

ENTRANCE EXAMS 2023B - TEXT SHEET

INSTRUCTIONS

For each question in all three parts, choose **the best** answer: A, B, C or D. You must take **one choice only** for each number. Mark your answers into the Text sheet.

At the end of the test you will have 10 minutes to transfer all answers to the Answer sheet by blacking the circle with the chosen letter. Please do not use pencils and other colors than black or blue (black preferred).

NO CORRECTIONS possible there, so please be careful.

Do not forget to sign the Answer sheet – name, subject combination(s) you apply for.

Preliminary markings in the Text sheet are not taken into consideration.

PART ONE – LISTENING

RECORDING 1

1) What is the overall message of the travel journal?

- a) people have misconceptions about Southern California
- b) Southern California is attractive
- c) Southern California has an excellent public transport system
- d) only wealthy people live in Southern California

2) Southern California's beaches are mostly host to:

- a) the rich
- b) celebrity spotters
- c) fitness fanatics
- d) vagrants

3) Southern California lacks:

- a) high-paying jobs
- b) physically fit people
- c) a downtown
- d) resources

4) The population of Southern California is:

- a) one million
- b) 18.86 million
- c) 47.23 million
- d) comprised mostly of celebrities

5) According to the speaker, the most interesting feature of Southern California is:

- a) its roads
- b) its beaches
- c) its historical architecture
- d) its flora and fauna

6) Why should Southern California's highways be avoided?

- a) they are confusing to navigate
- b) the large number of lanes makes driving tricky
- c) they are frequently jammed
- d) high rate of accidents

7) According to the speaker, what about Southern California is particularly appealing to outsiders?

- a) its palm trees
- b) well-paid career opportunities
- c) the ocean
- d) its food

8) Which cuisine type is NOT mentioned in the text?

- a) German and Korean
- b) Thai and Japanese
- c) Mexican and Mediterranean
- d) raw food and vegan

RECORDING 2

9) At how many hours per day does smartphone use become a risk for children?

- a) fifteen
- b) seven
- c) two
- d) four

10) Which of the following is NOT mentioned as a potential effect of smartphone use in children under the age of fifteen?

- a) low self-esteem
- b) weight issues
- c) drug abuse
- d) poor academic performance

11) How many people took part in Cedarville College's study?

- a) 8000
- b) over 18,000
- c) over 80,000
- d) 42,000

12) Cedarville College's study was conducted in:

- a) Ohio and Michigan
- b) multiple universities
- c) Columbus
- d) churches and mosques

13) Larry Flint believes that:

- a) religious and educational institutes should be informed of the risks of smartphone use
- b) smartphones should be banned completely
- c) smartphone use should be restricted at all age levels
- d) children under the age of fifteen should not be allowed to possess smartphones

14) The Sword is the name of

- a) an article
- b) a tabloid
- c) an innovative journal
- d) a newspaper

RECORDING 3

15) How did Betty Cipher die?

- a) old age
- b) excessive intake of narcotics
- c) AIDS
- d) in battle

16) The genre of Canadian Guilt is:

- a) epic
- b) poetry
- c) sci-fi
- d) fairytales

17) Cipher's mother was:

- a) a pastor
- b) a businesswoman
- c) a socialist
- d) a poet

18) Cipher is described as having been:

- a) an early developer
- b) an MP
- c) liberal
- d) conservative

19) Cipher taught English for more than how many years?

- a) twenty-five
- b) thirty
- c) eleven
- d) nineteen

20) According to the text, what did Cipher criticise?

- a) feminism
- b) people of high social status
- c) religion
- d) bigotry

PART TWO - USE OF ENGLISH 2023B

TEXT SHEET

(adapted from: *New Scientist*)

The Body Electric

Biologists 21..... for more than 200 years that nerve impulses are 22..... electrically. But only 23..... have they started eavesdropping on the electrical 24..... of the rest of your body, and 25..... that electricity, in the form of electric fields, plays a 26..... role in numerous biological processes from embryonic development to cell division, nerve 27..... and wound repair. The first report that electric fields 28..... influence the behaviour of individual cells came in 1920 when a Danish researcher, Sven Ingvar, 29..... that an externally applied field 30..... cultured chick neurons to grow in a particular 31..... The years that followed 32..... a large number of similar studies, but many were 33..... done and for years the interpretation of results 34..... by a lack of adequate recording techniques, contamination of cultures by electrode by-products, 35..... about the magnitude of fields and sometimes 36..... of the cells under study. The fact that some early researchers made exaggerated 37..... about the curative effects of electrical fields in nerve and limb regeneration 38..... helped. Then, in the 1940s, Paul Weiss, a distinguished and influential biologist at the University of Chicago, 39..... that he could not 40..... Ingvar's findings and concluded that electric fields had no effect on cells.

USE OF ENGLISH

VERSION: 2023B

Instructions:

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Mark your answers on the answer sheet.

| | | | | |
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| 21. | A know | B have known | C knew | D had known |
| 22. | A permitted | B transceived | C perceived | D transmitted |
| 23. | A recently | B earlier | C previously | D later |
| 24. | A chatter | B clatter | C patter | D splatter |
| 25. | A will discover | B discover | C are discovering | D have discovered |
| 26. | A lively | B viral | C vital | D mortal |
| 27. | A reparation | B repair | C regeneration | D degeneration |
| 28. | A could not | B could | C would not | D would |
| 29. | A viewed | B glimpsed | C glanced | D showed |
| 30. | A prevented | B followed | C caused | D coursed |
| 31. | A trajectory | B trail | C track | D direction |
| 32. | A saw | B were seeing | C would see | D would have seen |
| 33. | A sorely | B sloppily | C slackly | D shabbily |
| 34. | A hampered | B was hampered | C was hampering | D hampering |
| 35. | A unsafety | B uncertainty | C insecurity | D uncertainty |
| 36. | A of the nature | B by the nature | C from the nature | D in the nature |
| 37. | A claims | B findings | C discoveries | D shouts |
| 38. | A clearly | B suspiciously | C evidently | D hardly |
| 39. | A was saying | B said | C has said | D has been saying |
| 40. | A resolve | B produce | C reproduce | D solve |

PART THREE – READING, TEXT 1

What Is Culture?

The idea of culture has long been basic to anthropology. More than a century ago, in his classic book *Primitive Culture*, British anthropologist Edward Tylor proposed that systems of human behavior and thought are not random. Rather, they obey natural laws, and therefore can be studied scientifically. Tylor's definition of culture still offers a good overview of the subject matter of anthropology and is widely quoted: "Culture... is that complex whole which includes knowledge, belief, arts, morals, law, custom, and many other capabilities and habits acquired by man as a member of society." Tylor's definition focuses on beliefs and behavior that people acquire not through biological heredity but by growing up in a particular society where they are exposed to a specific cultural tradition. Enculturation is the process by which a child learns his or her culture.

The ease with which children absorb any cultural tradition reflects the uniquely elaborated hominid capacity to learn. There are different kinds of learning, some of which we share with other animals. One kind is *individual situational learning*, which occurs when an animal learns from, and bases its future behavior on, its own experience. Animals also exhibit *social situational learning*, in which they learn from other members of the social group, not necessarily through language. Finally, there is *cultural learning*, which depends on the uniquely developed human capacity to use symbols, signs that have no necessary or natural connection with the things for which they stand.

A critical feature in hominid evolution is dependence on cultural learning. Through culture people create, remember, and deal with ideas. They grasp and apply specific systems of symbolic meaning. Anthropologist Clifford Geertz defines culture as ideas based on cultural learning and symbols. Cultures are sets of "control mechanisms – plans, recipes, rules, constructions, what computer engineers call programs for the governing of behavior." These programs are absorbed by people through enculturation in particular traditions. People gradually internalize a previously established system of meanings and symbols which they use to define their world, express their feelings, and make their judgments. Thereafter, this system helps guide their behavior and perceptions throughout their lives.

Culture is typically transmitted through observation. Children pay attention to the things that go on around them. They modify their behavior not just because other people tell them to but as a result of their own observations and growing awareness of what their culture considers right and wrong. Culture is also absorbed unconsciously. North Americans acquire their culture's notions about how far apart people should stand when they talk not by being told to maintain a certain distance but through a gradual process of observation, experience, and conscious and unconscious behaviour modification. No one tells Latins to stand closer together than North Americans do, but they learn to do so anyway as part of their cultural tradition.

Symbolic thought is unique and crucial to humans and to culture. Anthropologist Leslie White defined culture as: "an extrasomatic (nongenetic, nonbodily), temporal continuum of things and events dependent upon symboling... Culture consists of tools, implements, utensils, clothing, ornaments, customs, institutions, beliefs, rituals, games, works of art, language etc."

For White, culture originated when our ancestors acquired the ability to: "freely and arbitrarily originate and bestow meaning upon a thing or event, and, correspondingly, to grasp and appropriate such meaning."

A symbol is something verbal or nonverbal, within a particular language or culture, that comes to stand for something else. There is no obvious, natural, or necessary connection between the symbol and what it symbolizes.

Symbols are usually linguistic. However, there are also nonverbal symbols, such as flags, which stand for countries, as arches do for hamburger chains. Holy water is a potent symbol in Roman Catholicism. As is true of all symbols, the association between a symbol (water) and what it symbolizes (holiness) is arbitrary and conventional. A natural thing has been arbitrarily associated with a particular meaning for Catholics, who share common beliefs and experiences that are based on learning and are transmitted across generations.

For hundreds of thousands of years, people have shared the abilities on which culture rests. Such abilities include these to learn, to think symbolically, to manipulate language, and to use tools and other cultural products in organizing their lives and coping with their environments. Every contemporary human population has the ability to symbol and thus to create and maintain culture. Our nearest relatives – chimpanzees and gorillas – have rudimentary cultural abilities. However, no other animal has elaborated cultural abilities – to learn, to communicate, and to store, process, and use information – to the same extent as *Homo sapiens*.

(From Conrad Phillip Kottak: *Cultural Anthropology*. McGraw-Hill, Inc., 1991)

PART THREE – READING TEXT 2

It Rocks in the Tree Tops, but Is That Bird Making Music? by Marlowe Starling

When a bird sings, you may think you're hearing music. But are the melodies it's making really music? Or is what we're hearing merely a string of lilting calls that appeals to the human ear? Birdsong has inspired musicians from Bob Marley to Mozart and perhaps as far back as the first hunter-gatherers who banged out a beat. And a growing body of research is showing that the affinity human musicians feel toward birdsong has a strong scientific basis. Scientists are understanding more about avian species' ability to learn, interpret and produce songs much like our own.

Just like humans, birds learn songs from each other and practice to perfect them. And just as human speech is distinct from human music, bird calls, which serve as warnings and other forms of direct communication, differ from birdsong. While researchers are still debating the functions of birdsong, studies show that it is structurally similar to our own tunes. So, are birds making music? That depends on what you mean.

"I'm not sure we can or want to define music," said Ofer Tchernichovski, a zoologist and psychologist at the City University of New York who studies birdsong. Where you draw the line between music and mere noise is arbitrary, said Emily Doolittle, a zoomusicologist and composer at the Royal Conservatoire of Scotland. The difference between a human baby's babbling versus a toddler's humming might seem more distinct than that of a hatchling's cry for food and a maturing bird's practicing of a melody, she added. Wherever we draw the line, birdsong and human song share striking similarities.

How birds build songs

Existing research points to one main conclusion: Birdsong is structured like human music. Songbirds change their tempo (speed), pitch (how high or low they sing) and timbre (tone) to sing tunes that resemble our own melodies. Other features, like cadence and tension, are also used in both birdsong and human music, said Tina Roeske, a behavioral neurobiologist who specializes in birdsong.

While earlier studies focused on syntax, or how notes were ordered, newer research is integrating rhythm, too, by analyzing how notes are timed. In human music, rhythm is often thought of as a constant beat, like the one that opens "We Will Rock You" by Queen. But in birdsong, rhythm refers to patterns of notes, regardless of whether they are repeated. To humans, birdsong may appear to have "a random structure," Dr. Roeske said. Because of the speed at which birds sing — up to four times as fast as most human music — that rhythm is "hard for us to grasp and appreciate," she added.

Dr. Roeske and her co-author Dr. Tchernichovski researched birds' musical structure and found that birdsong rhythms fell into three general categories: isochronous, in which intervals between notes are equidistant, alternating, in which a note is longer than the previous one, ornament, an exaggerated form of the alternating pattern. Human music contains these rhythmic patterns, too. In their 2020 study, Dr. Roeske and Dr. Tchernikovski compared recordings of thrush nightingales across Europe with examples from musical genres all over the world, including Western classical piano, Persian drumming and Tunisian stambeli. They found that birdsong and global music forms had the same types of timing components, integer ratios, which form the foundation of most melodies. In music, these ratios are the amount of time between notes. A 1-to-1 ratio means notes are evenly spaced, like in "Twinkle, Twinkle, Little Star," but a 1-to-2 ratio means the time from one note to the next is uneven, like in "Itsy Bitsy Spider," Dr. Roeske explained. When they charted integer ratios from birdsong and human music, the plots all produced a similar shape resembling a long-stemmed flower. This indicates that some birds build songs using patterns similar to those found in human music.

Other researchers are gaining insights by focusing on birdsong rhythm. "We found that rhythm and syntax have a relationship that nobody has really thought about before," said Jeffrey Xing, a graduate student in psychology at the University of California, San Diego, and an author of a September 2022 paper analyzing the song structure of the Australian pied butcherbird. Pied butcherbirds "seem to prefer some song rhythms over others," such as isochronous rhythm, Mr. Xing said. In some ways, these rhythmic patterns follow rules like forms of poetry that have strict meter. A good example is a sonnet. "It's a very rigid rhythmic structure that you have to follow, and somehow the syntax of the words you use has to conform to that," he said.

Why do birds sing?

While scientists have studied birdsong for decades, they know little about why and how birds select specific tunes and what counts as deliberate communication versus meaningless song. Studies have shown that birdsong elicits the same response in female birds, possibly as an evolutionary mechanism for mate attraction. But scientists still wonder whether birds sing for entertainment in addition to mating.

"What's going on in the bird's head when it's singing? Is it happy?" Dr. Webster said. Humans often sing when they are emotional — happy and heartbroken alike — but scientists do not know if birds have such an emotional range. Dr. Webster, who studies bird behavior and communication, added another unknown: If birdsong's main purpose in some species is for males to attract females, then why do some females also sing? "Female song actually arose very early in songbird evolution," he said. "In species where females don't sing, it's because they've lost the ability to sing rather than it being gained." This indicates that it may have once been evolutionarily beneficial for females to sing — and scientists can't say why.

There are other mysteries. Ornithologists have observed "bird chatter" in parrots, when two birds appear to be whispering to each other. There are also nonvocal sounds, Dr. Webster said: Some birds snap their wings, some drum on trees and others rub their feathers together as if playing the violin. The purpose of these sounds — whether communicative, musical or both — sits on the next frontier of ornithology research. "We've just scratched the surface," Dr. Webster said. "Birds are constantly making sound, and I think most of the time we don't really know why, and we don't really know what they're saying to each other."

(abridged from <https://www.nytimes.com/2023/06/06/science/birdsong-music.html>)

READING QUESTIONS TEXT1

41. According to the article, culture is:

- A a trait natural for humans and animals alike
- B a trait intrinsic specifically to humans
- C a specific characteristic exclusively for humans with a certain level of education
- D an inborn characteristic of all humans

42. Enculturation is defined as:

- A a process by which an individual acquires their characteristic traits which are specific to that individual
- B a human trait referring to the hereditary nature of culture
- C a process of an individual's acquisition of the characteristics and norms of a certain culture
- D a process of changing one culture for another

43. Social situational learning is manifested:

- A in both humans and animals
- B only in animals
- C only in humans
- D only in humans and primates

44. Culture is transmitted through:

- A instinct
- B conscious learning
- C practical experience
- D a combination of conscious learning and observation

45. According to Clifford Geertz, culture is:

- A a mechanism designed to control and govern individuals in a society
- B a system of concepts based on symbols
- C a system of mechanisms teaching mandatory behaviour
- D a set of rules typical of a certain society

46. Symbolic thought is:

- A a specifically human trait
- B unique to members of well-developed societies
- C shared by humans and higher primates such as chimpanzees and gorillas
- D based on verbal language

47. Symbols are suggested to be:

- A directly related signs
- B necessary things
- C natural things
- D indirectly related signs

48. The ability of symbolic thought is:

- A an important sign of a developed culture
- B a necessary condition for the emergence of a culture
- C a characteristic of any linguistic system
- D a characteristic of an individual capable of abstract reasoning

49. The use of symbols is typical:

- A of Western civilisation
- B of high culture
- C of popular culture
- D of culture in general

50. The association between a symbol and the object it stands for is:

- A never arbitrary
- B usually arbitrary
- C always arbitrary
- D rarely arbitrary

READING QUESTIONS TEXT2

51. What is a form of human culture which the article does NOT compare to birdsong?

- A Advertisement
- B Song
- C Poem
- D Nursery rhyme

52. Who is a ‘zoomusicologist’?

- A Someone who enjoys music for animals
- B Someone who composes music for animals
- C Someone who plays music at a zoo
- D Someone who studies animal parallels to human music

53. What do “striking similarities” mean?

- A They strike each other out, like you would strike the wrong word on paper with a pen
- B They ‘strike out’ as in baseball and do not relate to one another
- C They are very similar, one can be ‘struck’ by the similarity as by lightning
- D They are on strike, refusing to relate to each other

54. Similarities between birdsong and human music can be found in...

- A Nursery rhymes
- B Classical music
- C Popular music
- D All of the above

55. What is NOT a helpful aspect in comparing human music and birdsong?

- A Rhythm
- B Mood
- C Tempo
- D Meter

56. What does the text imply to be comparable to human speech?

- A Human music
- B Birdsong
- C Bird call
- D None of the above

57. What is suggested to be the biggest issue in comparing human music and birdsong?

- A The unique lack of bird’s interest in entertainment
- B The unique human ability to learn from other members of their species
- C The unique bird ability to modulate various musical aspects
- D The unique human ability to express various emotions

58. According to the text, rhythm and relationship was researched on the example of:

- A A songbird native to Australia
- B A songbird native to "the Great Southern Land"
- C A songbird native to the “Lucky Country”
- D All of the above are true

59. Scientists found out:

- A That birds sing for entertainment in addition to mating
- B That some female birds could sing in the past, but then they lost this ability
- C The reasons for bird singing
- D That the rhythm of birdsong has no defined structure

60. What does “We’ve just scratched the surface” in the last paragraph mean?

- A To deal with only a very small part of a problem
- B To barely begin
- C All mentioned are correct
- D To see or do only a fraction of what is possible.

Listening answers

- | | | | |
|------|-------|-------|-------|
| 1) A | 6) C | 11) B | 16) B |
| 2) D | 7) D | 12) A | 17) B |
| 3) C | 8) C | 13) A | 18) A |
| 4) B | 9) D | 14) C | 19) B |
| 5) A | 10) C | 15) B | 20) B |

Use of English

| | | | | |
|-----|-------------------|------------------------|-----------------------|--------------------------|
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Reading Key:

- | | | | |
|------|------|------|------|
| 41 B | 46 A | 51 A | 56 C |
| 42 C | 47 D | 52 D | 57 D |
| 43 A | 48 B | 53 C | 58 D |
| 44 D | 49 D | 54 D | 59 B |
| 45 A | 50 C | 55 B | 60 C |