## I) Read the text and mark the sentences T (true), F (false), NG (Not given)

Amy Johnson is an American who lives and works in England. We asked her to tell us about her first impressions of the UK.

One of my first impressions was that the UK is more expensive than the US. I live in Oxford and the cost of living, (rent, bills, food, etc.) is higher than in Ohio, where I'm from in the US. The only thing that is a lot cheaper here is healthcare- it's free to go to the doctor's or to the hospital, whereas in the US it isn't, so you need to have health insurance, which can be very expensive. I think you can eat very well in England - there's a wide variety of food from all around the world - Chinese, Japanese, Italian, Turkish, etc. - but eating out is more expensive than in the US, and the service is worse. Generally, I'd say British food is healthier than American food, and the portions are a lot smaller, too. As for the people, I find British people quite pessimistic compared to Americans who are usually very positive and optimistic about the future. Also, when I'm in Ohio I talk to everybody: shop assistants, the person behind me in the supermarket queue, the person sitting next to me in the restaurant, but I can't do that in the UK - people are much more reserved. But, on the other hand, I think it is easier to make real friends here than in the US. I also find British people are not very good at telling you what they really think or in a work situation saying something negative about you. Americans just say things as they are!

1.It is cheaper to live in the US than in the UK.

2.It is more expensive to be ill in the US.

3.It has more job opportunities than the US.

4.Waiters are better in UK restaurants.

5.It's more difficult to make friends in the US.

6.The UK people are more friendly.

7.The British are less direct than Americans.

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## II/ The text below has six sections, A–F. (GENERAL)

Choose the correct heading for each section, A–F, from the list of headings below. Write the correct number, i–x.

**List of Headings**

i. Written communication

ii. Clarity

iii. Style

iv. Research

v. End of message

vi. One point per email

vii. Relevance

viii. Specify the response you want

ix. The subject line

x. Internal emails

22. Section **A**

23. Section **B**

24. Section **C**

25. Section **D**

26. Section **E**

27. Section **F**

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## Writing Effective Emails

*Follow these simple rules to make a positive impression and get an appropriate response.*

A) Like a headline in a newspaper: it should grab the recipient's attention and specify what the message is about – use a few well-chosen words. If the email is one of a series e.g. a weekly newsletter, include the date in the subject line. Never leave it blank.

B) If you need to email someone about several different issues, write a separate email for each subject. This allows the recipient to reply to each one individually in a timely manner. For instance, one subject might be dealt with quickly while another could involve some research. If you have several related points, put them all in the same email but present each point in a numbered or bulleted paragraph.

C) Your email should be clear and concise. Sentences should be short and to the point. The purpose of the message should be outlined in the first paragraph and the body should contain all of the relevant information.

D) Be sure to include a 'call to action' – a phone call or a follow-up appointment perhaps. To ensure a prompt reply, incorporate your contact information – name, title, company, phone/fax numbers or extensions, even your business address if necessary. Even internal messages must have contact information.

E) Only use this technique for very short messages or reminders where all the relevant information can fit in the subject line. Write EOM at the end of the line to indicate that the recipient doesn't have to open the email.

F) Emails, even internal ones, should not be too informal – after all, they are written forms of communication. Use your spell-check and avoid slang.

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## Passage 3: LEARNING BY EXAMPLES (Academic)

**A.** Learning Theory is rooted in the work of Ivan Pavlov, the famous scien-tist who discovered and documented the principles governing how animals (humans included) learn in the 1900s. Two basic kinds of learning or condi-tioning occur, one of which is famously known as the classical conditioning. Classical conditioning happens when an animal learns to associate a neutral stimulus (signal) with a stimulus that has intrinsic meaning based on how closely in time the two stimuli are presented. The classic example of classical conditioning is a dog's ability to associate the sound of a bell (something that originally has no meaning to the dog) with the presentation of food (something that has a lot of meaning to the dog) a few moments later. Dogs are able to learn the association between bell and food, and will salivate im-mediately after hearing the bell once this connection has been made. Years of learning research have led to the creation of a highly precise learning theory that can be used to understand and predict how and under what cir-cumstances most any animal will learn, including human beings, and eventu-ally help people figure out how to change their behaviours.

**B.** Role models are a popular notion for guiding child development, but in re-cent years very interesting research has been done on learning by examples in other animals. If the subject of animal learning is taught very much in terms of classical or operant conditioning, it places too much emphasis on how we allow animals to learn and not enough on how they are equipped to learn. To teach a course of mine, I have been dipping profitably into a very interesting and accessible compilation of papers on social learning in mammals, including chimps and human children, edited by Heyes and Galef (1996).

**C.** The research reported in one paper started with a school field trip to Israel to a pine forest where many pine cones were discovered, stripped to the central core. So the investigation started with no weighty theoretical intent, but was directed at finding out what was eating the nutritious pine seeds and how they managed to get them out of the cones. The culprit proved to be the versatile and athletic black rat,(Rattus rattus), and the technique was to bite each cone scale off at its base, in sequence from base to tip following the spiral growth pattern of the cone.

**D.** Urban black rats were found to lack the skill and were unable to learn it even if housed with experienced cone strippers. However, infants of urban mothers cross-fostered by stripper mothers acquired the skill, whereas in-fants of stripper

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mothers fostered by an urban mother could not. Clearly the skill had to be learned from the mother. Further elegant experiments showed that naive adults could develop the skill if they were provided with cones from which the first complete spiral of scales had been removed; rather like our new photocopier which you can work out how to use once someone has shown you how to switch it on. In the case of rats, the young-sters take cones away from the mother when she is still feeding on them, allowing them to acquire the complete stripping skill.

**E.** A good example of adaptive bearing we might conclude, but let's see the economies. This was determined by measuring oxygen uptake of a rat strip-ping a cone in a metabolic chamber to calculate energetic cost and compar-ing it with the benefit of the pine seeds measured by calorimeter. The cost proved to be less than 10% of the energetic value of the cone. An acceptable profit margin.

**F.** A paper in 1996, Animal Behaviour by Bednekoff and Baida, provides a differ-ent view of the adaptiveness of social learning. It concerns the seed caching behaviour of Clark's Nutcracker (Nucifraga columbiana) and the Mexican Jay (Aphelocoma ultramarina). The former is a specialist, caching 30,000 or so seeds in scattered locations that it will recover over the months of winter; the Mexican Jay will also cache food but is much less dependent upon this than the Nutcracker. The two species also differ in their social structure: the Nutcracker being rather solitary while the Jay forages in social groups.

**G.** The experiment is to discover not just whether a bird can remember where it hid a seed but also if it can remember where it saw another bird hide a seed. The design is slightly comical with a cacher bird wandering about a room with lots of holes in the floor hiding food in some of the holes, while watched by an observer bird perched in a cage. Two days later, cachers and observers are tested for their discovery rate against an estimated random performance. In the role of cacher, not only the Nutcracker but also the less specialised Jay performed above chance; more surprisingly, however, jay obser-vers were as successful as jay cachers whereas nutcracker observers did no better than chance. It seems that, whereas the Nutcracker is highly adapted at remembering where it hid its own seeds, the social living Mexican Jay is more adept at remembering, and so exploiting, the caches of others.

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*Do the following statements agree with the information given in Reading Passage?*

*)n your answer sheet, write*

***TRUE*** *if the statement agrees with the information*

***FALSE*** *if the statement contradicts the information*

***NOT GIVEN*** *if there is no information on this*

**5** The field trip to Israel was to investigate how black rats learn to strip pine cones.

**6** The pine cones were stripped from bottom to top by black rats.

**7** It can be learned from other relevant experiences to use a photocopier.

**8** Stripping the pine cones is an instinct of the black rats.

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