Keynote Proficient End-of-course Test A

Paper 1: Reading and Use of English

Time: 1 hour 30 minutes

Name: _____

Total score: _____ / 72

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Read the instructions for each part of the paper carefully.

Answer all the questions.

INFORMATION FOR CANDIDATES

There are 56 questions in this paper.

Questions **1 – 24** carry one mark.

Questions **25 – 30** carry up to two marks.

Questions **31 – 43** carry two marks.

Questions **44 – 53** carry one mark.

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Part 1

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. For each question, circle the correct letter **A**, **B**, **C** or **D**.

Example:

0 **A** mechanisms **B** appliances **C** implements **D** utensils

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Can noise pollution damage your health?

Even if you live away from aircraft routes and busy traffic, your home is probably filled with the maddening buzz of laptops or other modern **(0)** ……. . Such sounds aren't **(1)** ……. annoying: there's increasing evidence that being bombarded by environmental noise can have a **(2)** ……. effect on health, both physiologically and psychologically, and even on children's learning.

Several papers have linked noise to high blood pressure, especially when **(3)** ……. takes place at night. The louder the noise and the more **(4)** ……. the period it is endured is, the greater the association with health issues. Our emotional response can be profound, creating the unsettling feeling of having one's privacy **(5)** ……. .

Aircraft and road traffic are inevitably **(6)** ……. to air pollution: which causes respiratory problems and inflammation, whereas noise increases stress levels, leading to physiological **(7)** ……. , such as raised heart rate and blood pressure. The impact of heightened noise on children's learning may be as simple as it interfering with teacher communication, or perhaps pupils focus their attention so **(8)** ……. in noisy conditions that they exclude useful speech as well as unwanted noise.

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1	**A** hardly	**B** barely	**C** merely	**D** scarcely
2	**A** detrimental	**B** hurtful	**C** painful	**D** fatal
3	**A** presentation	**B** exposure	**C** submission	**D** disclosure
4	**A** elongated	**B** lengthened	**C** long-lasting	**D** prolonged
5	**A** invaded	**B** occupied	**C** entered	**D** seized
6	**A** fastened	**B** linked	**C** fixed	**D** secured
7	**A** consciousness	**B** activation	**C** revival	**D** arousal
8	**A** finely	**B** thinly	**C** narrowly	**D** closely

Marks (out of 8): _____

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Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

The Kelly Cube: a sustainable cooking model

As I searched for alternative models to industrialized food production recently, I came **(0)** *across* ……. an Australian ready-to-cook meal kit called the Kelly Cube, containing fresh staple ingredients from local farmers and producers. Initiated **(9)** ……..……. a means to support such people, the kit combines the values of self-sufficiency, sustainable food systems and 'slow food' – a movement which promotes locally-produced products and regional cooking. Locavores – those **(10)** ……..……. support the movement – encourage the consumption of seasonal, locally-sourced food as opposed **(11)** ……..……. food that has been transported over huge distances.

The basic proposition is that the produce is Australian, and wherever viable, local. The kit comes complete with fresh ingredients measured out **(12)** ……..……. precisely the quantities required by the recipe, and as **(13)** ……..……. is designed to be less wasteful, simplifying decision-making when **(14)** ……..……. comes to meal planning, and simultaneously allowing consumers to trace the provenance of their food. And in alignment **(15)** ……..……. the principles of sustainability, the box itself is reusable and recyclable. In a world of shifting values, **(16)** ……..……. effort to make food systems more sustainable, efficient and equitable is commendable.

Marks (out of 8): _____

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Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Optimism versus pessimism

Are optimism and happiness inextricably linked? Is it a foregone **(0)** ……*conclusion*…….. that all pessimists are depressed? Are	**CONCLUDE**
optimists insulated against bad things that happen? Are pessimists people with an **(17)** …….. towards complaining about	**INCLINE**
every little thing that goes wrong in life? There seems to be an overwhelming consensus that laid back optimists, with their cheery **(18)** …….. on life, have landed all the luck, while	**LOOK**
pessimists might as well stay in bed.	
Psychologists gathering information on the subject hold an **(19)** …….. viewpoint, however. Being an optimist will	**OPPOSITE**
(20) …….. stand a person in good stead when	**NATURE**
approaching obstacles in life, **(21)** …….. as they are with	**EQUIPMENT**
a character which deals easily with **(22)** …….. . But	**PREDICTABLE**
luckily for those with a less sunny **(23)** …….. , all is not	**DISPOSE**
lost. A pessimistic mindset, somewhat **(24)** …….. it may	**IRONY**
seem, can be incredibly useful. Why? Because it prepares the pessimist for the worst, thereby helping them to deal with it when it happens.	

Marks (out of 8): _____

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Part 4

For questions **25 – 30**, 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**. You must use between **three and eight** words, including the word given. Here is an example (**0**).

Example:

0 My parents advised me to be careful with how I used my money.

WISELY

One of my parents' pieces of advice was .....*to use my money wisely*..... .

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25 John admitted that he had left our passports in the taxi.

CLEAN

John ..... our passports in the taxi.

26 Multinational companies seek employees who have exceptional communication skills.

HIGHLY

Employees ..... after by multinational companies.

27 I do my utmost to avoid making generalizations until I fully understand a situation.

SWEEPING

I try my best ..... until I fully understand a situation.

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28 My colleague trying to pass my invention off as his own really annoyed me.

BACK

When my colleague tried to pass my invention off as his own .....

29 Many people hold a mistaken belief that caffeine dehydrates you.

MISCONCEPTION

Believing that caffeine is ..... many people.

30 I was in considerable doubt about it when Sara said she was going to make millions.

SALT

I ..... when Sara told me she was going to make millions.

Marks (out of 12): _____

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Part 5

You are going to read an article about memory. For questions **31 – 36**, circle the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Can having a bad memory actually be good for you?

By psychologist Sylvie Johnson

It's not uncommon to hear people wishing that they had a better memory. 'If only I weren't so forgetful,' they complain. 'If only I could reliably recall my computer password, and that my neighbour's name is Sarah, not Sandra.' As a psychologist who studies the science of remembering, it's especially embarrassing to me that my memory is frequently dreadful. When asked whether I had a good weekend, I often struggle to immediately recollect enough details to provide an answer. But it's precisely because I study remembering that I'm acutely aware of how our memory's flaws, frustrating and inconvenient though they can be, are amongst its most important characteristics. Human memory isn't like a recording device for accurately capturing and preserving the moment, or a computer hard disk for storing the past in bulk. Instead, human memory serves up only the gist of an event, often with a healthy side of ego-flattery, lashings of indulgent wrong-righting, and a painkiller for the next morning.

Consider the sorts of things we are particularly good at failing to remember accurately. In one study, university students were asked to recall their high school grades. The students were truthfully informed that the researcher had full access to their official records, so it was clear there was nothing to gain from intentionally distorting the truth. The students misremembered about a fifth of their grades, but not all grades were misremembered equally. The higher the grade, the more likely the students were to remember it: top grades were expertly recalled, whereas poor ones were recalled very poorly. Overall, the students were far more likely to recall their grades as being better than they had been, than to recall them as worse than they had been. Findings such as these illustrate how misremembering can be self-

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serving, and support our well-being. In other cases, misremembering can help to protect our belief in fairness and justice.

In a Canadian study, participants read about a man named Roger, who had won several million dollars on the lottery. Some participants learned that Roger was a hard-working man who was kind to others: a man who fully deserved his lucky win. Other participants learned that Roger was undeserving: a lazy man who complained a lot and never smiled. When asked to recall exactly how much money Roger had won, those who believed he was undeserving recalled his prize as, on average, $280,000 lower than the figure recalled by those who believed he was deserving.

These are just two of many examples in which our memory behaves like the good friend who protects us from hearing bad news or cruel gossip about ourselves. When we reliably learn that a serial cheat has been hired by a prestigious law firm, we later misremember that this news came from an unreliable source. When someone gives us critical feedback on our character traits, we selectively forget many of the less-flattering bits. And by and large, our unhappy memories lose their sting long before our happy memories lose their fervour. The cumulative effect of these small self-deceptions over time is that, just like an over-protective best friend, memory gives us a distorted but altogether rosier perception of the world and of ourselves. And who
line 42 wouldn't choose to wear these rose-tinted glasses?

In a recent study, psychologists asked members of the public whether they would – hypothetically – take a drug that could guarantee to numb the pain of a traumatic memory. Fascinatingly, most respondents (no fewer than 82%) said they would not. There is no doubt that we place a huge value on the (apparent) authenticity of our personal memories, both good and bad, and so it's clear that the idea of actively interfering with these memories seems wholly unappealing to many of us.

But we should also be sceptical about the desirability of a world in which every past event can be committed perfectly to memory: authentic, objective, unapologetic, and unadulterated. Although flawed memories are often a nuisance and sometimes disastrous, they can also do wonders for maintaining our self-esteem and satisfaction. In these respects at least, perhaps we shouldn't be too critical of our manipulative friend, memory, for pulling the wool over our eyes.

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31 What is the writer doing in the first paragraph?

A attempting to calm her readers' concerns about memory

B clarifying the reasons for her professional interest in memory

C identifying with a memory difficulty her readers' regularly face

D explaining why she finds certain events especially challenging for memory

32 What does the study mentioned in the second paragraph exemplify?

A our skill in deceiving others about poor performance

B our need to maintain a good opinion of ourselves

C our ability to forget about insignificant incidents

D our desire to be viewed positively by others

33 The Canadian study is mentioned to highlight people's

A innate sense of fairness.

B wish to see others succeed.

C poorness of numerical memory.

D inclination to support charitable events.

34 What does *to wear rose-tinted glasses* (line 42) mean?

A to deceive oneself

B to act disillusioned

C to be expectant

D to feel optimistic

35 What point is made in the fifth paragraph?

A We need to keep hold of certain memories in order to make sense of our world.

B We prefer to maintain what we consider to be a truthful account of our lives.

C We want to remember negative experiences because we learn from them.

D We believe that removing negative memories will affect our personalities.

36 The writer sums up the article in the final paragraph by

A advising us that memory can play unhelpful tricks on our subconscious.

B cautioning us against relying on our memories for an accurate version of events.

C warning us against considering the retention of all memories to be an ideal.

D alerting us to the repercussions of having a poor memory.

Marks (out of 12): _____

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Part 6

You are going to read an article about university education. Seven paragraphs have been removed from the article. Choose from the paragraphs **A – H** the one which fits each gap (**37 – 43**). There is one extra paragraph which you do not need to use.

What do you really want from a university education?

There is little doubt that going to college offers a substantial economic payoff. On average, graduates earn quite a bit more than those without a degree, and their level of unemployment is only about half as high. Studies in the USA suggest that a university degree nearly doubles lifetime earnings.

(37) ……

Likewise, it cannot be the only parameter by which we evaluate the worth of a college education. Consider the case of Amy, a young woman who, after graduating with flying colours from a top business school, went to work for a large Wall Street investment bank, helping to structure multi-billion dollar financial transactions. By the lights of many economically-orientated analyses, Amy was a resounding educational success, getting off to a flying start.

(38) ……

She excelled in these and was receiving top-notch evaluations. Her annual salary and bonuses were growing. She was in line for promotion, and her mentors told her that she would rise quickly in the company. Yet she noticed that something important was missing – something that has nothing to do with economics or the economic criteria of success.

(39) ……

In many respects, they were the picture of success, but inside they felt hollow, and longed to commit to work that really meant something. When Amy challenged her colleagues about this, they would say, ‘Of course I hate my job. Everyone around here does. But this is what you have to do to get ahead. What do you expect me to do – quit and go to medical school? Sure, I wish my work had more meaning, but the money is simply too good, and I can’t afford to do that.’

(40) ……

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But despite the sacrifices, there were notable gains. Work now actually means something to her, where she feels that she is truly making a difference in the lives of other people – the patients she cares for every day. Economically, the last decade of her life has been a ruinous loss, but in human terms, it has paid off handsomely.

(41) ……

And let's be clear: many students in the USA graduate with crushing debt. The average 2012 university graduate was nearly $30,000 in debt, and many medical students have debts totalling over $300,000. No student can afford to ignore the costs of education, and no parents send their child off to university imagining they will emerge unemployed, or worse yet, unemployable.

(42) ……

Our jobs represent an important part of our lives, but we do not live strictly to work. We spend time in eager pursuit of many activities in life in spite of the fact that no one pays us to do them – getting and staying married, raising children, enjoying the company of friends, reading books, travelling, gardening, cooking, playing sports and so on.

(43) ……

To put the matter as straightforwardly as possible, worth cannot be based solely on economic terms. While we can calculate the value of a college education in dollars, doing so omits more than it captures. We are not just wage earners and wealth creators. We are also citizens and human beings, whose educations can 'pay off' in far more important and enduringly meaningful ways.

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A Yet that's just what Amy did. She went back to education and started medical school. All in all, this career change cost her dearly. More than ten years of her life and literally thousands of dollars in additional educational costs and lost income.

B However, there are problems with assessing the worth of a university education strictly in terms of employment and earnings. We need to remember that having a job is not the only thing which makes life worth living.

C Statistics concerning job and graduate and professional school placement rates really do matter. And so do statistics concerning starting salaries, continuing employment and lifetime earnings.

D But it doesn't just prepare us for life. It helps us discover what it means to feel truly alive, and to develop habits that make life worth living.

E Landing a job straight after university paid her handsomely. Every day, her work presented her with business problems that required her to hone her critical thinking skills, solve complex problems, and speak and write effectively.

F This story illustrates important lessons about the true worth of a university education. Foremost among these is the realization that the purpose of university is not merely to prepare for a job or career. It is not even to develop the requisite skills to compete successfully in an increasingly unforgiving and rapidly changing global market.

G At its best, education does not just provide career training and job placement. It also helps us to find our path in life, by challenging us to examine ourselves, the world around us, and our vision of the kinds of lives and world we hope to build.

H Her business education had prepared her to succeed, but not to do work that was meaningful and fulfilling. Amy noticed that her workmates were miserable. They had expensive tastes in clothes and cars, but loathed their jobs. They were making lots of money but they found no real fulfilment in the work they were doing.

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Part 7

You are going to read five reviews of books about communication. For questions **44 – 53**, choose from the sections **A – E**. The sections may be chosen more than once.

Which book

clarifies the reason why listeners may disengage with what is being said? **44** …….

has the apparent capacity to better the circumstances of its audience? **45** …….

supports its central arguments by reflecting on work carried out in other disciplines? **46** …….

focuses on an ability to draw appropriate meaning from what is said? **47** …….

should attract audiences from all walks of life? **48** …….

is likely to appeal to readers who hold with a popular saying? **49** …….

contains a unique focus on the requirements of a minority? **50** …….

targets those who feel disadvantaged by particular personality traits? **51** …….

points out that there is an advantage in reconsidering the kind of language to use? **52** …….

concentrates on the disparity between how different groups of speakers communicate? **53** …….

Marks (out of 10): _____

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A *Actions speak louder than words* by Karen Bradwell

As a general rule of thumb, no leader will be at his or her most effective as a communicator without possession of outstanding verbal skills, but his or her ability to mesmerize an audience also hangs on nonverbal skills – facial expression, gesture and the physical position assumed when addressing listeners included, whether this be in the boardroom, a conference or during a one-to-one. *Actions speak louder than words* is an indispensible guide to honing these skills to perfection, drawing as it does on neuroscience and psychological research with the sole aim of helping leaders to use body language to maximum effect – and read that of others. The guide also includes a one-of-a-kind and incredibly constructive chapter on communication for visually-impaired leaders, whose ability to understand aural cues in order to respond to others is paramount.

B *Communication is key* by Arthur Mayhew

While peppering your speech with jargon and business speak may ostensibly make you look like you know what you're talking about, you could be, albeit unintentionally, alienating your audience. Have you ever wondered why employees sit nodding away in meetings only to go away and do the opposite to what you thought you'd intended they should do? If so, perhaps being more amenable to engaging your brain before your mouth may be a good course of action. Making concessions to your audience is not a sign of weakness, but rather a sign of a good – and thoughtful – communicator. *Communication is key* outlines how to paraphrase those expressions which many employees consider to be a barrier to effective communication. Adopting a few useful synonyms, Mayhew suggests, will be enormously beneficial in helping others identify your message.

C *Public speaking* by Paula Benson

Public speaking can be a nightmare for many of us at the best of times. It is a hard nut to crack and can leave shy and retiring folk floundering. In *Public speaking*, Paula Benson addresses the difficulty many such people have in getting up to speak in front of others, specifically in cases where the speaker is paralysed by fear or overcome with feelings of powerlessness to better their situation. In particular, she focuses on those who have a stutter or other speech impediment, detailing established speech therapy techniques that promote a smooth and articulate flow of words. While brief, this slim book is nothing less than enlightening, and has the potential to change lives – or at the very least vastly improve one area of it.

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D *Listening* by Jonathan Strasbourg

Books devoted to the skill of listening are few and far between, so it is with open arms that we welcome this one to our bookshelves. If you've ever heard the expression that we're given two ears and only one mouth for a reason, and you concur with the sentiment behind it, then this book will resonate with you. All too often we go through the motions of listening, but how often we really hear what's been said is a different matter entirely. Founded on the principles of listening, i.e. applying an accurate interpretation to what you've just heard, however subtle the message, is, professes Strasbourg, the singular most effective way to engage with others and avoid breakdowns in communication. Many highly successful entrepreneurs credit mastering this art as the key to their prowess in business.

E *Style and communication* by Heather Burton

What is all too often overlooked in books about communication is the way in which the genders differ in style, resulting in either gross misunderstandings in the worst-case scenario or uncertainty at the best. Burton's in-depth analysis of what it is that goes wrong plays out through a series of case studies, in which she ponders ways to facilitate better understanding between the sexes and how this might come into play both at work and at home. While frustratingly inconclusive, there is much food for thought here and one could indubitably cobble together a strategy for getting to grips with other people's communicative styles. On the surface of it, this book appears to be geared towards businesspeople as a target market, but because this offers insights into domestic situations too, this is more likely to be found in the general reader section of a bookshop.

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