

**EASTERN MEDITERRANEAN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
ENGLISH PREPARATORY SCHOOL**

**EPS UB1 FINAL TEST SPECIMEN**

**Time allowed: 150 minutes**

**Student No:** \_\_\_\_\_

**Name & Surname:** \_\_\_\_\_

**Group:** \_\_\_\_\_

**Exam room number:** \_\_\_\_\_

<b>BOOKLET A</b>
<b>PLEASE COUNT THE PAGES IN YOUR TEST BOOKLET (10 pages)</b>

**READ THE INSTRUCTIONS BEFORE YOU DO ANYTHING ELSE.**

1. Leave your ID card on the desk at all times.
2. Turn off and hand-in your mobile phone(s) to the invigilator(s).
3. Write your student number, your name, your group number and the exam room number on the optic answer sheet.
4. Blacken the booklet type (A / B) and your student number in pencil.
5. Blacken your answers on the optic answer sheet in pencil. Any answers on the Test Booklet will not be scored.
6. For the listening section Part 1, write your answers on the question booklet.
7. Use an eraser (rubber) to change your answers on the optic answer sheet.
8. Do not tear or separate the pages of the Test Booklet.
9. Do not use a dictionary or any other material.
10. Do not ask the invigilator(s) any questions about the content of the test.
11. You are not allowed to leave the examination room during the first 30 minutes.
12. On your way out, give all the test materials back to the invigilator(s).
13. Do not talk in the corridors while leaving the building.

**SECTION I – LISTENING (15 points– 1 point each) ABOUT 30 MINUTES**

**Three parts;**

**Part 1: Listen and fill in the gaps,**

**Part 2: Listen to a dialogue – multiple choice**

**Part 3: Listen to five different short conversations – multiple choice**

**Part 1: (5 questions)**

- You will hear some information about the social activities programme at a language school.
- You will hear the recording twice.
- For questions 1-5, listen and fill in the missing information with one or two words or a number only.
- Now, you have one minute to look at Part I.

**SOCIAL ACTIVITIES PROGRAMME**

**Dates covered: e.g. \_\_\_3 – 9 October \_\_\_**

- Monday activity: (1) \_\_\_\_\_
- Judo class cost: (2) \_\_\_\_\_
- Weekend trip  
Where: (3) \_\_\_\_\_
- Activity planned: (4) \_\_\_\_\_
- Departure time: (5) \_\_\_\_\_

**Part 2:**

- **Listen to the conversation between Max and Esther.**
- **You will hear the conversation twice.**
- **For questions 1-5, choose the correct answer, A, B, or C.**
- **Now, you have one minute to look at Part 2.**

1. Why must Max and Esther leave their current apartment?
  - a) The landlord wants to sell it.
  - b) The cost of rent has increased.
  - c) It's too small for them.
2. What will Max miss most?
  - a) The neighbours.
  - b) The views.
  - c) The convenient position.
3. What does Esther think about the area they live in?
  - a) It's noisy.
  - b) It's dirty.
  - c) It's dull.
4. ...
5. ...

### Part 3

- You will hear people talking in five different situations.
- For questions 6 – 10, choose the best option A, B, or C.
- You will hear each recording twice.
- Now, you have one minute to look at Part 3.

6. Where is the conversation taking place?

- a) In a station café.
- b) On a train.
- c) At a ticket information kiosk.

7. The speakers have been \_\_\_\_\_.

- a) at a fashion show
- b) at an art exhibition
- c) in a local café

8. What are the speakers discussing?

- a) Transport.
- b) Suitable clothes.
- c) Uncomfortable shoes.

9. ...

10. ...

**SECTION II – READING (15 points; 1 point each) (60 MINUTES)**  
**(3 texts; 15 questions)**

**Instructions: Read Text 1 and do the task on the next page.**

**Text 1**

**Ancient Egyptian Art**

**I.** Egyptian artists produced first-rate work for nearly 4,000 years. The explanation for this extraordinary success can be found in their respect for tradition. They honoured tradition in their art just as they did in their daily life. For this reason, it is not difficult to understand why they were more interested in the type of person they were representing in their drawings and statues (whether it was royalty or the common man) than in the individual.

**II.** When they were told to make a statue of the pharaoh, for example, they naturally took into account those features that were characteristic of his face, but such details as the shape of his eyebrows, the width of his chin, and the length of his nose were relatively unimportant. The main concern was to represent their ruler in such a way that everyone seeing the statue would think, “No question about it. That is a king!” They would recognise qualities which they expected to find in their ruler. He should be someone above the concerns of everyday life, a person of this world but at the same time so identifiable with his godlike ancestors as not to be in any way like the rest of mankind.

**III.** The eyes of the statue always looked straight ahead. There was a complete absence of any mortal emotion: joy, anger, discontent, surprise, grief. The eyes did not stare but seemed to be looking intently at something lying beyond the sphere of observation of ordinary humans.

**IV.** If we compare the statue of a pharaoh at the time of the Great Pyramids to the work of such modern-minded sculptors as Michelangelo and Rodin, we see significant variations. The gods and heroes of the latter two artists show evidence of possessing the same emotions as the poor beggar in the village square or the housewife down the street. It is the humanistic aspect of their work that cause the sculptors of the last three or four hundred years to be so fascinating to us. The Egyptians would have disapproved of such an approach. To them a god was a god, a king was a king, and a commoner was a commoner. It was a simple arrangement and one that suited their needs very comfortably...

**Instructions: Choose the best alternative according to the information in Text 1.**

11. The principal cause of the Egyptian artists' success was their \_\_\_\_\_.

- a) high regard for tradition
- b) attitude toward daily life
- c) interest in the kind of person they represent
- d) interest in the individual rather than in the 'type'

12. In a statue of the pharaoh, people wanted to see \_\_\_\_\_.

- a) someone who shared their emotions
- b) their ruler's concern for everyday life
- c) qualities they associated with a ruler
- d) someone they could identify with

13. ...

14. ...

15. ...

**Instructions: Read Text 2 and do the task on the next page.**

**Text 2**

**If You Are Happy, The Robot Knows It**

Robots are gaining the ability to engage us emotionally, giving them a much broader range of uses.

RoCo, the world's first expressive computer, has a monitor for a head and a simple LCD screen for a face. Inhabiting a back room in the Massachusetts Institute of Technology's media lab, RoCo has a double-jointed neck which allows it to shift the monitor up and down, tilt it forward and back, and move it from side to side.

\_\_\_\_**16**\_\_\_\_ When you hang your head and sink into your chair, RoCo tilts forward and drops low to almost touch the desk, mimicking your gloomy posture. When you perk up and straighten your back, it spots the change and cheerfully swings forward and upward.

RoCo was unveiled at a human-robot interaction conference in Washington DC in March 2007. Because it responds to a user's changes in posture, its creators hope people might be more likely to build up a relationship with the computer that will make sitting at a desk all day a little more enjoyable. \_\_\_\_**17** \_\_\_\_

The team is among a growing number of researchers who are investigating how far a robot's physical presence can influence people. \_\_\_\_**18**\_\_\_\_ Researchers at Stanford University in California have already proved that an in-car assistance system, for example, can make us drive more carefully if the voice matches our mood. But robots can have a greater impact. "If it can actually touch you, it's a lot more meaningful," says Cynthia Breazeal of the Media Lab, who created RoCo with her colleague Rosalind Picard.

Breazeal suggests that RoCo could be programmed to adopt the right posture to foster greater attention and persistence in children. \_\_\_\_**19**\_\_\_\_ To find out, Aaron Powers at iRobot in Burlington, Massachusetts, and colleagues at Carnegie Mellon University in Pittsburgh, Pennsylvania, invited volunteers to chat about health and happiness with a 1.3-metre-tall, talking humanoid robot called Pearl. They then compared their impressions with those of people who had only heard the robot and seen its projected image...

**Instructions: Read Text 2 and match each extract (a-f) with the correct gap (16-20).**

**There is one extra extract.**

<b>16.</b> _____	a) But does a physical robot really provoke a greater response in people than a much cheaper animated agent on a computer screen could?
<b>17.</b> _____	b) An attached camera can detect when the user changes position, allowing RoCo to adjust its posture accordingly.
<b>18.</b> _____	c) This does not mean that the robots of the future may be able to see things from our point of view.
<b>19.</b> _____	d) Using technology to manipulate someone or shape their mood is nothing new.
<b>20.</b> _____	e) They also believe that by turning into users' mood, the robot might help them to get their work done more effectively.
	f) Because robots have no drive to protect themselves, they cannot protect the group.



### Text 3

**Instructions: Read Text 3 and do the task on the next page.**

#### **Is There Life On Other Planets?**

**I.** Scientists are increasingly convinced of the existence of other intelligent life forms. Where should we be looking at? Ever since people realized the Earth was just a tiny part of the universe, they have wondered about the existence of other intelligent life forms. Early on, many people thought that intelligent life might be found on Mars or Venus, our two nearest planets. Now that we have sent unmanned spacecraft to these planets, we know that no intelligent life exists there.

**II.** The Earth's position in relation to the Sun makes it the only planet in our own solar system which is obviously capable of sustaining life. If we were nearer the Sun, there would be a thick layer of cloud around us; this would wrap heat, causing the temperature to rise. Within a short time, the Earth would turn into a desert, completely unsuitable for life. If we were further away from the Sun, there would not be enough heat to prevent water from freezing. The polar ice caps would expand, and the sea level would fall. Before long, the Earth would become an Arctic wasteland.

**III.** Many people claim to have seen unidentified flying objects (UFOs), proving that alien life must exist. Most scientists, however, believe UFO sightings to be imaginary or to have a rational explanation. The formation of crop circles (strange patterns that appear in fields of wheat) in different parts of the world was once claimed to be evidence of alien activity. Now these circles are thought to be either a natural phenomenon or the work of hoaxers. And scientists certainly do not believe some people's claims to have been abducted by aliens.

**IV.** Ironically, the US government is to blame for the biggest UFO story of all. In 1947, a mysterious crash took place near a government airbase in New Mexico. For many years, the US government denied that anything strange had taken place. This led some people to conclude that the government was covering up evidence of an alien spacecraft that had crashed. Recently, more information has been released. It turns out that the wreckage was part of a top-secret aircraft and nothing to do with UFOs at all.

**V.** Sceptics dismiss the idea of other life forms as complete nonsense. However, Frank Drake, an astronomer, has worked out an equation to estimate the number of civilisations in our galaxy. The equation is complicated and relies on a lot of guesswork. Even so, it is taken seriously by scientists, who have calculated that there may be several billion civilisations in our galaxy alone. Telescopes have detected 1,000 million galaxies in the universe, so the probability of intelligent life becomes extremely high...

**Instructions: Read Text 3 and match each paragraph (I – V) with the correct heading (a – f). There is one extra heading.**

21. Paragraph I \_\_\_\_\_

22. Paragraph II \_\_\_\_\_

23. Paragraph III \_\_\_\_\_

24. Paragraph IV \_\_\_\_\_

25. Paragraph V \_\_\_\_\_

a) The truth about what really happened

b) Have other life forms visited Earth?

c) Is the Earth unique?

d) We are not alone.

e) How has our thinking changed?

f) Your chance to be famous

**SECTION III – WRITING (15 points) (60 MINUTES)**

**Instructions:** Choose ONE of the topics below to write a composition of about 250 words. Your composition will be graded according to content, communication, use of vocabulary and grammar. Use linkers when necessary.

**TOPICS**

**1. Teachers always say that participating in class discussions is essential in order to learn better. However, some students prefer to keep silent. What do you think? Discuss.**

**OR**

**2. Researchers are saying that keeping a blog improves your mood and helps you relax. However, some people think that it may not always have therapeutic value and it even can be risky. What do you think? Discuss.**