I believe that I have the requisite skills and experience to fulfil the requirements of the job.

Paragraph 2 Currently, I am Head Waiter at Langdon's Restaurant in Buckinghamshire, where I have been working for the past three years. I have gained considerable experience of running all aspects of a large, busy restaurant, including taking bookings, ordering stock, supervising staff, organising their shifts and following health and safety regulations.

Paragraph 3 I am a hardworking, confident and determined person who can work both individually and within a team to meet targets. I have excellent communication skills, and can speak Polish and Russian in addition to fluent English. I also have a good working knowledge of IT, which enables me to complete all administrative duties accurately and efficiently.

Paragraph 4 Please see the CV attached for further details of my professional background. I would be happy to attend an interview at any time of your convenience.

Yours faithfully,
Dorota Trzcinska

- 1 **The main purpose of paragraph 1 in Extract A is to**
 A describe the facilities of the hotel. C suggest that it is good to work at the hotel.
 B explain why tourists visit the hotel. D provide information about the Green Views Hotel Group.
- 2 **What is the best subheading for paragraph 2 in Extract A?**
 A Innovation and originality C Leadership and teamwork
 B Duties and responsibilities D Training and development
- 3 **What is the best subheading for paragraph 1 in Extract B?**
 A **Re:** Restaurant Supervisor, ref. K1079721.
 B Formal letter for Restaurant Supervisor (K1079721).
 C **Re:** Restaurant Supervisor, £14,500 - £15,600 per year.
 D Cover letter and CV for application to be Restaurant Supervisor.
- 4 **What is mentioned in both Extract A and Extract B?**
 A the professional development of staff C the administrative work required on the job
 B the last day people can apply for the job D the different hours that people have to work
- 5 **What is mentioned in Extract B but not in Extract A?**
 A knowledge acquired in a previous job C certain rules that apply to the workplace
 B personal qualities required to do the job D knowledge of negotiating staff contracts

Task 2. Answer questions 6 – 14 by referring to the newspaper article about argument and debate. You may choose any of the sections (A – G) more than once.

The Power of The Spoken Word

Arguments and debates can be exhilarating experiences. But those wishing to be more persuasive must first make sure they prepare.

A

If you say "I am having an argument", most people will assume that you are picking a fight. But this need not necessarily be so. The ability to argue in a controlled way is a fundamental skill. It is used by lawyers, politicians, campaigners and many others every day of the week. Arguing well is part of the process of successful negotiation. It is far more likely to get you out of trouble than into it. Some people instinctively find that they are strong arguers. However, the art of arguing can be taught, and in many schools it is part of other subjects. Until the beginning of this century, many people considered arguing to be one of the essential elements in a proper education.

B

The Greeks and Romans, whose ideas about law, science, the arts and society have had such an enormous impact on our own culture, also influenced the way we argue. Aristotle (384-322 BC), the Greek philosopher, wrote a work called *Rhetorica* which laid down rules to follow in order to argue successfully. In these ancient societies, writing was used less widely than in ours and so public speaking was very important. There were no newspapers and no television to help people decide what they thought about issues. Practised speakers, known as orators, who spoke on formal occasions and at public meetings, were critical in helping to form opinions. Orators used all the tricks of rhetoric to get their points across. In Shakespeare's play *Julius Caesar*, Mark Antony is so angry about the assassination of Caesar, his friend, that he makes a powerful speech to the Roman people. Shakespeare, who knew from his reading about the Roman art of public speaking, gives his character powerful lines which win the people over to his side. Speaking like a true Roman orator, Antony addresses his audience with the lines, "Friends, Romans, countrymen, lend me your ears ..."

C

If Anthony were transported in time and space to the Houses of Parliament in Britain today, he would almost certainly recognise what was going on. He would realise that when politicians "debate" bills or motions, they are following on from the lines that were laid down in the ancient world. Whether he would be impressed by what he heard is, of course, another matter.

D

To win an argument, you need to convince someone that you are right. To do that you have to make a good case, which requires organisation. Many people have suggested ways to do this. The same basic principles underlie most systems. Firstly, you should decide what you think. It is surprising how many people start sounding off about something without really deciding what they think about it. An opinion which has been formed without any real thought or inherited from others - friends or parents, for example - is really no more than a prejudice. Before you are able to argue on any subject, you need to understand what you are talking about.

E

Next, you should select your arguments. The whole process of talking about your opinion and showing why it is right is known as an argument. The individual parts of the process are also called arguments. Selecting your arguments means coming up with the reasons which best support your opinion. It often helps to think of specific examples to help illustrate them. You might want to argue that nuclear power should be banned. One of your arguments might be that it is dangerous. You might want to illustrate this by giving examples of accidents that have actually happened.

F

You should also anticipate your opponent's arguments because, as well as coming up with reasons in support of your opinion, you need to think about the criticisms that might be made of it. You need answers for these criticisms. This is one of the most powerful ways of winning over your audience.

G

The order of your arguments is also very important. You might want to deal with the powerful and convincing arguments first. On the other hand, you might like to start with the less important ones and build up a more and more convincing case. Of course, there is more to winning an argument than just having a good case. You also need to present it properly. That means not just thinking about what you say, but also about how you say it. Over the years, people have thought up a number of techniques to make what they say persuasive. These include asking rhetorical questions (which are not meant to be answered), appealing to the audience's emotions and making effective analogies.

Which section refers to the following?

- | | |
|--|-------|
| 6 a reference to old ideas about education | _____ |
| 7 a very good way to influence an audience with your arguments | _____ |
| 8 suggests two different methods for presenting the points of an argument | _____ |
| 9 mentions important factors apart from arguments themselves | _____ |
| 10 positive and peaceful aspects of arguing | _____ |
| 11 the idea that good arguments are always organised according to the same pattern | _____ |
| 12 a criticism of speaking without preparation | _____ |
| 13 the reason why speaking well was a valuable skill in the ancient world | _____ |
| 14 slightly sceptical view of one group of public speakers | _____ |

Task 3 For questions **15 - 20** read the text and choose which of the paragraphs **A- G** fit into the numbered gaps. There is one extra paragraph which doesn't fit in any of the gaps.

A CONSUMING ADDICTION

Shopping used to be nothing more than a way of obtaining food, clothing and other necessities of life. Today, however, shopping symbolises the materialistic culture of western society and its popularity as a leisure activity reflects the rise of consumerism.

15 _____

Having more money has meant spending patterns have changed. While traditional models of economic behaviour assume that consumers are rational and weigh up the costs and benefits before making a purchase, anyone who has ever walked into a shop and left five minutes later with a new jacket and £80 less in their wallet knows that this theory does not always hold true.

16

Her research on consumer behaviour identified impulsive buying as an attempt by shoppers to bolster their self-image, particularly for those who suffered from so-called compulsive buying or shopping addiction, a condition that affects 2 to 5 per cent of adults in the West.

The three-year study compared excessive buyers to a similar group of ordinary consumers. Excessive shoppers were more materialistic and believed that buying goods was a pathway to success, happiness and identity. "Excessive buying is a coping strategy to fill the gaps between how shoppers feel about themselves and the person they want to be," Dr Dittmar said.

17

Her research also reveals that certain types of goods are more likely to be bought on impulse than others. Those most frequently reported - clothes, jewellery, ornaments - are closely related to self-image and appearance. This finding is contrary to usual theories about impulse shopping, which explain it as a short-term gratification winning out over longer-term concerns such as debt.

18

In other words, shoppers were more willing to wait for "low impulse" goods such as kitchenware, than they were for clothes or other "high impulse" items. However, it was found that some of the 60 consumers asked to maintain a shopping diary for the study often regretted their impulsive purchases. Dr Dittmar said, "When people had explicitly bought for self-image reasons, regret was more likely to occur."

19

The conclusions drawn by Dr Dittmar about the treatment of compulsive shoppers are that prescribing anti-depressant drugs might solve the problem but only as long as sufferers continue to take them. Instead, they needed therapeutic help to address the underlying causes such as poor self-image.

20

"In no sense do *these people* directly force anyone to buy anything. But they are very sophisticated, making advertisements and shopping environments very seductive and playing on the idea that if you buy product X you will be much more attractive."

- A Dr Dittmar said that the idea that consumers' impulsiveness differed, depending on the type of goods, was also supported by the finding that shoppers were less willing to delay gratification for items bought on impulse.
- B But there are pitfalls, such as debt and addiction to buying. Addicts shop for shopping's sake rather than to buy what they need.
- C Helga Dittmar, senior lecturer in psychology at Sussex University, has found that consumer goods are the material symbols of who a person is and who they would like to be.
- D Her research also raises questions over the methods used to attract shoppers and encourage them to buy. Although advertisers and retailers increasingly appeal to consumers' self-image, Dr Dittmar said it was very difficult to argue that these factors were responsible for compulsive shopping.
- E Although there were other ways of dealing with poor self-image, such as over-exercising or alcoholism, she said that shopping had become one of the most important strategies. This was especially true for women, who were three times more likely to be compulsive shoppers than men, as shopping was a socially approved activity, and allowed those who do not go out to work to get out of the house, Dr Dittmar said.
- F But this finding was ambiguous because shopping addicts were more motivated by self-image than ordinary shoppers and were more likely to regret their actions. "It's not quite clear which way round this relationship goes, but there is a link between being very concerned with self-image goods and regretting impulse buying."
- G This has been made possible by the 75 per cent increase in disposable income in the past 20 years. The number of credit cards in use has more than quadrupled, and the amount of outstanding consumer debt has almost tripled in the same period.

Task 1. For questions **1- 10** rewrite John's half of this telephone conversation in a more natural, informal style. Use phrasal verbs in the box to replace the underlined words and phrases. Replace nouns with pronouns where possible and make any other necessary changes. There are more phrasal verbs than you will need.

<i>look forward to sth</i>	<i>put up with sb</i>	<i>get on with sb</i>	<i>put sb up</i>	<i>take sth up</i>
<i>look down on sb</i>	<i>put sth up</i>	<i>take sth off</i>	<i>do sth up</i>	
<i>turn sth into sth</i>	<i>finish sth off</i>	<i>sort sth out</i>	<i>turn sth down</i>	

DAVE: John, it's Dave. How are things?

JOHN: Sorry, I can't hear you. I'll just **(1) reduce the volume** on the radio. That's better.

DAVE: How are things? Still working on the house?

JOHN: Yes. We've **(2) completed the work on** the kitchen and we're renovating the dining room. We're **(3) transforming** the room into a second bedroom. I've just put the wallpaper up but I've been having trouble getting it to remain vertically attached.

DAVE: I know what you mean. I hate wallpapering.

JOHN: And it's all got to be **(4) organised and ready** by Saturday. Jane's cousin is coming and we're **(5) providing accommodation** for her for a few days.

DAVE: I thought you didn't like her.

JOHN: We don't **(6) interact in a friendly way** with each other but I can **(7) tolerate** her for a few days.

DAVE: Why do you dislike her so much?

JOHN: I'm sure she **(8) regards me as inferior to her**. And she's so lazy. I mean she comes in, removes her coat, sits down and expects us to wait on her hand and foot!

DAVE: I see what you mean. Sounds like a nightmare.

JOHN: Mm. I think I might **(9) set about** gardening as a hobby - just to get me out of the house!

DAVE: Good idea. Well, I'd better let you get on. And don't forget about our party on Friday.

JOHN: Of course not, I'm **(10) anticipating the party with pleasure**.

Task 2 For questions **11– 17** complete the paragraph below with the correct form of the word **PRODUCE**

A few years ago, Henry Coe's, a large **(11)** of tinned food **(12)**, decided that some of their workers were not **(13)** enough. Much of the work of preparing fruit and vegetables was done on rows of tables rather than on a **(14)** line. So they decided to introduce a piecework system, whereby workers got paid according to the amount of work they completed. The company thought that this would motivate previously **(15)** workers, and thereby increase **(16)**. Yet the new pay scheme did not **(17)** the results they expected: after 6 months they were still processing the same amount of agricultural produce, but there was a lot of dissatisfaction among the workers who were now all earning different amounts of money.

Task 3 For questions **18 – 27** complete the following story by writing each missing word in the space. Use only one word for each space.

A GREAT WRITER

Every child has at some time or **(18)** been thrilled by the stories that have been written by Jules Verne who was a very imaginative Frenchman. Although he was born in Nanti, France in 1928, Jules Verne lived in Paris where he studied law. However, his knowledge of science **(19)** him realize that he **(20)** use this in writing of adventure stories centred around the use of inventions.

He found it difficult to **(21)** his books published at first, but after his first book, *Five Weeks in a Balloon*, was published, it was such a **(22)** that his publisher, Etzel, offered him a twenty-year contract. After that he wrote two novels a year. **(23)** just over forty years he had written eighty novels.

All of Verne's stories, besides (24) adventure stories, are also to do (25) travel. One of his books, *Around the World in 80 days*, is a very clever story that takes us around the world and through all sorts of adventures. Many of his stories have been (26) into films, so besides reading the stories we can now see them on the screen. Much of what was fantasy (27) has now become a reality.

Task 4 For questions 28 – 34 complete the paragraph using only one word or phrase from each pair.

afterwards as a result of in contrast similarly that in the beginning what
next the result is in particular it's the same that is to begin with why

(28) I'd like to do today is introduce some important terms that you will become familiar with during this class. (29), there is the term "greenhouse effect". A greenhouse is a building with glass sides and a glass roof which trap heat from the sun and holds it inside the building. (30), the polluted atmosphere surrounding the earth is now trapping and holding the heat of the sun, causing temperature to rise. (31), the polluted atmosphere is having the same kind of effect as a greenhouse. (32), there is the term "greenhouse gases". These are the gases which are polluting the atmosphere. (33), one gas called carbon dioxide, which is produced when things like coal and oil are burned, accumulates in the atmosphere and is a direct cause of the greenhouse effect. (34) the greenhouse effect, we are now experiencing a phenomenon known as a "global warming", which is a more general term for increased world temperatures.

Task 5 For each proverb on the left 35 – 40 choose which proverb (A-H) on the right is the contradiction to it. There are more proverbs on the right than you will need.

- | | |
|---|--|
| 35. Absence makes the heart grow fonder. | A. Time and tide wait for no man. |
| 36. Good things come in small packages. | B. Opposites attract. |
| 37. The pen is mightier than the sword. | C. You can't teach an old dog new tricks. |
| 38. All good things come to those who wait. | D. The bigger, the better. |
| 39. Clothes make the man. | E. Out of sight, out of mind. |
| 40. You are never too late to learn. | F. Never judge the book by its cover. |
| | G. Actions speak louder than words. |
| | H. All work and no play makes Jack a dull boy. |

Task 6. For questions 41- 45 choose the correct answer. The questions concern the life in English speaking countries.

41. Who is not an American President?
A John Kennedy B John Steinbeck C John Quincy Adams D John Tyler
42. Which statement is true?
A Amerigo Vespucci discovered America
B Amerigo Vespucci discovered and explored the new land
C Christopher Columbus discovered but didn't explore the new land.
D Christopher Columbus found America and settled in the new world.
43. Which part of the UK is not found in its flag (Union Jack).?
A England B Wales C Scotland D Ireland
44. Which novel is not written by Ernst Hemingway?
A A Farewell to Arms B The Fifth Column C White Fang D For Whom the Bell Tolls
45. November 5th is known as **tswGyFaNkheiu**g This commemorates the Gunpowder Plot (1605), in which a group of Catholics tried, and failed, to kill the Protestant British king. This event is commemorated with fireworks and a fire. Rearrange the letters in **bold** to make 3 words.

TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET

Writing

“Shoot for the moon. Even if you miss , you will land among the stars”

Write about 180-200 words in the lines provided below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Listening

Transfer all your answers to the answer sheet

Part 1 Questions 1 - 5

You will hear five different students who are staying away from home. They are talking about their accommodation. For questions 1 to 5, choose from the list, A to F, what each speaker says about their accommodation. Use the letters only once. There is one extra letter which you don't need to use.

- | | | | |
|--------------|-------|---|--|
| 1. Speaker 1 | _____ | A | I made a mistake there at first |
| 2. Speaker 2 | _____ | B | I was able to settle into a new area |
| 3. Speaker 3 | _____ | C | I had no choice in the matter |
| 4. Speaker 4 | _____ | D | I have recommended it to others |
| 5. Speaker 5 | _____ | E | There are more benefits than disadvantages |
| | | F | I would prefer to have more freedom |

Part 2. You will hear two overseas students – Spiros and Hiroko who have just finished the first semester of their university course. They are discussing with their English language teacher how they coped with the course. First you have some time to look at questions **6 to 10**.

Choose the correct letter A, B or C

6. The reason why Spiros felt happy about his marketing presentation was that

- A he was not nervous B his style was good C the presentation was the best in his group

7. What surprised Hiroko about the other students' presentations?

- A Their presentations were not interesting. B They found their presentations stressful.
C They didn't look at the audience enough.

8. After she gave her presentation, Hiroko felt

- A delighted B dissatisfied C embarrassed

9. How does Spiros feel about his performance in tutorials?

- A not very happy B really pleased C fairly confident

10. Why can other students participate so easily in the discussions?

- A They are polite to each other B They agree to take turns in speaking
C They know each other well

Questions 11 - 15

11. Why is Hiroko feeling more positive about tutorials now?

- A She finds the other students' opinions more interesting.
B She is making more of a contribution
C The tutor includes her in the discussion.

12. To help her understand lectures, Hiroko

- A consulted reference materials B had extra tutorials with her lecturers
C borrowed lecture notes from other students

13. What does Spiros think of his reading skills?

- A He reads faster than he used to B It still takes him a long time to read.
C He tends to struggle with new vocabulary.

14. What is Hiroko's subject area?

- A environmental studies B health education C engineering

15. Hiroko thinks that in the reading classes the students should

- A learn more vocabulary B read more in their own subject areas
C develop better reading strategies.



First cert

LISTENING TEST, PART 1

You will hear five different students who are studying away from home. They are talking about their accommodation. For questions 1 to 5, choose from the list, A to F, what each speaker says about their accommodation. Use the letters only once. There is one extra letter which you do not need to use. You will hear the conversation twice.

You now have thirty seconds in which to look at questions 1 to 5

[pause]

tone

Speaker One

[pause]

I'd requested college accommodation, so when I was offered it I was really pleased. I didn't fancy having to look after myself... too many other things to do ... lessons and homework and going out with friends. I knew what the rules were - in by ten, no noise after nine - and I didn't mind them at first, but they've started to annoy me more and more - and now I can't wait to get out and be able to do my own thing. I don't think I'll be recommending this place to anyone else!

[pause]

Speaker Two [pause]

It's exciting leaving home and becoming independent. I've been staying with some relatives for the past year. I'd stayed with them before so when I knew I was coming here to study they said, why don't you come and live with us - great. And they've been fine - let me do whatever I want and haven't stuck to rigid meal times and all that sort of thing. So I've been able to meet plenty of people and get to know the area and the course and so on. I feel a part of it all now, but I'm always ready to try something different.

[pause]

Speaker Three

[pause]

I was pretty calm about coming here, but I couldn't decide whether to stay with a family or get my own flat. I'd talked to other people, you know, friends who've studied away from home before and they all recommended that I should get a flat because you have so much more freedom, so I did that. I'd only been here two weeks and I went out one day and left the front door unlocked. When I got back, I found that my camera had been stolen. I suppose I was lucky it was just that. I'm a bit more careful now.

[pause]

Speaker Four

[pause]

My friend Benny and I started the course at the same time. There was never any doubt that we'd share a place. It was the obvious choice for us to make and I think it's definitely the best option. Of course, you have to think about what you're going to eat, have some kind of system for cleaning, a few ground rules. We get annoyed with each other at times. Benny smokes and I had to ask him to go outside, which he does now. It hasn't all been straightforward but overall I prefer the independence this place gives me.

[pause]

Speaker Five

[pause]

My sister came here before me and studied at the same college. She told my parents that it would be much better if I stayed with her and then she could look after me, help me settle down here, that kind of thing. So, that's what happened - nobody asked me what I wanted to do. Well, the truth is we don't get on badly but I never seem to see the other students that I study with, which is a big disadvantage. I think it's better to force yourself to find your own way in a new environment.

[pause]

✓ ~~Now you will hear Part 1 again.~~

There will now be a pause of 1 minute for you to copy your answers onto the answer sheet.

✓ ~~That is the end of part 1.~~

Now turn to part 2

Part 2.

You will hear two overseas students – Spiros and Hiroko who have just finished the first semester of their university course. They are discussing with their English language teacher how they coped with the course. You will hear the conversation twice.

First you have some time to look at questions 6 to 10.

Now listen carefully and answer the questions 6 to 10.

Teacher: Before we start, Spiros and Hiroko, thanks for coming in today to talk about your recent study experiences and congratulations to you both in doing so well in your first semester exams! I'd like to discuss with you the value of the English for Academic Purposes course you did here last year before starting your university course. Spiros, if I could start with you, what parts of the programme have now proved to be particularly valuable to you?

Spiros: I think that having to do a seminar presentation really helped me. For example, a couple of weeks ago in our marketing subject, when it was my turn to give a presentation I felt quite confident. Of course, I was still nervous but because I had done one before, I knew what to expect. Also, I know I was well-prepared and I had practised my timing. In fact, I think that in relation to some of the other people in my group, I did quite a good job because my overall style was quite professional. What about you, Hiroko?

Hiroko: Mmm, that's interesting. In my group, I was really surprised by the way the students did their presentations - they just read their notes aloud! Can you believe that? They didn't worry about their presentation style or keeping eye contact with their audience - and I remember that these things were really stressed to us in the course here.

Teacher: So, how did you approach your presentation, Hiroko?

Hiroko: Well, to speak frankly, I read my notes too! At the time, it was a relief to do it this way, but actually when I had finished, I didn't feel any real sense of satisfaction. I didn't feel positive about the experience at all.

Spiros: That's a pity. You know, although I was pleased with my presentation, I am not so pleased with my actual performance right now in the tutorials - during the whole semester I've not said anything in our tutorial discussions. Not a word.

Hiroko: Really, Spiros? Why's that? Do the other students talk too much?

Spiros: It's partly that, but it's mostly because I have had no confidence to speak out. Their style of speaking is so different - it's not the style we were used to during the course. They use so many colloquialisms, they're not very polite and sometimes there seems to be no order in their discussion. Also, they are very familiar with each other, so because they know each other's habits, they can let each other into the discussion.

Hiroko: You're right, Spiros, I've experienced that too.

Before you hear the rest of the conversation, you have some time to look at questions 11 to 15.

Now listen and answer questions 11 to 15.

Hiroko: For most of this semester, I've said absolutely nothing in tutorials. But recently, I've been trying to speak up more and I just jump in, and I've noticed an interesting thing, I've noticed that if they thought my point was interesting or new, then the next time they actually asked for my opinion, and then it was much easier for me to be part of the discussion.

Spiros: That's great, Hiroko! I hope that happens for me next semester- I'll have to work hard to find some interesting points. What helped you to find these ideas?

Hiroku: I think that one thing that helped me with this was the reading. I've had to do so much reading this semester just to help me make sense of the lectures. At first I couldn't understand what the lecturers were talking about, so I had to turn to the books and Journals. Every night I read for hours, using the lists of references that were given, and I made pages of notes. At breakfast, I read and read my notes again. This habit has helped me to follow the ideas in the lectures, and it's also given me some ideas to use in the tutorials.

Spiros: But I did so much reading anyway - I don't think there's any time left over for anything extra. My reading speed is still quite slow, though I'm much better at dealing with vocabulary than I used to be.

Teacher: What else do you think we could add to the course program to help with this reading problem?

Spiros: There's not really anything because it's my problem. I remember we were given long articles to read. We didn't like that but now I realise that reading those long articles was good preparation for the things I need to read now. Also, in class we regularly had speed-reading tasks to do, and we kept a record of our reading speed, so the teachers were encouraging us to work on that.

Hiroko: That's true Spiros, but what we read could have been different. Sometimes in the English class I felt frustrated when I had to read articles about the environment or health or education, because I wanted to concentrate on my own field, but we didn't read anything about engineering. So, I think I wasted some time learning vocabulary I didn't need.

Teacher: But surely the strategies you were taught for dealing with that vocabulary were helpful.

Hiroko: Yes, but psychologically speaking, I would have felt much better working on reading from my own field. What do you think Spiros?

Spiros: I agree; that would have helped my confidence too and I would have been more motivated. It was good though that we could work on our own topics when we wrote the research assignments.

Teacher: Okay, let's move on to writing now ...

You now have 30 seconds to check your answers.

Now you will hear the dialogue again.

That is the end of the test.