

**Integrated listening and reading**

**Task 1**

**Read the text, and then listen to part of a lecture on the same topic.** You will notice that some ideas coincide and some differ in them. Answer questions **1 - 10** 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.

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**Now you have 7 minutes to read the text.**

**Antarctica**

Antarctica, on average, is the coldest, driest, and windiest continent, and has the highest average elevation of all the continents. Antarctica is a desert and the temperature there sometimes reaches – 89.2 C. In spite of this, from 1,000 to 5,000 people reside throughout the year at the research stations scattered across the continent.

Antarctica and the ocean that surrounds it constitute 40 percent of the planet, but in spite of its vast area, it has remained a frontier with no permanent towns or transportation networks. Between 1895 and 1914, explorers planted their flags, claiming various sectors and the raw materials in them for their countries. Nevertheless, the remote location and the harsh environment have encouraged a spirit of cooperation among nations who maintain claims. Furthermore, because Antarctica plays a crucial role in the global environmental system, the exploitation of resources could have unpredictable consequences for the entire world. The Antarctic Treaty, signed in 1961 and expanded in 1991, ensures scientific collaboration, protects the environment, and prohibits military activities.

It's also worth mentioning that Antarctica is vitally important to the balance that's maintained in the environment worldwide. So, in addition to all the difficulties that would have to be overcome to take advantage of the resources in their claims, individual nations also recognize the danger to the global environment and, at least for now, they're not pursuing their national interests.

**Now listen to part of a lecture on a similar topic and then do the tasks (1-10), comparing the text above and the lecture. You will hear the lecture twice.**

1. Individual nations recognize the global environmental value of Antarctica.
2. The need in raw materials used by humankind on other continents is growing.
3. Military activities are prohibited in Antarctica by the treaty which is no longer valid.
4. The continent is divided into sectors belonging to different countries.
5. Antarctica is a huge desert where the temperatures are so low that people cannot live

there.

6. Ecological balance in Antarctica plays an important role in the global environmental system.
7. Fuel, minerals and proteins of the continent are covered by a two-miles-thick layer of ice.
8. In the late 19th and early 20th centuries national flags were installed over the continent to mark that a territory and its raw materials belonged to a certain country.
9. Nations are not ready to give up their territorial claims in Antarctica.
10. Whales and seals attract today's explorers more than mineral resources of the continent.

### **Reading**

#### **Task 1**

**Read the text and answer questions 1-8 below.**

**I.** Geert Hofstede is a Dutch academic born in 1928 who has spent a lot of time at IBM. He is famous for pioneering research on national and organisational cultures. Much of his subsequent work was based on a monumental research project in the late 1960s and early 1970s into the working of a giant international corporation, originally known as HERMES and later transformed into IBM. The rise of global business – leading to an increase in the number of joint ventures and cross-border partnerships and the need to employ people from various ethnic backgrounds and cultures, have all contributed to the need to develop cultural sensitivity. Ignorance or insensitivity in cultural matters can cause serious problems to international operations. Corporate culture and management policies may need modifying to suit local conditions. Hofstede's study has provided a framework for understanding cultural differences.

**II.** According to Hofstede, culture distinguishes one group, organization, or nation from another. In his view, it is made up of two main elements: internal values, which are invisible, and external elements, which are more visible and are known as practices. The cultures of different organizations can be distinguished from one another by their practices, while national cultures can be differentiated by their values. Values are among the first things that are programmed into children. They are then reinforced by

the local environment at school and at work. It is, therefore, difficult for an individual to change them in later life, and this is the reason why expatriate workers often experience difficulties when faced with another national culture.

**III.** The original Hofstede's theory proposed four dimensions along which cultural values could be analyzed: individualism-collectivism; uncertainty avoidance; power distance and masculinity-femininity. The power distance index is defined as the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. A higher degree of the index indicates that hierarchy is clearly established and executed in society, without doubt or reason. A lower degree of the index signifies that people question authority and attempt to distribute power.

**IV.** The index of individualism-collectivism explores the degree to which people in a society are integrated into groups. Individualistic societies have loose ties that often only relate an individual to his/her immediate family. Its counterpart, collectivism, describes a society in which tightly-integrated relationships tie extended families and others into in-groups. These in-groups are laced with undoubted loyalty and support each other when a conflict arises with another in- group.

**V.** The uncertainty avoidance index is defined as a society's tolerance for ambiguity, in which people accept or reject an event of something unexpected, unusual or unknown. Societies that score a high degree in this index opt for stiff codes of behavior, guidelines and laws. They usually rely on absolute Truth and believe they know what it is. A lower degree in this index shows more acceptance of differing thoughts and beliefs. Such societies tend to impose fewer regulations, and people are more accustomed to ambiguity.

**VI.** In the fourth, masculinity-femininity dimension, masculinity is defined as a preference in a society for achievement, heroism, assertiveness and material rewards for success. Its counterpart represents a preference for cooperation, modesty, caring for the weak and quality of life. Women in societies with high degree of femininity share modest and caring views equally with men. In more masculine societies, women are more emphatic and competitive, though they still recognize the gap between male and female values.

**VII.** Hofstede is eager to emphasize that his dimensions (or characteristics) are not a

prescription or formula but merely a concept or framework. They equip us with an analytical tool to help us understand intercultural differences. All of Hofstede's dimensions represent two ends of a scale. For example, in India, China and Japan, which are strong collectivist cultures, people need to belong to and have loyalty to a group. In other societies, such as the UK, individualism is more important and there is a lower emphasis on loyalty and protection. In strong collectivist countries, companies often have stronger obligations towards their employees and their families.

**VIII.** Multi-national companies building international teams can make use of Hofstede's framework to make sense of the cultural differences they encounter in their practical experience. Knowing about such differences can help to avoid conflict in international management. His framework has been used to determine the suitability of certain management techniques for various countries and to make comparisons between countries to understand cultural differences in various areas of business. Hofstede's work established a major research tradition in cross-cultural psychology and has also been drawn upon by researchers and consultants in many fields relating to international business and communication. It has inspired a number of other major cross-cultural studies of values, as well as research on other aspects of culture, such as social beliefs.

### ***Questions 1-3***

Match the paragraphs (**I-III**) with the headings below (**A- F**). There are three extra headings you do not need to use.

- 1** Paragraph I
- 2** Paragraph II
- 3** Paragraph III

#### **List of headings**

- A** Cultures and values
- B** Distribution of power
- C** Local environment
- D** Joint ventures
- E** Life and career
- F** Power distance

### Questions 4-8

Match the paragraphs (IV-VIII) with the statements below (A-G). There are two extra statements you do not need to use.

- 4 Paragraph IV
- 5 Paragraph V
- 6 Paragraph VI
- 7 Paragraph VII
- 8 Paragraph VIII

### List of statements

- A In some societies ambition and competitiveness are shared by men and women almost equally.
- B Companies all over the world have benefited from Hofstede's work by choosing the most suitable management methods.
- C Some people and societies feel comfortable when they are guided by strict rules even in their beliefs, while others prefer to have more choice and may have different views and lifestyles.
- D Some societies consider problem-solving to be pragmatic and circumstantial.
- E This dimension is essentially a measure of happiness, whether or not simple joys are fulfilled.
- F People in some societies are closely related with their immediate families, while extended families bring more people together in some other cultures.
- G In some countries, companies must take more care of their employees and even their families.

### Use of English

#### Task 1

**For items 1 – 10**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **DO NOT CHANGE** the word given. **DO NOT USE SHORT FORMS**. **The number of words you should write is specified in each sentence.** Write down the needed words on your answer sheet. The first example (0) is done for you.

**Example: 0.** I consider him my worst enemy.

**look**

I \_\_\_\_\_ my worst enemy.

**0.** I *look upon him as* my worst enemy.

**1.** There is a strong possibility that this species of rhino will become extinct.

**danger**

This species of rhino \_\_\_\_\_ becoming extinct.

2. I thought Sue's original plan was to move to Australia.

**impression**

I was \_\_\_\_\_ Sue was originally planning to move to Australia.

3. I am sure that Jane ran that distance in only five minutes!

**must**

Jane \_\_\_\_\_ that distance in only five minutes!

4. London is proud of its new shopping mall.

**takes**

London \_\_\_\_\_ its new shopping mall.

5. Unfortunately, Bill went to London yesterday.

**left**

I wish Bill \_\_\_\_\_ London yesterday.

6. You had better not go to Spain next month.

**rather**

I \_\_\_\_\_ not go to Spain next month.

7. It is not your fault that you came late.

**blame**

Do not \_\_\_\_\_ late.

8. I cannot stand the current situation any longer.

**put**

I cannot \_\_\_\_\_ the current situation any longer.

9. Yesterday I fell asleep before the end of the movie, so I cannot tell you how it ended.

**had**

\_\_\_\_\_ asleep before the end of the movie yesterday, I  
would tell you how it ended.

10. I am afraid talking to him makes no sense, he never listens to me.

**point**

I am afraid \_\_\_\_\_ in talking to him, he never listens to me.

## Task 2

There is almost nothing, as it appears, that hasn't inspired an American place-name at some time or other. In addition to breakfast foods and Shakespearian plays, Americans have had towns named after radio programs, towns named after cowboy stars, towns named after forgotten heroes, and thousands upon thousands of others with more prosaic etymologies.

**For items 11-20**, match the names of American towns/cities/states (column 1) with their origin (column 2). **The first example is done for you.**

**0. Sparta**

**0. D**

1	2
<b>11.</b> Cambridge <b>12.</b> Carolina <b>13.</b> Florida <b>14.</b> Jamestown <b>15.</b> Louisiana <b>16.</b> Memphis <b>17.</b> Ipswich <b>18.</b> Oklahoma <b>19.</b> Oregon <b>20.</b> Nashville	<b>A.</b> having their counterparts in England <b>B.</b> in honour of members of the British royal family <b>C.</b> of Native American origin <b>D.</b> of Greek origin <b>E.</b> of French origin <b>F.</b> of Spanish origin

### Writing Task 1

You have decided to enter a **short story** competition in an English-language magazine. Your story should be based on the given **photo** and must **begin** with these words: *It was a trip I'll never forget.*

The competition rules **also** say that

- 1) Your story should contain the description of at least 2 characters in the photo;
- 2) Your story should contain at least 2 cases of direct speech;
- 3) Your story should have an emotional ending;
- 4) You should use the following words in your story:

*bewildering*  
*bizarre*  
*challenging*  
*confused*  
*ignorant.*

**Underline** the required words when used in your story.

**Write 200–250 words** (*The title is not necessary. If the title is given, the words in the title are not counted.*)



