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CUKUROVA UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES



NEW SAMPLE

ENGLISH PROFICIENCY EXAM

SESSION I

(Listening Comprehension & Reading Comprehension)

BOOKLET

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Name-Surname	
Student Number	
Class	
Signature	

- Write your name and mark your answers on the optic form.
- This booklet includes two sections and 40 questions in total. Each section has its own set of instructions.
- For each question, be sure to pick the best one of the possible answers listed. When you have decided which one of the choices is the correct answer to a question, blacken the space on your optic form with the same number and letter as your choice.
- You have to mark all your answers on the optic form before your exam is over. The choices marked only on the booklet will not be graded.
- Remember, there is only one correct answer for each question. If you are unsure of the answer, make the best guess. If you want to change your answer, erase your first mark.
- Answer as many questions as possible. Do not spend too much time on any one question. Work fast but accurately.
- Total time allocated for this test except for the listening section is 70 minutes.
- Good luck.

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A. LISTENING COMPREHENSION (25 pts.)

PART 1

Questions 1-4

You will hear four speakers talking about houses they used to live in, TWICE. Listen, and on your optic form, mark the alternative (A, B, C, D, or E) that matches the main disadvantage of each speaker's previous house. Be careful, there is one extra phrase you do not need to use. Before you listen, look at the phrases for 30 seconds. (4x1.25=5 pts.)

<b>What was the main disadvantage of each speaker's previous house?</b>	
A) The noise	Speaker 1 _____
B) The temperature	Speaker 2 _____
C) The maintenance	Speaker 3 _____
D) The location	Speaker 4 _____
E) The design	

PART 2

Questions 5-9

You will hear people talking in five different situations, TWICE. Listen, and on your optic form, mark the alternative (A, B or C) that best answers the questions. (5x1.25=6.25 pts.)

5. You hear a musician speaking about his work. What has inspired him the most?

- A) Nature and wildlife
- B) City life
- C) A life event

6. You hear a person leaving a message at the doctor's office. What's his problem?

- A) They can't go to the hospital.
- B) His daughter is worse.
- C) His wife has been sick.

7. You hear two people talking about a new coffee shop. How does the man feel about it?

- A) It's too crowded.
- B) It's disappointing.
- C) The coffee is bad.

8. You hear two students talking about a new professor. What do they both think about her?

- A) Nobody in the class can hear her.
- B) She doesn't respond to students' questions.
- C) She's not interactive or involved with the students.

9. You hear a woman speaking on a YouTube channel. What type of channel does she have?

- A) A travel channel
- B) A history channel
- C) A political channel

**PART 3**

**Questions 10-14**

You will hear a talk about a study of family history, TWICE. Listen, and on your optic form, mark the alternative (A, B or C) that best answers the questions. Before you listen, look at the questions and alternatives for 1 minute. (5x1.25=6.25 pts.)

**10. Why do some African Americans have little information about their family history?**

- A) Because their ancestors came to America as slaves.
- B) Because they weren't interested in family history.
- C) Because their ancestors didn't leave any written records.

**11. What new tool did Henry Louis Gates use in his study?**

- A) books and public records
- B) DNA
- C) blood tests

**12. Where did some of Henry Louis Gates's ancestors come from?**

- A) Ireland
- B) England
- C) Iceland

**13. Who said he felt he now had a more complete picture of himself?**

- A) Henry Louis Gates
- B) Chris Rock
- C) Bliss Broyard

**14. What does the lecturer say is also an important part of our identity?**

- A) our hair and eye colour
- B) our personalities
- C) our life experience

## PART 4

## Questions 15-20

You will hear part of a meeting with a woman called Elisabeth Harrow, who works at a university in Stanford, **TWICE**. Listen, and on your optic form, mark the alternative (A, B or C) that best answers the questions.

Before you listen, look at the questions and alternatives for 1 minute. (6x1.25=7.5 pts.)

**15. What does Dr. Harrow say about her transition to Stanford?**

- A) It was a project that inspired her to make her choice.
- B) She thought she would regret the decision later.
- C) The new university was better than she'd anticipated.

**16. What's one of the problems for certain first-year students at university?**

- A) Being apart from one's home can be really tough.
- B) They are having difficulty balancing school and leisure.
- C) They feel that their field of study is too challenging.

**17. How did Covid-19 affect Dr. Harrow's work?**

- A) Her work became more complicated.
- B) She lost some students who dropped out.
- C) She had to work more hours.

**18. What is special about Dr. Harrow's book?**

- A) Various points of view improve it.
- B) It reflects on her theories about gender.
- C) It mostly focuses on historical developments.

**19. Why is Dr. Harrow going to Dubai?**

- A) She's going to promote her book.
- B) She wants to explore new places.
- C) She's going to talk about gender.

**20. What's Dr. Harrow looking forward to at next year's seminars?**

- A) Spreading her feminism-related ideas.
- B) Gaining knowledge from other scholars.
- C) Travelling to various cities and locations.

**B. READING COMPREHENSION (25 pts.)****PART 1****Questions 21-24**

Read the following text, and on your optic form, mark the alternative (A, B, C, D, or E) that best completes the gaps. (4x1.25=5 pts.)

- A. Many restaurants and food companies, such as McDonald's, frequently use it in their logos to attract customers' appetites.
- B. And they're prepared to spend plenty on having them designed, too.
- C. It needs to create an emotional response in them, while communicating meaning.
- D. Once they've done this, they will then aim to create a logo that reflects it.
- E. This means it won't need to be re-designed in a few years at a large cost.

**What's in a logo?**

Logos are all around us and, in many cases, instantly recognisable, representing the products we love, from burgers to perfume to cars. Most of the time, we ignore them. However, the companies whose brands are promoted via their logos think about them a lot. **21)** \_\_\_\_\_ Creating a symbol that people will recognise as yours is incredibly essential. One that looks cheap will suggest that the company's products are too, negatively affecting its reputation. One that is of good quality and eye-catching will do the opposite. Therefore, it makes sense for companies to spend time and money on getting it right.

So, what makes a good logo and why do some logos stand out from the crowd? While a logo is not a brand itself; it is an important part of it because it's probably the first thing customers see. **22)** \_\_\_\_\_ It should also encourage them to form an attachment with it, ensuring they become loyal. This sounds like a lot for a logo to do, but it's only part of the story. It is, however, a good starting point to put effort into creating a logo that is memorable, simple and striking. It should also be instantly recognisable and clear, say experts, as it will appear on printed promotional materials, business cards, emails, websites, uniforms, and anywhere else a company might want to show it off.

Research indicates that colour has a significant influence on customers, particularly red. **23)** \_\_\_\_\_ In addition, it provokes feelings that make customers feel it is urgent that they buy the product. In contrast, blue creates a sense of trust and calm, and for this reason, it is widely used for business logos. Less common colours include yellow, orange, green, and purple, which (in order) stand for optimism and youthfulness, confidence and cheerfulness, health and wealth, and creativity. It is important, therefore, to select a colour that sends the right message to customers.

Besides choosing the right colour, a good designer will work to understand what the company's strategy is. **24)** \_\_\_\_\_ A strong visual design makes a statement. It gets into the minds of customers and encourages them to take action (i.e., buy a company's products and services!). Designers also recognise that it's important to be distinct from the competition. Many companies in the same industry have similar kinds of logos. Doing something else will immediately draw attention to a brand.

**PART 2 – Paragraph Comprehension****Questions 25-29**

**Read the following paragraphs, and on your optic form, mark the alternative (A, B, C or D) that best answers the questions. (5x1.25=6.25 pts.)**

Online education has emerged as a transformative force in the educational landscape, offering unparalleled adaptability and convenience to learners worldwide. Through online platforms, students can now engage with a diverse array of courses and programmes offered by renowned universities and institutions, transcending geographical boundaries and time constraints. This mode of learning empowers individuals to personalise their educational journeys, catering to their unique needs and interests. Additionally, online education often incorporates interactive elements, such as virtual classrooms and discussion forums, fostering collaboration and knowledge exchange among students from various backgrounds. However, this innovative approach also presents challenges, including maintaining learners' continuous initiatives and actions to achieve academic goals and completing tasks fully. As technology continues to evolve, online education is poised to play an increasingly pivotal role in shaping the future of learning, making quality education more accessible and adaptable than ever before.

**25. Which of the following is NOT a characteristic of online education?**

- A) It provides learners with increased flexibility and accessibility.
- B) It enables learners to interact with peers from diverse geographical locations.
- C) It necessitates a high level of self-motivation and discipline from learners.
- D) It guarantees immediate feedback and support from instructors at all times.

The relationship between predator and prey is a fundamental aspect of nature, shaping ecosystems in significant ways. Predators, whether they are lions stalking zebras on the African savanna or owls hunting mice in a moonlit forest, play a crucial role in regulating prey populations. This, in turn, influences the entire food web, affecting plant life and other organisms within the ecosystem. Moreover, the constant pressure of predation drives evolutionary adaptations in both predators and prey, leading to fascinating developments like camouflage, mimicry, and specialised hunting techniques. Understanding these complex dynamics is essential for conservation efforts and maintaining the delicate balance of our planet's ecosystems.

**26. What can be inferred from the paragraph?**

- A) Predators are much more important than their prey.
- B) The relationship between predators and prey is unchanging
- C) Predators and prey have an effect on each other's evolution.
- D) Humans have less influence on predator-prey relationships.

After three decades of research, scientists are confident that pets offer significant benefits to human health, both physically and mentally. Spending even a short amount of time with a pet can have positive effects, such as lowering blood pressure. Pet owners generally experience better health, with lower cholesterol levels and fewer doctor visits compared to non-pet owners. Additionally, pets contribute to improved mental well-being by reducing stress and increasing happiness. There's even evidence that heart attack survivors with pets tend to live longer, highlighting the positive impact pets have on our lives.

**27. What is the main idea of the paragraph?**

- A) Pet ownership can enhance human well-being.
- B) Pets primarily benefit from human ownership.
- C) Pet ownership can be an indicator of longevity.
- D) Pets primarily offer emotional support to humans.

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Parents often worry when they see signs of stress in their teenage kids. They might even blame themselves, thinking that their child's reluctance to talk is their fault. Although there's a lot of advice out there encouraging teenagers to open up and parents to listen, the real solution is empathy, which should have been nurtured earlier in the child's life. Teenagers are more likely to share their thoughts and feelings if they believe their parents understand what they're going through because they went through similar experiences themselves. So, parents need to think back to their own teenage years and remember how they coped with the challenges of adolescence.

**28. What is the writer's opinion in the paragraph?**

- A) Teenagers should communicate more.
- B) Empathy is key to parent-teen communication.
- C) Parents are to blame for their teen's stress.
- D) Parents should give more advice to teens.

When you think about how short life is and how many other things you could be doing, you might wonder why you should even bother reading fiction. After all, there are so many non-fiction books out there that teach you something or give you information and knowledge. However, fiction's ability to transport readers to different worlds, evoke emotions, and spark imagination makes it a powerful tool for personal development and understanding. Fictional stories also help us pass the time in a fun way, making life less boring. If something helps you enjoy life more, isn't that a good enough reason to do it? Ultimately, reading fiction is all about having fun and gaining a deeper understanding of things.

**29. Which one point is not emphasised in the paragraph?**

- A) Fiction allows us to understand the deeper meaning of life.
- B) Fiction's primary purpose is to entertain and provide enjoyment.
- C) Fictional books are interesting if we have spare time to read.
- D) Fiction is a valuable tool in terms of inspiring creativity.

## PART 3 – Text Comprehension

## TEXT I - Questions 30-34

Read the following text, and on your optic form, mark the alternative (A, B, C or D) that best answers the questions. (5x1.25=6.25 pts.)

### GENERATION BROKE

<sup>1</sup> Today's generation of college graduates is facing a financial crisis. They are starting their lives in the real world with a huge load of student loans and credit card debt. And they're struggling to manage their money in a tight job market with a rising cost of living. All of this has left the 'Generation Broke' in deep financial trouble.

<sup>2</sup> More than in previous generations, today's young adults face sharply rising college costs. In the past decade, the cost of college education in the United States has risen by nearly 40 percent. More and more college students are taking out loans or using credit cards to pay for their education. In 2016, the average student loan debt reached \$14,379. An analysis by a credit research group, Experian, found that credit card debt reached an average of \$5,781. This type of debt is called *revolving debt* because people pay it off in monthly payments or instalments. These figures represent significant increases, even since 2001.

<sup>3</sup> Credit card companies now pursue college student business aggressively. Credit card companies are flooding college campuses with free T-shirts, water bottles, and limited no-interest fees for those who sign up. In the past, it was difficult for young adults to get credit cards. Most had to get credit cards under their parents' names or wait until they had a job. Contrast that with former student Ryan Peterson, 24. He accumulated \$3,200 in credit card debt even before he graduated.

<sup>4</sup> Young adults who owe money are not handling their finances well. Experian reported that the number of late payments by this age group is rising. About half of them have stopped paying the money that they owe. Like other people his age, Ryan pays only the minimum balance on his credit card every month. His debts are so high that he cannot get an auto loan. Now that Ryan has graduated and has a job, he uses a large part of his salary to pay off money he owes. Indebted adults between the ages of 18 and 24 spend almost 30 cents of every dollar earned to repay debts, according to Demos, a New York-based research group.

<sup>5</sup> It's not surprising that high debt loads are causing anxiety. Most of today's young adults feel that they have tougher financial pressures than previous generations did. About one-third said they frequently worry about money. These reports came from a *USA Today* survey of young adults. 'I have nightmares,' said one of those surveyed. Heather Schopp, 29, has \$165,000 in student loan debt.

<sup>6</sup> Tamara Draut is the author of *Strapped: Why America's 20- and 30-Somethings Can't Get Ahead*. She reports that financial problems are giving young adults a feeling of helplessness. 'It [the debt] is creating a sense that no matter what they do, they're not going to be able to get ahead.'

<sup>7</sup> Owing money is also affecting the career choices of young adults. Ryan Peterson majored in philosophy but took a job as a customer representative for an insurance company because it pays \$43,000 a year. He dislikes the job, yet he must stay there to pay off the \$12,000 he owes.

<sup>8</sup> Ryan also continues to live at home even though he is working. His debts prevent him from renting or buying a home of his own. Researchers say that his reliance on his parents is much different from that of previous generations. Young adults like Ryan depend on their parents for much longer than past generations did.

<sup>9</sup> Financial experts consider this a social issue, not just the problem of individuals like Ryan. They say that high schools and colleges need to educate students about finance and credit. In this way, young people can begin to overcome the debt crisis facing their generation.



**30. What is the writer's main point about young people and debt?**

- A) Young people have an increasing amount of debt.
- B) Having debt makes young people worry.
- C) Being indebted affects young people's choice of career.
- D) Young people no longer pay their debts.

**31. What is the writer's main point in paragraph 3?**

- A) to explain why young people today have credit card debt
- B) to urge young adults not to rely on credit cards
- C) to explain the credit card practices of the past generation
- D) to compare the credit card practices of the past and present

**32. Why does the writer present an example in paragraph 5?**

- A) to explain the meaning of a person's dream
- B) to persuade the reader not to get into debt
- C) to illustrate how debt causes people to worry
- D) to show how expensive it is to go to school

**33. What is the best description of the reading?**

- A) a 'how to' article with steps for reducing debt
- B) a report with facts about young people and debt
- C) a comparison between two generations
- D) an article criticising people who are in debt

**34. Which of the following is not highlighted in the text?**

- A) Credit card companies' aggressive tactics increase youth debt.
- B) Rising college costs create a financial crisis for young adults.
- C) Young adults' financial mismanagement leads to debt problems.
- D) High debt burdens graduates with anxiety, limiting their choices.

**TEXT II - Questions 35-40**

Read the following text, and on your optic form, mark the alternative (A, B, C or D) that best answers the questions. (6x1.25=7.5 pts.)

**Future Employment: Managing a Technology-Transformed Environment**

Rapid technological advancements are driving a radical transformation like work in the future. The job landscape is changing as automation, artificial intelligence (AI), and machine learning continue to advance at an unprecedented rate. This presents opportunities and challenges for various industries and workers. A new wave of tech-driven and innovative careers is emerging, promising a future where technological advancements and human skills coexist, even though some traditional jobs may become obsolete.

Automation is one of the key trends influencing the nature of work in the future. Machines are taking over repetitive and routine tasks more and more, which simplifies procedures and boosts productivity. That does not, however, imply that many jobs will be lost. Rather, automation is giving workers the chance to upgrade their skills and move into jobs that call for critical thinking, creativity, and problem-solving. Robots and AI-powered systems are already handling tasks like assembly, packaging, and transportation in industries like manufacturing and logistics, which are already seeing a shift towards automation.

The way we work is also being revolutionised by machine learning and artificial intelligence. AI-powered solutions are improving decision-making and productivity in several industries, including marketing, customer service, finance, and healthcare. AI-driven chatbots, for example, can now respond to consumer inquiries, offer prompt assistance, and free up human agents to work on more difficult tasks. AI is also making it possible to develop personalised medicine, in which a patient's course of treatment is customised according to their genetic composition and medical background.

With the ongoing advancement of technology, exciting new career paths are opening up. As businesses look to use the massive amounts of data they gather to gain insights and make wise decisions, demand for data scientists and analysts is rising. Cybersecurity experts are also in great demand because cyber threats are getting more complex and dangerous for both individuals and enterprises. Furthermore, the emergence of virtual and augmented reality presents chances for designers and developers to produce immersive experiences for training, education, and entertainment.

To succeed in the jobs of the future, people will need to change and pick up new abilities. As new industries and technological advancements continue, lifelong learning will become increasingly important. Creativity, adaptability, and the ability to collaborate effectively with both humans and machines will be highly valued. Furthermore, as

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workplaces become more diverse and interconnected, soft skills like communication, emotional intelligence, and cultural awareness will become more and more crucial.

To prepare the workforce for the future, governments and educational institutions will also need to play a significant role. It will be crucial to fund STEM-focused education and training initiatives in addition to fostering the growth of critical thinking and problem-solving abilities. Furthermore, it will be essential to offer reskilling and upskilling opportunities to guarantee that workers are prepared to move into new roles when their current jobs become automated.

In summary, the landscape of work in the future will be dynamic and constantly evolving. Even though certain jobs might disappear, exciting new opportunities are constantly emerging. Through the adoption of technology, the allocation of resources towards education and training, and the cultivation of an attitude towards continuous learning, we can guarantee that the labour force is equipped to confront and seize forthcoming obstacles and prospects. Future jobs will be defined by creativity, innovation, and teamwork as humans and machines collaborate more and more, which will ultimately result in a more prosperous and satisfying future for everybody.

### **35. What is the primary focus of the text?**

- a) Job displacement caused by technology
- b) The evolving landscape of work due to technology
- c) The necessity of STEM skills for future careers
- d) The individual's role in adapting to job market changes

### **36. What is implied about the impact of automation on the job market in paragraph 2?**

- a) Automation will lead to increased unemployment in traditional sectors.
- b) The job market will shift towards roles requiring new skills to stay relevant.
- c) Many jobs involving repetitive and routine tasks will disappear due to automation.
- d) The manufacturing and logistics industries will be completely automated soon.

### **37. How is AI impacting the workplace, according to paragraph 3?**

- a) Primarily replacing customer service agents
- b) Limited to healthcare and finance applications
- c) Enhancing productivity across various industries
- d) Mainly used for personalised advertising

### **38. Which idea is not mentioned in paragraph 4?**

- a) The demand for data scientists and analysts is increasing.
- b) Cybersecurity experts are needed due to the rising sophistication of cyber threats.
- c) Virtual and augmented reality are creating new job opportunities.
- d) The need for social workers and therapists will decrease due to technological advancements.

### **39. Which statement aligns with the author's perspective on future job skills in paragraph 5?**

- a) Technical skills alone will guarantee success in the future job market.
- b) Soft skills are becoming increasingly less important in the workplace.
- c) The ability to adapt and learn new skills will be crucial for thriving in the future.
- d) Emotional intelligence will no longer be a valuable asset in the workplace.

### **40. What is the author's purpose in paragraph 6?**

- a) to emphasise shared responsibility

**A**

- b) to advocate for government control
- c) to promote STEM education in schools
- d) to criticise education systems

**2024-2025 CU PROFICIENCY SAMPLE EXAM, – ANSWER KEY**

<b>A. LISTENING COMPREHENSION</b> (25 pts.)			
<b>PART 1</b> (4x1.25=5 pts.)	<b>PART 2</b> (5x1.25=6.25 pts.)	<b>PART 3</b> (5x1.25=6.25 pts.)	<b>PART 4</b> (6x1.25=7.5 pts.)
1. E 2. C 3. B 4. D	5. C 6. B 7. B 8. C 9. A	10. C 11. B 12. A 13. B 14. C	15. C 16. B 17. C 18. A 19. A 20. B

<b>B. READING COMPREHENSION</b> (25 pts.)			
<b>PART 1</b>	<b>PART 2</b>	<b>PART 3</b>	
<b>PART 1</b> (4x1.25=5 pts.)	<b>PART 2</b> (5x1.25=6.25 pts.)	<b>TEXT I</b> (5x1.25=6.25 pts.)	<b>TEXT II</b> (6x1.25=7.5 pts.)
21. B 22. C 23. A 24. D	25. D 26. C 27. A 28. B 29. C	30. C 31. D 32. B 33. C 34. A	35. B 36. B 37. C 38. D 39. C 40. A

## LISTENING AUDIO SCRIPTS

## PART 1

## Questions 1-4

You will hear four speakers talking about houses they used to live in, **TWICE**. Listen, and on your optic form, mark the alternative (A, B, C, D, or E) that matches the main disadvantage of each speaker's previous house. Be careful, there is one extra phrase you do not need to use. Before you listen, look at the phrases for 30 seconds. (4x1.25=5 pts.)

**SPEAKER 1:** Woman: Although we used to live in an old farmhouse, you could hardly say it was peaceful in the countryside – there was always something going on – animals, tractors . . . . I miss that now we've moved into town. But at least here you can move from room to room freely – in our old house the upstairs rooms were linked so you had to pass through each one to get to the next. It was really odd the way it had been altered like that. I'm slowly getting used to being in town – it's more convenient, though and we look out over a park, which reminds me of the place we left.

**SPEAKER 2:** Man: My wife and I bought this huge old house after we first got married with the intention of doing it up and selling it on at a profit. Of course, like all good intentions it didn't quite happen that way. We ended up pouring more and more time into just making essential repairs and never got the rest to the standard we'd have liked. The layout was its best feature and we brought all our kids up there. They used to have great fun running around in the basement shouting their heads off. Now they've left home, we've downsized to a modern flat where everything's in top condition – that's great.

**SPEAKER 3:** Girl: I lived in an old house till we moved last year, when I turned fifteen, and needed my own space. I used to share with my sister. We didn't always get on with each other and we often used to argue, so I'm glad I've got my own room now. The other thing I didn't mind getting away from was the cold air that used to come through the windows 'cos they didn't close properly. We had to pull the blankets right up round our ears to keep cosy in winter. I liked the house, and though we didn't know our neighbours, it was a nice place to grow up.

**SPEAKER 4:** We moved to the city from the countryside a couple of years ago and though I've never really got used to the noise, I wouldn't say I miss being in the middle of nowhere. If I wanted to see my mates I'd have to cycle kilometres – often in the rain. Now I can see them any time I want. There's not much to look at out of the windows in the place I live now, apart from other buildings, but I've got a massive room and that suits me. It's a bit of a weird design this house – my bedroom's on the ground floor, but it's not really a problem.

## PART 2

## Questions 5-9

You will hear people talking in five different situations **TWICE**. Listen, and on your optic form, mark the alternative (A, B or C) that best answers the questions or completes the statements. (5x1.25=6.25 pts.)

**5. You hear a musician speaking about his work. What has inspired him the most?**

I've played music all my life, ever since I could pick up a guitar, and I started writing music pretty young, too. At first, I was really inspired by nature as I grew up beside the forest. It was a great childhood, really, living among the flowers and trees and wild animals. Things got a lot harder when I got into my teens because my sister passed away. She was a talented singer and my best friend, so her memory and music inspire me the most when I write songs. She's always right beside me. Now, I live in the city, and a bunch of my songs are about problems in the city – like

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how busy it gets, the constant noise, and how you can feel alone even when you're surrounded by people. But even with all that, I try to keep my music light and fun. I want to make tunes that lift people up and spread a bit of joy.

### 6. You hear a person leaving a message at the doctor's office. What's his problem?

Hello, this is Alan Williams, leaving a message for Dr. Byrne. I realize you're probably busy, but I really need to come by the clinic this afternoon if possible. It's for my daughter Shauna. She was feeling sick late last night, and I would've taken her to the hospital, but my wife said maybe she just needed some rest, so in the end, we decided to wait. Well, she isn't feeling better today, quite the opposite. I'm worried sick at this point because she's very sleepy and won't eat a thing. We'd really rather come to you than go to the hospital, what with the long waiting times. So, if you can see us as soon as possible, I'd be grateful for a callback. Oh, it's Alan. Alan Williams. Thanks.

### 7. You hear two people talking about a new coffee shop. How does the man feel about it?

WOMAN: Have you been to the new coffee place, Jason?  
MAN: Yes, I have, actually. I just went there for breakfast this morning.  
WOMAN: What do you think of the place?  
MAN: Well, I was impressed when I got in. The decoration and the music make the place so cosy that you're just drawn to it.  
WOMAN: Yes, and what about the location? Right in the heart of the city!  
MAN: Yeah. That's why I was surprised. I mean, with such a great location and decor, I couldn't get my head around why it wasn't more crowded. So few customers...I thought it was weird.  
WOMAN: That's strange... I wonder why it was so empty.  
MAN: I soon found out why when I tasted the coffee. It was far from what I was expecting.  
WOMAN: That's a pity since it's a coffee shop!  
MAN: I know! The food and drinks are affordable, but I'd still prefer to pay more for a decent cup of coffee and something good to eat.

### 8. You hear two students talking about a new professor. What do they both think about her?

STUDENT 1: What did you think about the new professor, Dr. Turner?  
STUDENT 2: It was a bit of a letdown, to be honest, don't you think?  
STUDENT 1: Yeah. She's nothing like Dr. Morash. He constantly engaged with students and used a lot of graphics to illustrate his ideas. But Turner doesn't do any of that.  
STUDENT 2: Definitely not. It's so tedious to sit there and watch her get through the material without even lifting her face from her notes. The other problem is that I can't hear a word she's saying.  
STUDENT 1: What do you mean?  
STUDENT 2: You were right up the front, but I was down the back, and most of the students from the back rows couldn't hear her because she didn't turn on the mike.  
STUDENT 1: Oh, yes, that's right.

### 9. You hear a woman speaking on a YouTube channel. What type of channel does she have?

Hey everyone, welcome back to my channel! If you've been following along, you already know we've been exploring some amazing places. Remember the Finland episode from last October? Such an incredible country! Did you guys know that in Finland, there are actually more women than men in the government? Totally blew my mind! But, hey, let's talk about Mexico for a sec. I had an amazing time exploring Mexico City, especially visiting this incredible place – I think it's called the National Museum of Anthropology. It was like stepping into a vibrant history book, learning all about ancient civilizations like the Aztecs and Mayans, their fascinating cultures, and how Mexico has evolved over the centuries. But guess what's next? We're heading to the USA! I'll be in Washington, DC, next week, bringing you some cool insights and stories. So, don't forget to hit that subscribe button and turn on notifications to stay updated. Can't wait to share my adventures in the States with you all. Stay tuned, and thanks for watching – see you in the next video!

**PART 3****Questions 10-14**

**You will hear a talk about the Anglia Sculpture Park TWICE. Listen, and on your optic form, mark the alternative (A, B or C) that best answers the questions. Before you listen, look at the questions and alternatives for 1 minute. (5x1.25=6.25 pts.)**

Hello everyone and welcome to the Anglia sculpture park right well the idea behind the sculpture park is that it's a place where works of art such as large sculptures and carvings can be displayed out of doors in a natural setting as you'll have noticed when you drove here most of the land around the park is farmland the park itself belonged to a family called the De Quincey's who had made a lot of money from manufacturing farm machinery and who also owned substantial stretches of forest land to the north of the park they built a house in the centre of the park not far from where we're standing now but this burnt down in 1980 and the De Quincey's then sold the land the Anglia sculpture park isn't the only one in the country several of the London parks sometimes display contemporary sculptures and there are a couple of other permanent sculpture parks in England but we're unique in that some of our sculptures were actually created for the sites they occupy here and we also show sculptures by a wider range of artists than anywhere else in the country. for example at present we have an exhibition by Joe Tremaine of what he calls burnt sculptures. these are wood and stone sculptures that he's carved and marked with fire to illustrate the ferocity and intensity of the forces that have shaped our planet over millions of years. they look really dramatic in this rural setting to see some of the sculptures you'll need to follow the path alongside the lower lake we had to renovate this after the lake overflowed its banks a couple of months ago and flooded the area the water levels back to normal now and you shouldn't have any trouble the paths vary level underfoot you should be back at the Visitor Center at about 4 o'clock if you have time it's worth taking a look at the centre itself it's not possible to go upstairs at present as builders are working they're adding another floor but the rests were worth seeing the architect was guy king he was actually born in this part of England but he recently designed a museum in Canada that won a prize for innovation in public buildings if you want to get something to eat when you get back like a snack or a sandwich the terrace room is currently closed but you can go to the kiosk and buy something then sit on one of the chairs overlooking the lower lake and enjoy the view as you're eating.

**PART 4****Questions 15-20**

**You will hear part of a meeting with a woman called Elisabeth Harrow, who works at a university in Stanford, TWICE. Listen, and on your optic form, mark the alternative (A, B or C) that best answers the questions. Before you listen, look at the questions and alternatives for 1 minute. (6x1.25=7.5 pts.)**

INTERVIEWER: We're joined today by Dr. Elisabeth Harrow, a renowned professor at Stanford University and author of the book "What is Gender?". Elisabeth, you've had a remarkable journey. Could you start by telling us about your transition from Boston to Stanford?

DR. HARROW: Absolutely, and thank you for having me. You know, the decision to move from Boston to Stanford wasn't an easy one. I was deeply involved in a long-term project, and leaving it midway was quite daunting. I had reservations about whether I was making the right choice. However, once I arrived at Stanford, my apprehensions quickly dissipated. The university is simply fantastic – from the extensive library and state-of-the-art scientific labs to the vibrant academic community, it exceeded my expectations. The resources and opportunities available here have been a game-changer for my research and teaching. It's been thirteen years now, and I often reflect on how this move, though initially challenging, turned out to be one of the best decisions of my professional life.

INTERVIEWER: In your experience, what challenges do first-year students face when adapting to university life?

DR. HARROW: Well, many of my first-year students struggle initially. They're young, and the newfound freedom of being away from home can be quite overwhelming. Unfortunately, some get a bit too carried away, and spend more time hanging out with their friends than in the library. This often results in them failing my class in their first year and leads to some difficult conversations with their parents. It's a delicate balance, helping them navigate the academic rigours while also enjoying the social aspects of university life. Other students realise they've made a mistake in choosing their field of study and they've wasted lots of time and money.

INTERVIEWER: And how did the Covid-19 pandemic affect your teaching and the students?

DR. HARROW: The pandemic was a significant challenge. Stanford, like other universities, switched to remote learning, which was tough for many students. The sudden lack of face-to-face interaction and the shift to online learning disrupted the usual rhythm of academic life, and resulted in many students experiencing some learning loss. For teachers, it was hard too. It's not like I had to learn anything new or complicated to do my job, but my workload doubled overnight.

INTERVIEWER: Speaking of your work, your new book, "What is Gender?" has been making waves. Tell us a bit about it.

DR. HARROW: I'm really excited about the book. It's an exploration of gender identity and its societal impacts. The book examines historical perspectives on gender roles, analyses current gender-related challenges, and offers insights into the future of gender dynamics. It features interviews with various experts and personal stories that highlight the diverse experiences of women across different cultures. The response has been overwhelming, and I've been invited to Dubai for a book signing this weekend. It's my first time visiting, and I'm planning to extend my trip to take in the sights.

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INTERVIEWER: And you have a busy year ahead with seminars across Europe, right?

DR. HARROW: Yes, next year is packed. I'll be giving seminars at London City University, The Sorbonne, and a college in Heidelberg on Fifth Wave Feminism. It's going to be a whirlwind tour, but I'm looking forward to the networking opportunities and meeting others in my field. These seminars are a fantastic opportunity to discuss the latest research and ideas in gender studies and to learn from colleagues across the globe.

INTERVIEWER: That sounds like a powerful initiative. Dr. Harrow, thank you for sharing your insights and experiences with us today.

DR. HARROW: Thank you for having me. It's been a pleasure.