

Test 1: Listening comprehension questions 1 - 10 (30 points)

You will listen twice to an interview with Mike Martin and Nils Metternich. Below, there are 10 questions about it (numbered 1 – 10). Before listening to the interview, read the questions. Then, while listening, answer the questions by choosing the right option. For each question there is only ONE correct answer. Mark your answers on answer sheet 1.

- 1) What do we learn about Mike Martin?
 - a) He took part in a civil war in Venezuela.
 - b) He was fascinated by war when he was a child.
 - c) He had had previous war experience when he went to Afghanistan for the first time.

- 2) When he looks back on it now, what was his primary reason for going to war in Afghanistan?
 - a) He wanted to prove himself as a man.
 - b) It was a part of his personal vendetta against the Taliban.
 - c) He intended to show his opposition to the government's decisions.

- 3) What does he say about the reasons his fellow soldiers had for going to war?
 - a) Their reasons were to a large extent different from his own.
 - b) Their reasons were more emotional than his own.
 - c) Their reasons were very similar to his own.

- 4) Why did Mike Martin write the book *Why we fight*?
 - a) He wanted to express his disagreement with the views of most academics and politicians.
 - b) He wanted to use his experience to support for the views of certain academics.
 - c) He wanted to discourage young people from joining the army.

- 5) What does Mike Martin say about his attempts to speak with Afghan soldiers?
 - a) He had to resort to the help of an interpreter to communicate with them.
 - b) He had many discussions with them in a friendly atmosphere.
 - c) He experienced difficulties due to cultural differences.

- 6) What do we learn about the Afghan soldiers that Mike Martin got to know?
 - a) They changed sides in conflicts several times.
 - b) They stayed faithful to one ideology in different conflicts.
 - c) They mentioned practical reasons to justify their decisions to join conflicts.

- 7) What evidence does Mike Martin use to give substance to his claims about the motivation for war?
 - a) He makes use of the group selection theory from evolutionary biology.
 - b) He argues that the death rate for soldiers in wars is actually not very high.
 - c) He mentions that humans are similar to other animals in their propensity for conflict.

- 8) Nils Metternich argues that
 - a) peace is difficult to maintain in modern societies.
 - b) peaceful societies generate high costs.
 - c) prolonged peace leads to prosperity.

9) The majority of the standard prediction models that Nils Metternich talks about are especially useful for predicting

- a) civil wars.
- b) economic growth.
- c) international conflicts.

10) What does Nils Metternich say about policy makers?

- a) They have temporarily lost interest in prediction models.
- b) They are increasingly interested in applying prediction models.
- c) They respond differently to prediction models across the western world.

Test 2: Reading Comprehension questions 11 - 20 (30 points)

Read the following text and answer the questions below by choosing the right option. Mark your answers on answer sheet 1. Some words have been underlined in connection with later questions.

[1] Cooperation constitutes the basis for community in all of its forms. It is particularly important to the modern American workplace, which increasingly has come to rely on geographically distributed employees for a number of reasons, including talent retention and market savings. These dispersed teams are formulated around cross-functional members working on interdependent tasks while sharing responsibility for a team outcome. They collaborate primarily through virtual means—email, online chat, video and phone. While many teams are successful, almost all will tell you that the virtual experience is challenging. If cooperation is fundamental to human success, why is it so hard for virtual teams?

[2] Humans are the only species to cooperate to the degree that we do, and this cooperation may have allowed for many other derived social traits related to group living to emerge, including generosity, sharing, teaching and learning, and shared intentionality. Our history is one of people working together to find new places, build new homes, and fight others. However, work—as we know it today in urban environments—is oriented around individuals and their specific jobs. If Bob is responsible for the XY reports and is behind on delivering, it's not standard practice for John or Kate to help him get that report done. Rather, Bob's poor delivery performance becomes a documented example as to why Bob should not get a promotion or raise.

[3] Cooperation may be central to our social evolution but American cultural emphasis on the individual and her successes creates a contradiction. Workplaces like to tout themselves as having a collaborative culture, but that collaboration is limited to the overall business goals of the organization—even within departments that are organized around a shared principle, colleagues are assigned clients or projects to own which emphasizes their individual successes and skills. These successes and skills are magnified by a façade of process. While having practice guidelines is important and necessary to business operations, processes may be weaponized as they're held as a judge and jury for employee behavior—a way to strategically isolate and alienate employees. On a micro level cooperation seems to occur less than the Human Resources section of many company websites would suggest. We cooperate when we understand it will benefit us, and this is particularly true when it comes to questions of workplace success.

[4] For virtual teams, cooperation is especially challenging because they are already working against barriers to coordination, such as distance and time and cross-cultural and language differences. Trust and team cohesion issues also arise because team members have limited ability to identify common values through regular interactions. Virtual team leaders have the added challenge of identifying and addressing issues of isolation as they work to build cohesion, establish norms for communication and knowledge sharing, and motivate team members to commit to the team/organization's mission. They

are often short-lived assemblages in comparison to their on-site counterparts. All of these items stack the deck against the virtual group's efficiency.

[5] The challenge begins with understanding the task itself. The task is the source of goals, roles, and it also frames the exchanges that the team will have. It sets the minimum requirement for the resource pool. If the assembled team does not have the combined skills, knowledge, abilities or resources to address the task, the team will not be successful. But identifying the right people for the work at hand requires more than just understanding a person's resume; it requires balancing professional chemistry.

[6] Whether the team is short-lived or a long-term assignment, it ultimately becomes a self-regulating entity. When people are properly matched, these relationships are supportive; when they are not, these relationships can be obstructive. Team membership is governed by external and internal social codes. The former is linked to reputation—if you gain notoriety for not meeting deadlines or producing subpar work, fewer people will want to work with you—and the latter is linked to a sense of obligation to your colleagues—feelings of guilt at possibly disappointing colleagues and a desire to maintain positive working relationships. This is why the relationships that people have with each other is important—especially over distance.

[7] The other challenge is process itself. Process should provide guidelines that allow team leaders the flexibility to seek solutions, however this is not always the case. In process-oriented practices, the work/flow order is never varied and as employees' successes are measured by their ability to adhere to process, their unwillingness to adhere to process may be viewed as uncooperative. This then creates challenges to completing tasks and achieving goals because the ripple effect extends to collegial relationships and collegial sharing. A task-oriented practice will prioritize the solution over the strict adherence to process so that there is greater opportunity to solve problems from a wider base (provided employees are committed to a baseline for process—whether that is an intake protocol or staffing protocol, for example). To be perfectly clear, variance from protocol should never, ever take precedence over safety concerns.

[8] So what can managers do to encourage cooperation? Advocate for the best fit of team members. But truthfully, managers can only do so much if the organization isn't oriented to allow managers to succeed as leaders by empowering them to make decisions about their team and the processes they utilize. Cooperation is a localized affair. It is easiest to manage on-site, but when it comes to virtual groups, a strong authority if efficiently exercised by the team leader can offset some of the challenges that these groups face.

11) What do we learn about virtual teams in America from the first paragraph?

- a) Each virtual team usually works on several unrelated tasks.
- b) Employers resort to virtual teams to keep valuable employees.
- c) The majority of virtual teams do not complain about their working conditions.

12) Which of the following is mentioned in paragraph 2?

- a) An employee did not get a promotion because his colleagues refused to cooperate.
- b) Currently a strong emphasis is placed on the individual in the workplace.
- c) In the past we did not cooperate to the same extent as we do today.

13) In paragraph 3 the word *tout* means

- a) encourage.
- b) control.
- c) praise.

14) What do we learn about teams and team members from paragraph 4?

- a) In contrast to on-site teams, virtual teams are formed on a temporary basis.
- b) Virtual team members are responsible for making the group more cohesive.
- c) Members of on-site teams find it more challenging to identify shared values.

15) In paragraph 4 the expression *All of these items stack the deck against the virtual group's efficiency* means that the items

- a) increase the rate of success of the virtual group.
- b) bring about a complete failure of the virtual group.
- c) call the efficiency of a virtual group into question.

16) In paragraph 5, *balancing professional chemistry* means

- a) focusing on the professional skills of the candidates.
- b) choosing candidates with the right mix of personalities.
- c) ensuring that the candidates have the right scientific background.

17) In paragraph 6, *a desire to maintain positive working relationships* is classified as being part of

- a) the internal social code.
- b) the external social code.
- c) neither the internal nor the external social code.

18) What is true about a task-oriented practice, according to the information provided in paragraph 7?

- a) It never leads to variance from protocol.
- b) It puts the strongest emphasis on achieving goals.
- c) Team members who use it are forced to break safety regulations.

19) In the last paragraph the word *offset* means

- a) create.
- b) exaggerate.
- c) counterbalance.

20) What is the main idea of the text?

- a) The success of an employee should depend on his/her individual achievements.
- b) A higher premium should be put on interpersonal relations in the workplace.
- c) Employees should observe work regulations more strictly.

Test 3: Use of English (80 points)

Test 3.1. questions 21 - 50 (30 points)

Read the text below and complete the gaps (numbered 21 - 50) by choosing A, B, C or D from the options given below the text. Mark your answers on answer sheet 1.

Being alone can be a pleasure, a self-imposed state induced by social 21)_____, but unfortunately it may also cause a fear 22)_____ to phobia (sometimes called *monophobia*) so bad that it 23)_____ people to do anything 24)_____ than spend time alone. The person who is terrified of being alone feels fundamentally unsafe and unable to 25)_____ after themselves.

26)_____ a need to experience a sense of togetherness to a greater or 27)_____ extent. And for some, the need to be 28)_____ others - perhaps even one specific safe *person* - becomes 29)_____.

The fact is, if we feel we can't ever spend time alone then we are extremely 30)_____. This article is about helping you remain 31)_____ of others and even, dare I 32)_____, start to enjoy or at least tolerate being on your 33)_____ sometimes.

So how does phobia of being alone 34)_____ you? To begin 35)_____ , it may mess with your life. This is, in 36)_____ , Suzette’s story. Suzette hates to ever be alone. When it gets really bad she even insists that her husband 37)_____ with her into the bathroom. It appears that when Suzette was a child, her parents would punish her by leaving 38)_____ for a couple of hours 39)_____. She is an adult now but she hasn’t forgotten. The 40)_____ thought of having to spend time alone is really 41)_____ her out. All 42)_____ often people 43)_____ being by themselves, even for a short while, with *abandonment*. As for the being-alone phobia, it’s the reassurance of real company the patient 44)_____. Yet, any irresistible need starts to feel addictive. Think about food, for example. Constantly eating takes the 45)_____ off the enjoyment of eating. But when we eat after we have given ourselves a chance to get a little 46)_____ , the experience of eating means more and is more enjoyable. So too with socializing; when we take 47)_____ out to be by ourselves sometimes, the quality of interaction when we do see others improves.

One young woman I helped 48)_____ her fear of being alone took walks around the block with her mother. Halfway around, she would walk home and her mother would continue the walk. She would wait 5 minutes for her mother and we increased that time to the point where, 49)_____ , her mother could go out for days and keep in touch by text messages only.

We started 50)_____ small and gently increased her periods of “independence time”, thereby helping her feel more confident and self-reliant.

21) A. anxiety	B. nerve	C. upsetting	D. disturbance
22) A. indicating	B. matching	C. comparing	D. amounting
23) A. drives	B. makes	C. lets	D. has
24) A. another	B. the other	C. other	D. one other
25) A. watch	B. look	C. care	D. mind
26) A. All we have	B. All that we have	C. We all have	D. That we all have
27) A. little	B. fewer	C. less	D. lesser
28) A. around	B. about	C. onto	D. along
29) A. reversible	B. outreaching	C. overwhelming	D. prerequisite
30) A. risky	B. vulnerable	C. recipient	D. secluded
31) A. reliant	B. sufficient	C. dependent	D. independent
32) A. say	B. have said	C. saying	D. having said
33) A. means	B. self	C. own	D. way
34) A. affect	B. effect	C. apply	D. impinge
35) A. there	B. it	C. with	D. off
36) A. true	B. essence	C. gist	D. real
37) A. come	B. came	C. will come	D. would come
38) A. the home	B. the house	C. from the home	D. from the house
39) A. at the time	B. on time	C. for one time	D. at a time
40) A. right	B. only	C. very	D. same

41) A. fearing	B. scaring	C. driving	D. freaking
42) A. ever	B. too	C. so	D. that
43) A. equate	B. equalize	C. balance	D. poise
44) A. yearns	B. hungers	C. craves	D. longs
45) A. edge	B. fun	C. frame	D. cool
46) A. famished	B. ravenous	C. starving	D. peckish
47) A. things	B. stress	C. people	D. time
48) A. outreach	B. overcome	C. overstep	D. outdo
49) A. supposing	B. providing	C. eventually	D. likely
50) A. off	B. down	C. away	D. forth

Test 3.2. questions 51 - 60 (20 points)

Read the sentences below (numbered 51 - 60). In each sentence there are four underlined words or phrases (marked A, B, C and D). One of the elements in each sentence is incorrect. Identify that element. Mark your answers on answer sheet 1.

51) Our bodies are [A] around 60% water, [B] give or take, which is why it is [C] commonly recommended to drink at least eight 8-ounce glasses of water [D] per a day (the 8×8 rule).

52) [A] However there is [B] hardly any science [C] behind this specific rule, staying [D] hydrated is important.

53) Dehydration can have a [A] noticeable effect if you lose as [B] few as 2% of your [C] body's water [D] content.

54) This can lead to [A] altered body temperature control, reduced motivation, increased [B] fatigue and it can make exercise [C] feeling much more difficult, [D] both physically and mentally.

55) Optimal hydration has [A] been shown to prevent this [B] from happening, and may even reduce the oxidative stress that is [C] being known to occur during [D] high intensity exercise.

56) Even [A] mild dehydration [B] impairs mood and concentration, increases the frequency of [C] anxiety attacks and is detrimental [D] on working memory.

57) Many studies, [A] ranging from children to the elderly, indicate that a 3% fluid loss can easily occur [B] through normal daily activities, [C] letting alone during exercise or in [D] scorching heat.

58) Increasing fluid intake is often recommended as [A] a part of [B] the treatment protocol for [C] the common types of headaches, and there is [D] an evidence to back this up.

59) [A] Interesting enough, drinking plenty of water can also help [B] with weight loss - this is [C] due to the fact that water increases [D] satiety and boosts your metabolic rate.

60) Drinking two liters of water every day increases your total [A] energy expenditure by up to 96 calories; here the timing is important as drinking water [B] half an hour before meals can make you feel [C] more fully, so that you eat [D] fewer calories.

DO TESTS 3.3, 3.4 and TEST 4 ON ANSWER SHEET 2

Test 3.3. questions 61 - 80 (40 points)

Read the text below and complete each numbered gap with one suitable word. Write your answers on answer sheet 2.

On the last Sunday afternoon in March, Mike Hughes, a limousine driver from Apple Valley, California, successfully **61)**_____ himself above the Mojave Desert in a homemade steam-powered rocket. He'd been trying for years, one way or **62)**_____. In 2002, Hughes **63)**_____ a Guinness World Record for the longest ramp jump in a limo. He planned to try again in 2016, but his Kickstarter campaign, which aimed to **64)**_____ a hundred and fifty thousand dollars, netted just two supporters and three hundred and ten dollars. **65)**_____ attempts were scrubbed but finally, a couple of months ago, at around three o'clock in the morning, Hughes blasted **66)**_____ from a portable ramp, soared to nearly nineteen hundred feet, and, after a minute or so, parachuted less **67)**_____ gently back to Earth.

68)_____ all of that, Hughes might have attracted little media attention, **69)**_____ it not for his belief that the world is flat. Hughes did not expect his flight to demonstrate Earth's flatness; nineteen hundred feet up, or even a mile, is not **70)**_____ of a vantage point. One of these days his rocket will go seventy miles up, where the splendor of our disk will be evident **71)**_____ reasonable doubt.

If you are only just waking up to the twenty-first century, you should know that, **72)**_____ to a growing number of people these days, a lot of **73)**_____ you've been taught about our planet is a lie: Earth really is flat. We know this because last November, a year and a day after Donald Trump was **74)**_____ President, more than five hundred people from across this flat Earth paid as much as two hundred and forty-nine dollars each to **75)**_____ the first-ever Flat Earth Conference, in a suburb of Raleigh, North Carolina.

The unsettling thing **76)**_____ spending two days at a convention of people who believe that Earth is flat isn't the possibility that you, too, might come to accept their world view, **77)**_____ I did worry a little about that. **78)**_____, it's the very real likelihood that, after sitting **79)**_____ hours of presentations on "scientism," and NASA's many conspiracies, you will come to actually understand why a growing **80)**_____ of people are dead certain that Earth is flat. Because that truth is unnerving.

Test 3.4 questions 81 – 90 (10 points)

Identify the unnecessary words in the text below. In every line there is one unnecessary word which does not fit the context. On answer sheet 2 write down the words you have identified next to the appropriate line number.

81 Given example his legendary powers, Santa Claus knows more about you than just whether you have
82 been behaving naughty or nice. He also knows that when all of us are asleep, we are unbelievably
83 similar, at least as biological beings. Truth to be told, almost everything that makes us different from
84 our peers and from those living elsewhere on Earth is just something that comes into the play after we
85 are awake. Our dreams putting aside, that's when we start to be the singular individuals we have
86 learned to be finished through our personal dealings with the world, as well as through our shared
87 experiences with other people since we came out of our mother's womb to face up the world and its
88 challenges. While in common sense—not to mention racial prejudice—may lead us to believe we are a
89 wildly diverse animal species, science knows that irrespective of how much wonderful and unique you
90 may think yourself to be, you are, on average count, 99.9 percent identical to every other person.

Test 4 (60 points)

In about 250 words, write a critical summary of the reading passage above, addressing the following issues:

- a) Who is the text intended for? What makes you think so?**
- b) What is the author's goal (objective)?**
- c) What are the author's main claims?**
- d) What are the strong and weak points of the text? What is your opinion about the text and about its impact on the reader?**
- e) Is the form (structure, organization into paragraphs, flow of argument, level of formality, etc.) appropriate for the intended audience and consistent with the main goal(s)? Justify your opinion.**

Write your text on answer sheet 2.