

Task 1

Listening comprehension

For items **1-10** listen to a passage from a lecture and decide whether the statements (**1-10**) are TRUE (**A**), or FALSE (**B**) according to the text you will hear. You will hear the text twice.

Now you have 30 seconds to look through the statements.

(pause 30 seconds)

Now we begin

... and that brings me on to the subject of animals and play. Do animals really play? Well, yes, I for one believe they do. Take Fatface for example. He was a turtle in an American Zoo and he was just great at basketball. Not only that, but he was well over 50! Now having fun isn't unusual among mammals and birds, but reptiles aren't known for their playfulness. Fatface didn't seem to know that and he just loved the daily exercise.

Many animal games echo those played by human children. Hyenas hold tug-of-war contests and otters love King of the Castle. There are also similarities in the games played by birds and animals with similar positions in the ecology. For example, hawks, owls and eagles often play with animals they've killed in the same way that cats and bears do. Fortunately not a similarity shared with many human young!

It is also comparatively rare, thank goodness, for children to be injured or killed while playing, but young animals intent on a game can be easily caught and eaten, for example, and goats hopping around on rocky mountains can easily fall, with painful, sometimes fatal, consequences.

Nevertheless, play can teach survival - techniques for catching food, escaping capture and fighting are all learnt through play, and research suggests that animals play hardest when their brain cells and nervous systems are developing most rapidly, in other words, when they're young. In fact, many animals spend as much as ten per cent of their youth playing around - that's a large part of their time to devote to play.

You have 20 seconds to mark your answers.

(pause 20 seconds)

Now listen to the text again.

(Text repeated.)

Now you have 20 seconds to complete your answers.

For items 11-15 listen to a dialogue. Choose the correct answer (**A, B or C**) to answer questions 11-15. You will hear the text only once.

You now have 25 seconds to study the questions.

(pause 25 seconds)

Now we begin.

JOURNALIST: Good evening, Geoff.

GEOFF: Hi.

JOURNALIST : First of all, can I thank you for taking time off from your busy schedule to talk to me.

GEOFF : It's a pleasure.

JOURNALIST : OK ... well ... you're well-known for your achievements in the world of karate, but there's more to you than that, isn't there?

GEOFF : Er... well ...

JOURNALIST : Perhaps you could tell me a bit about your background. Where are you from exactly?

GEOFF : Well, I was actually born in 1958, up in the north of England. My parents came to live in Britain after the war - my mother was a nurse from Guyana and my father was from Barbados, in the West Indies. He was an engineer. I had a very happy childhood. The future West Indies cricket captain, Clive Lloyd, used to come and play dominoes at our house and there were always loads of people around.

JOURNALIST : Cor... it sounds great ...

GEOFF : We moved south to London after that. We were completely broke and I did all sorts of odd jobs to try and make money. It was a rough time and I got very angry, even violent.

JOURNALIST : Really?

GEOFF : Oh, yeah, I'm afraid so. I even got a nickname at school after I knocked another kid out - I was called 'Hands of Death'!

JOURNALIST : Goodness, how dramatic!

GEOFF : Mm ... I'm not proud of it now. In fact, things got so bad that there was a very real danger that I'd end up in prison - it could easily have ended like that...

JOURNALIST : But? ...

GEOFF : But I was lucky - I discovered karate.

JOURNALIST : Ah! How, exactly?

GEOFF : There was a school trip - nothing special really - but we went to this sports centre and I saw this tiny guy from Japan kicking and hitting three enormous other guys around the hall and I just thought 'That's for me!'

JOURNALIST : Just like that?

GEOFF : Yup. Anyway, I started training - I found myself a Japanese coach and things just happened. I found it came naturally to me and I worked my way up till I found myself in Taiwan for the World Championships. That was in 1982.

JOURNALIST : And you won?

GEOFF : Yeah, suddenly I was World Heavyweight Champion - it was great!

JOURNALIST : And you were world champion at that weight five times in all?

GEOFF : Yeah, that's right.

JOURNALIST : And then you retired?

GEOFF : Well, I didn't have much choice - an injury made it impossible for me to go on competing.

JOURNALIST : Ah.

GEOFF : So I did some coaching and looked around for something worthwhile. It was becoming obvious that a lot of teenage problems, especially crime, were caused by the lack of facilities for youngsters and I felt very strongly that sport could channel their energies away from crime and violence - as it had done for me. So I got into this project up in Manchester. I wanted to provide somewhere for teenagers to get involved in all kinds of sport in an environment where they felt in control and respected.

JOURNALIST : And you succeeded!

GEOFF : Yeah ... well ... it's been a great success and according to the latest figures from the Manchester police, the crime rate in the area is actually coming down, which is fantastic.

JOURNALIST : It certainly is. And now you've got other projects on the go all around the country and even abroad?

GEOFF : Mm ... yeah ... we're going from strength to strength ...

You have 25 seconds to complete your answer.

This is the end of the listening comprehension part.

Task 2

Integrated listening and reading

Read the text, then listen to a part of a lecture on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions **16-25** by choosing **A** if the idea is expressed in both materials, **B** if it can be found only in the reading text, **C** if it can be found only in the audio-recording, and **D** if neither of the materials expresses the idea.

Now you have 7 minutes to read the text.

(pause 7 minutes)

Now listen to a part of a lecture on a similar topic and then do the tasks (16-25), comparing the text above and the lecture. You will hear the lecture twice.

Philosopher John Searle has challenged the validity of the Turing Test because it's premised on behavior rather than on thought. To prove his argument, he's suggested a paradox, which he refers to as the Chinese Room. If a monolingual English-speaking person receives questions on a computer terminal from a Chinese person in another room, naturally the English-speaking person won't understand the questions. However, if there's a large reference that can be accessed, and if the reference is detailed and comprehensible, then the English speaker could, conceivably, break the code. For example, if a sequence of Chinese characters are received, the reference could indicate which sequence of Chinese characters would be expected in response. In other words, the behavior would be correct, although the English speaker wouldn't be thinking at a level that included meaning. The person would be manipulating symbols without understanding them, or, as Searle suggests,

the person would be acting intelligent without being intelligent, which is exactly what a computer could be programmed to do.

Therefore, at least theoretically, a computer could be designed with complex input that would allow it to provide adequate behavioral output without being aware of what it's doing. If so, then it could pass the Turing Test. But the test itself would be meaningless because it doesn't really answer the most basic question about artificial intelligence, which is, can the computer think?

You will hear the lecture again in 45 seconds.

(pause 45 seconds)

Now listen to the lecture again.

(Text repeated.)

Now you have five minutes to finish the task and transfer your answers to the answer sheet.

(pause 5 minutes)

This is the end of the integrated task (Task 2). Now you can start working on your reading task (Task 3).