

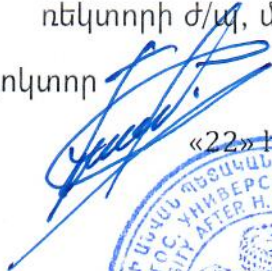
**«ՎԱՆԱԶՈՐԻ Հ.ԹՈՒՄԱՆՅԱՆԻ ԱՆՎԱՆ ՊԵՏԱԿԱՆ ՀԱՄԱԼՍԱՐԱՆ»
ՀԻՄՆԱԴՐԱՄ**

Հավելված

«Հաստատում եմ»

«Վանաձորի Հ.Թումանյանի անվան
պետական համալսարան» հիմնադրամի

ռեկտորի ժ/պ, մանկավարժական

գիտությունների դոկտոր  Ա.Ա. Ծատուրյան

«22» հոկտեմբեր 2025թ.



ԸՆԹԱՑԱԿԱՐԳ

**ՕՏԱՐ ԼԵԶԿԻ ԻՄԱՑՈՒԹՅԱՆ ՄԱԿԱՐԴԱԿԸ ՍՏՈՒԳՈՂ ՔՆՆՈՒԹՅԱՆ
ԳՆԱՀԱՏՄԱՆ**

Վանաձոր 2025թ.

1. Ընդհանուր դրույթներ

1.1 Սույն ընթացակարգը սահմանում է «Վանաձորի Հ. Թումանյանի անվան պետական համալսարան» հիմնադրամի (այսուհետ՝ ՎՊՀ) ուսանողների՝ միջազգային շարժունության ծրագրերի շրջանակներում եվրոպական համալսարաններում ուսումնառելու նպատակով կազմակերպվող օտար լեզվի իմացության մակարդակը ստուգող քննության կազմակերպման և անցկացման կարգը:

1.2 Քննության կազմակերպման նպատակն է.

- գնահատել ուսանողների օտար լեզվի իմացության մակարդակը ըստ միջազգային չափորոշիչների (CEFR):
- աջակցել ուսանողներին մասնակցել միջազգային շարժունության ծրագրերին

1.3 Քննությանը կարող են մասնակցել ՎՊՀ-ի առկա/հեռակա ուսուցման համակարգերում սովորող այն ուսանողները, ովքեր ցանկանում են օգտվել միջազգային շարժունության ծրագրերին մասնակցելու հնարավորություններից:

1.4 Օտար լեզվի քննությունը կազմակերպվում է տարին երկու անգամ:

1.5 Յուրաքանչյուր քննությունից մեկ շաբաթ առաջ Գիտահետազոտական աշխատանքների, նորարարությունների և համագործակցության բաժինը տալիս է հայտարարություն քննության անցկացման վերաբերյալ:

1.6 Օտար լեզվի քննության կազմակերպման համար յուրաքանչյուր ուստարվա սկզբին, ի պատասխան ԳԱՆԼՀ բաժնի գրության, օտար լեզուների և գրականության ամբիոնը ներկայացնում է հանձնաժողովի անդամներ: Հանձնաժողովի կազմի մեջ մտնում են

- Օտար լեզուների և գրականության ամբիոնի երեք դասախոսներ,
- Գիտահետազոտական աշխատանքների, նորարարությունների և համագործակցության բաժնի մեկ ներկայացուցիչ:

1.7 Քննությանը մասնակցել ցանկացող ուսանողները դիմում են ներկայացնում ՎՊՀ-ի ռեկտորի անունով:

1.8 Օտար լեզվի քննության թեստը կստուգի ուսանողների վերարտադրողական (speaking, writing) և ընկալողական (reading, listening) լեզվական հմտությունները: Թեստը գնահատվում է 100 միավոր (յուրաքանչյուր բաղադրիչ՝ 25 միավոր): Քննական թեստի նմուշ-օրինակները համարվում են սույն ընթացակարգի անբաժանելի մասը: (Հավելված 1)

1.9 Քննությունը հաջողությամբ հանձնած և տվյալ մակարդակի շեմը հաղթահարած ուսանողներին տրվում է վկայական:

2. Եզրափակիչ դրույթներ

2.1 Սույն ընթացակարգը կարող է վերանայվել կամ փոփոխվել՝ հաշվի առնելով միջազգային շարժունության ծրագրերի պահանջների փոփոխությունները:

2.2 Ընթացակարգը ուժի մեջ է մտնում ՎՊՀ ռեկտորի հաստատումից հետո:



Անգլերենի իմացության մակարդակի թեստ

(B1 մակարդակ)

Նմուշ-օրինակ

Ընկալողական լեզվական հմտություններ

A. Ընթերցանություն (25 միավոր)

1. Read the article and choose the correct answers A, B, C or D, according to the writer. The first one is done for you. (12,5 points)

When the Experience of Age Meets the Enthusiasm of Youth

It's Friday, and eighteen of Eileen Madson Primary School's youngest children take the yellow school bus to their other school in town. Just like every day, they bring lunch boxes and favourite toys. It's a fun day out they look forward to. They're off to spend time with their 'grandmas and grandpas'.

These aren't their real grandparents, however. They are residents at the Columbia Garden Village retirement home in Invermere, in Canada. Normally a place of peace and quiet, every Tuesday and Friday the atmosphere is brought to life for the residents, all of them in the later stages of life. With the arrival of the youngsters this old people's common room is turned into a classroom. All of a sudden, there is singing, laughter and movement as the activities change from knitting and talking about the weather to lessons and play time.

This collaboration between school and retirement home is unusual but not unique. Kindergarten teacher Barbara Carriere had the idea when she read of a similar scheme in Oklahoma. She was so impressed that it seemed to benefit both the children and the elderly people that she wanted to try it herself. She and her husband got their scheme started in 2011. Similar programmes exist in other places. In Toronto, for example, high-school students consult senior citizens about aging and death as part of their philosophy classes. 'Intergenerational learning', as the idea has been called, could be an advantage in a variety of ways and at different education levels.

It was an immediate hit with the children in Invermere, who feel comfortable mixing with people sometimes 80 years older than them. The residents help the children with reading and writing and with art projects. According to the teachers, the children's reading has improved due to the individual time the old people can spare their students.

The children learn about aging, too. Not all of them have grandparents, or see them very often if they do, so this contact with old people helps them understand what it



means to get old. Real relationships between the generations are made. One boy who normally doesn't play with his classmates happily interacts with the residents and asks them to read to him. A little girl even asked to have her birthday party in the retirement home.

As for the older members of the class, they appreciate getting back the motivation that comes from being needed. Not only do they report an improved quality of life, it has also had the surprising effect in some of reducing the amount of medical treatment they need. Barbara Carriere is enthusiastic about the programme, and emphasizes that it costs very little and can really make a difference.

0. What do the children take with them on the bus?

- A. something to write with and something to eat
- B. something to play with and something to eat ✓
- C. something to wear outside and something to eat
- D. something to play with and something to wear outside

1. Where are the children going?

- A. on a school trip to a new place
- B. to visit their grandparents
- C. to another school
- D. to a place for retired people

2. How often are these special lessons?

- A. once a week
- B. twice a week
- C. twice a month
- D. every day

3. What changes do the old people experience?

- A. Their living space becomes noisy.
- B. The furniture in the common room is moved.
- C. They have lunch with the children.
- D. They spend more time outside.

4. Why was Barbara Carriere interested in the idea?

- A. She was impressed by the programme in Toronto.
- B. She wanted the children to learn about philosophy.
- C. She did it before in Oklahoma and it worked there.
- D. She thought it could help two groups of people.

5. What does the programme in Toronto show about using old people in schools?

- A. Old people can teach philosophy.
- B. Children of all ages can benefit from interacting with old people.
- C. Old people are better with teenagers than young children.
- D. You are never too young to learn about philosophy.



6. Why do the children enjoy the company of the residents?

- A. They don't feel stressed with the older people.
- B. The residents are enthusiastic readers.
- C. They can play more than at school.
- D. They can write to them and enjoy reading their replies.

7. What advantage do the old people have over the teachers?

- A. They are more patient than the teachers.
- B. They can spend longer with each student.
- C. They are more experienced readers.
- D. They have more authority in the children's eyes.

8. What other benefit does visiting the retirement home have for the children?

- A. They can have their birthday parties there.
- B. Some of them can see their grandparents more often.
- C. They meet old people and understand aging better.
- D. They can listen to stories.

9. How do the residents benefit?

- A. They enjoy being useful again.
- B. It saves the retirement home money.
- C. They feel younger.
- D. They live longer.

10. Why is the idea a good one, according to Barbara Carriere?

- A. It doesn't use the school's financial resources.
- B. It improves everyone's quality of life.
- C. It works very well but isn't expensive.
- D. It brings down medical costs.

II. Read the article and decide if each sentence is True (T) or False (F). (12,5 points)

The World's Top Cities

Standard of living is partly dependent on where we live. Every year, surveys are published that claim to identify the best cities to live in globally. For a city to reach the top ten, it must score highly across a range of criteria, such as crime, education and the environment. Predictably, the winners are all found in the developed countries of Europe, North America and Australasia. More surprising is the fact that the USA fails to appear in any top ten. In one survey the first US representative is at number 25: Portland in Oregon, a city famous for its low crime rate.

To assess living standards, you have to decide what to measure. The three most important surveys share most of the same criteria: safety, schooling, health care and political-economic stability, for example. They may differ on other factors, like public transport, climate and leisure facilities. This is one reason their results vary quite a lot.



Another is that it's difficult to measure many of these factors accurately; one survey might score a place highly for leisure while another gives it a low score. Opinions differ, after all. As a result, the surveys are often criticized. The New York Times claimed that 'The Economist Intelligence Unit's liveability survey' focuses too much on the English-speaking world, for example. Eight of its ten top in 2014 were in Canada, Australia or New Zealand.

So which cities are the best places to live? The clear winner is Vienna in Austria, which appears in either first or second position on all three main surveys. It seems that anywhere in and around the German-speaking world is an excellent place to live; Switzerland and Germany are also up there in the rankings. Elsewhere, Australia and Japan are well represented, with Melbourne, Sydney and Tokyo scoring highly.

1. There is more than one survey each year that measures cities' 'liveability'. ____
2. The surveys only evaluate cities on three continents. ____
3. Cities in the United States do not normally do very well. ____
4. The surveys measure how good a city is by looking at the same things. ____
5. The article gives two reasons why the different surveys say different cities are best. ____
6. Most of the factors for evaluating cities are easy to measure. ____
7. The position of cities in the surveys doesn't change much because standard of living is a stable quality. ____
8. Vienna holds the number one position in three of the main surveys. ____
9. Cities in Europe dominate the rankings. ____
10. The writer doesn't think these surveys are the only way to evaluate a city. ____

III. Listen to five people talking about the 'sharing economy'. Choose the correct option. (12,5 points)

1. What do the people share?

B. their cars



2. What advantage does the man mention?

- A. He makes friends. B. It is faster. C. He doesn't like driving.

Speaker 2:

3. How does the "Borrowing Shop" help the woman?

- A. She does less work. B. She saves money. C. She saves time.

4. What did the woman borrow?

- A. some books B. some music C. some tools

Speaker 3:

5. What does the man like doing?

- A. shopping on the internet B. buying used things C. buying presents for his family

6. Where did he buy a video camera?

- A. from a friend B. online C. in a shop

Speaker 4:

7. Who does the woman share the cooking with?

- A. her family B. her neighbours C. her colleagues

8. What advantage doesn't she mention?

- A. She has more time. B. It's a friendly thing to do. C. It costs less.

Speaker 5:

9. Why does the man like buying food this way?

- A. He can choose what he wants. B. It is grown locally. C. It's good value for money.

10. What other advantage is there?

- A. People are friendly. B. The food is clean. C. The food is fresher than in a supermarket.

IV. Listen to a conversation in a computer shop. Tick the correct answer, A, B or C. (12,5 points)

1. How is the woman feeling?

- A. She is thankful that Adam is helping her.
B She is feeling bad for wasting Adam's time.
C She is worried that she has made the right decision.

2. Why have they come to the shop?

- A to buy a memory stick for a printer
B to buy a printer
C to get a printer repaired

3. Why is the man qualified to help the woman?



- A. He has a degree in computer science.
- B. He recently had to do the same thing as her.
- C. He has a good memory.

4. What does he need the hard disc drive for?

- A. to store e-books
- B. to store songs
- C. to store movies

5. Why doesn't the man want a memory stick?

- A. They cost more than he has right now.
- B. It will take too long to choose one.
- C. They are too small for what he wants.

6. What size does the man need?

- A. 1,000 megabytes
- B. 1,000 gigabytes
- C. 1,000 terabytes

7. Why is the woman surprised?

- A. The man makes a joke about her mobile phone.
- B. The hard disc drive is so small.
- C. The drive reminds her of her first computer.

8. What did the woman use her first computer for?

- A. having fun
- B. writing documents
- C. studying

9. What was her opinion about her first computer when she used it?

- A. She didn't think it was very good.
- B. She thought it was too slow.
- C. She thought it was really good.

10. Why does she think early programmers were good?

- A. They were able to do so much with basic machines.
- B. They did things no one had done before.
- C. The games they made were as good as modern games.

Վերարտադրողական լեզվական հմտություններ

C. Բանավոր խոսք (25 միավոր)

V. Independent Speaking Task 1: Agree or Disagree Question Type (5 points)

Directions: You will be asked a question on a familiar topic. You will then have 60



seconds to prepare your response and 60 seconds to speak. Your answer will be recorded for evaluation.

Do you agree or disagree with the statement that experienced doctors are better than young doctors?

VI. Independent Speaking Task 2: Preference Question Type (5 points)

Directions: You will be asked a question on a familiar topic. You will then have 60 seconds to prepare your response and 60 seconds to speak. Your answer will be recorded for evaluation.

Some people prefer to give their opinions immediately. Others prefer to wait and listen to others' opinions before giving their own. Which one do you think is better?

VII. Independent Speaking Task 3: Description or Explanation question type (5 points)

Directions: You will be asked a question on a familiar topic. You will then have 60 seconds to prepare your response and 60 seconds to speak. Your answer will be recorded for evaluation.

Describe an activity you enjoy doing in your free time.

VIII. Integrated Speaking Task 4: Description or Explanation question type (10 points)

Directions: You will read a short paragraph and then listen to a conversation between two people. You will have 60 seconds to read the paragraph. After that, you will get a question about what you read and heard. You will then have 60 seconds to prepare your response and 60 seconds to speak. Your answer will be recorded for evaluation.

Reading Passage: Call for Auditions

Peabody University's Department of Theater Arts will hold public auditions for the George Bernard Shaw comedy Heartbreak House. Heartbreak House is considered one of Shaw's finest plays. Auditions are scheduled for Sunday and Monday, Feb. 21-22, in the Peabody University Theater. Auditions are at 7 P.M. each night and are open to everyone. Roles are available for actors of all ages, and no prior acting experience is required.

Listening Passage: Listen to two students discuss the announcement.

Student A: This is interesting—you know, I always thought you had to be a Theater Arts major to even try out for a play.

Student B: I guess not. Why—are you thinking about trying out for a part in this play?



Student A: Well, you know—I think I am! I was in a play when I was in high school, it was just a small role, but, uh, I guess I caught the acting bug! And guess what, that high school play I was in, it was one of George Bernard Shaw's plays too. I really like Shaw!

Student B: But . . . you only have a little bit of acting experience.

Student A: Yeah, but that's why I'm so excited about this. It says right here, "no prior acting experience is required," so I guess it won't matter that I haven't had a lot of experience.

Student B: Well, good luck.

Student A: You know, even if I don't get a part, I might see if there's something else I could do—you know, work on costumes or the sets or lighting or something.

The woman expresses her opinion of the announcement about the audition. State her opinion and explain the reasons she gives for having that opinion.

D. Գրավոր (25 միավոր)

IX. Academic Discussion (10 points)

Your professor is teaching a class on education. Write a post responding to the professor's question. In your response, you should express and support your personal opinion make a contribution to the discussion in your own words. Your response should contain AT LEAST 100 WORDS.

Professor: In next week's class we'll talk about different approaches to education. You know, not everyone agrees about the best way for young people to gain knowledge and learn new skills. Let's prepare by discussing whether it's better for students to take classes with a lot of discussions or classes mainly focused on lectures. What do you think?

Rachel: I prefer classes that have a lot of discussions. I just learn better when I'm actively engaged with academic material and can exchange ideas with my classmates. When I have the opportunity to get immediate feedback, I can understand things more deeply. I also benefit from hearing about different perspectives and new ways of thinking about challenging topics. Additionally, discussions help me retain the information better since they're more interactive and memorable.

Mike: I see your point, Rachel, but I prefer lectures. I like being able to listen to an expert explain a topic and really get into it. With lectures, there's usually a clear structure and a set agenda, which can help me stay focused and organized. I also appreciate being able to take notes and study at my own pace. I can't do those things if I have to engage in a discussion. Not only that, but discussions can sometimes get off track or become too argumentative, which can take away from the learning experience.



[illegible]

X. Write an essay on the following topic. "Workplaces of the future".
(15 points)

Include the following information:

- say what you think the workplaces of the future will be like
- say why you think the changes in the workplace will take place
- discuss how the changes will affect employees' lives.

Write 250-300 words.

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Blank lined area for writing.



Անգլերենի իմացության մակարդակի թեստ

(B2 մակարդակ)

Նմուշ-օրինակ

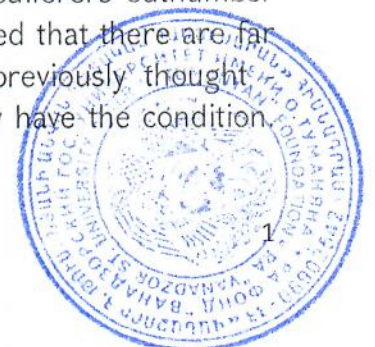
Ընկալողական լեզվական հմտություններ

A. Ընթերցանություն (25 միավոր)

- I. You're going to read an article about a campaign to support women who have Asperger Syndrome. Choose the answer (A-D) which best fits according to the text. (20 points)

My name is Mairi Sinclair and two years ago, I started a blog called Happy with Asperger's to reflect on my experiences as a woman who has Asperger Syndrome. After being diagnosed with Asperger Syndrome a few years ago, I trawled the Internet for information about what living with this psychological and emotional disorder is like. All I found was webpages about how uncomfortable sufferers feel and how unfriendly other people perceive them to be. I wanted to bring some more positivity to the conversation about what living with Asperger Syndrome is like. In fact, I believe that we can even see having the disorder as a gift because sufferers tend to be highly intelligent. They can also be individuals who think in a very logical way with strong analytical skills or who are very imaginative and have tremendous creativity. Since I began, I've received so many comments and emails from other sufferers who've told me how invaluable they've found my blog. They tell me it's given them a lot of hope and courage as they move forward in their lives because it paints such a realistic picture of everyday life with Asperger Syndrome without dwelling on the things that sufferers can't do.

Asperger Syndrome has received quite a lot of media attention recently as awareness of its existence has grown. We've heard about how everyone from the composer Wolfgang Amadeus Mozart to the inventor of the computer Alan Turing probably had Asperger Syndrome and there's even a television programme going out in the UK at the moment called The Autistic Gardener which features an Asperger Syndrome sufferer who uses his analytical thinking skills to design beautiful gardens! One thing that Mozart, Turing and the Autistic Gardener have in common though is their gender - they're all male - and Asperger Syndrome has typically been thought of as a disorder which affects men and boys. Indeed, experts have claimed that male Asperger Syndrome sufferers outnumber female sufferers by a ratio of 4:1. However, it has also been suggested that there are far more female Asperger Syndrome sufferers out there than we'd previously thought because so many women and girls are unaware of the fact that they have the condition.



Experts also think that females are better at hiding the symptoms of Asperger Syndrome than men because they naturally tend to be more sensitive than their male counterparts. Females with Asperger Syndrome are more likely to be shy and hide away from social contact whereas male sufferers tend to be louder and need more attention. The result is that a lot of women remain undiagnosed without knowing why they don't quite fit in with the people around them.

One of the first posts which I wrote on my blog was about how non-verbal signals can be unclear for Asperger Syndrome sufferers when they're interacting with other people. For example, someone could be giving me non-verbal signals which people would normally be able to interpret as meaning that the other person is irritated or annoyed by what I'm saying, but I would be unable to pick up on those signals and realize that I should either shut up or talk about something else instead. This kind of thing can make social interaction quite intimidating for us and make other people think we're very impolite. Lots of other people with Asperger Syndrome - female and male - commented on the blog post to say that they knew exactly what I meant and they'd had similar experiences. It's the kind of thing we usually can't talk to people about because only other Asperger Syndrome sufferers would be able to imagine what it feels like, but sharing these experiences is so valuable.

After building up a community of blog subscribers, some people told me that I should take it further. As a result, I decided to hold a live online discussion forum on the topic of understanding non-verbal signals. Instead of saying people with Asperger Syndrome react to non-verbal signals inappropriately, I wanted to look at what we can actually do to help us to tackle this issue. Since the first online discussion forum, we've held four more. What started as a blog has become a campaign to promote a dialogue between sufferers which focuses on how they can just live normal lives while minimizing the negative effects that the disorder can have on them.

1. Two years ago, Mairi Sinclair started a blog about

- a) what's it's like to be a blogger with Asperger Syndrome.
- b) how to blog about your experiences if you're a woman with Asperger Syndrome.
- c) how to reflect on your experiences if you have Asperger Syndrome.
- d) what's it's like for women to live with Asperger Syndrome.

2. When she started looking for information about Asperger Syndrome online, Mairi found a lot of information about

- a) the positive conversation that's going on about Asperger Syndrome.
- b) how many famous people have had Asperger Syndrome.
- c) the advantages that having Asperger Syndrome can bring.
- d) how difficult life with Asperger Syndrome can be.



3. According to the article, other people often think that Asperger Syndrome sufferers are

a) insensitive. b) unfriendly. c) highly intelligent. d) impolite.

4. One of the positive characteristics of Asperger Syndrome sufferers is how

a) realistic they can be. b) analytical they can be. c) positive they can be. d) friendly they can be.

5. In recent years, public awareness of Asperger Syndrome

a) has declined. b) has remained more or less the same. c) has risen. d) has reached a peak.

6. Statistics about the ratio of male to female Asperger Syndrome sufferers suggest that

a) there are four times more female sufferers. b) there are four times more male sufferers.

c) male sufferers are four times more likely to be diagnosed. d) female sufferers are four times more likely to be diagnosed.

7. Compared to male sufferers, female sufferers are more likely to

a) be highly intelligent. b) need a lot of attention. c) be insensitive. d) be quiet and reserved.

8. Asperger's sufferers usually find it difficult to understand

a) unclear language. b) verbal signs. c) non-verbal signals. d) written language.

9. People with Asperger Syndrome find being able to share experiences with other sufferers

a) inappropriate. b) impressive. c) invaluable. d) illogical.

10. Mairi has now organized a number of

a) blog posts b) live online forums. c) campaign meetings. d) events where sufferers can meet face-to-face.

II. You're going to read a magazine article about change management. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap. There is ONE EXTRA SENTENCE which you don't need to use. The first one is done for you. (5 points)

Managing the dynamics of change management

If you go into any workplace, you're likely to find people who have more influence than others. These tend to be quite self-confident and bold individuals that others go to when they have fears or concerns, people whose opinions are trusted, and any comments that they make tend to be passed around the workplace. (0) D An important thing you need to know about these people though, is that they can be divided into two types - the champions and the antagonists - and the two need to be handled differently. (1) _____

The champions are co-operative influencers who will happily support their leader at times of change and actively encourage other employees to get on board. (2) _____ You cannot



and should not be the only one who's out there in the workplace actively encouraging people to support the change you want to introduce. To give you an example: one manager I know who heads up an eighty-person team wanted to introduce a more systematic and standardized way of meeting training and development needs so that the more insecure employees would benefit from the company's training programmes as much as the more self-confident ones. (3) ____ They said they'd encourage their colleagues to jump on board with it. He thought this was great and then it occurred to him that if he'd known he had employees with that kind of attitude in his team to start with, he'd have thought of a strategy for using their support and this would have made the implementation of the changes he wanted to make go a little more smoothly.

However, you can't expect your champions to just magically appear. You have to be proactive, get out there and make them like you. The typical office champion would be a secretary or personal assistant as they tend to be very pleasant, sociable people that others feel they can rely on and trust. You may also find that people doing other jobs are more suitable champions though, so don't restrict your search for champions to them. Actually, make the time to listen to what your employees say to each other and pay attention to how they interact.

Unfortunately, though, some managers are not only failing to identify their champions, they're actually going directly to the people who are going to give them the least support.

(4) ____ An antagonist is someone who is hostile to and opposes the change that their managers want to implement. A huge number of managers are attracted to these people because they're working under the misapprehension that if you get the people who are likely to oppose you on your side, everyone else will agree with you too. (5) ____ If you go to your antagonists first and they don't accept your pitch for change, you've effectively just built up a group of angry, uncooperative people who are likely to spread negativity around their workplace and make it harder for your champions to generate support. My advice would be to forget about the antagonists to begin with and start by working with your champions. This should ensure that a positive message, is spread around the office and give you the strong platform you need. In short, all you need to know is that successful change management can only be achieved by managers who are able to harness the influence of their champions.

A. We all know that this is how successful managers strike the right balance.

B. Let me tell you a little bit more about each of these types.

C. Unfortunately though, this isn't always how it works.

D. So, if you're planning to bring about change at work, you would want to get these influencers on your side.

E. After he'd introduced the initiative, some employees came up to him and told him what a good idea it was.

F. These are the people that I call the antagonists.



G. Furthermore, these people are particularly important during large-scale changes, such as when you want your team to start using a new piece of technology or follow a new procedure for completing routine tasks.

B. Lunghություն (25 միավոր)

III. Listen to five short extracts in which people are talking about their work-life balance. Choose the option (A-H) from the list which best summarizes what each person says. Use each letter only once. There are three extra letters which you do not need to use. (5 points)

- A. feels the negative effects of not taking enough time to relax
- B. uses yoga and meditation to help them unwind
- C. thinks that it isn't possible to have it all
- D. is told by friends and family that they need to slow down
- E. thinks that you have to be a workaholic in order to succeed at work
- F. has started spending more quality time with their family
- G. is planning to limit the amount of time they spend looking at a screen
- H. thinks we would be more relaxed if we stopping checking our phones all the time

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

Speaker 5: _____

IV. Listen to Carlo Zizzo talking about his work and his philosophy. Listen and choose the best answer (A-C). (20 points)

1. Carlo Zizzo is a

- a) food critic. b) chef. c) philosopher.

2. Carlo Zizzo learned to cook from his

- a) uncle. b) grandmother. c) school friends.

3. When Carlo was young, he

- a) did the washing up for his grandmother. b) prepared food for a restaurant. c) worked in his uncle's hotel.

4. At Zizzo's, Carlo tries to serve foods that

- a) people have stopped eating. b) people ate during the Middle Ages. c) people don't usually want to eat.

5. One of the things that Carlo likes to serve is

- a) fish tails. b) fresh fish. c) fish collars.

6. Carlo found out about the slow food movement after



- c) want to eat dishes that don't contain forgotten foods.



Directions: You will be asked a question on a familiar topic. You will then have 60 seconds to prepare your response and 60 seconds to speak. Your answer will be recorded for evaluation.

If the police stop a driver who is driving drunk (after drinking alcohol), do you think that the person's driver's license should be taken away? Support your answer.

VIII. Integrated Speaking Task 4: Description or Explanation question type (10 points)

Directions: You will read a short paragraph and then listen to a conversation between two people. You will have 60 seconds to read the paragraph. After that, you will get a question about what you read and heard. You will then have 60 seconds to prepare your response and 60 seconds to speak. Your answer will be recorded for evaluation.

Reading Passage: Experimental Participants Needed

Are you interested in taking part in a psychology experiment regarding sleep difficulties? Twenty females, twenty males needed. Please check the eligibility requirements below before applying:

- Must be a student at Hambleton University from 18 to 24 years old
- Must have difficulty falling asleep at least one night a week
- Must not be taking sleeping aids or other medication
- Must be willing to spend one night a week in the Psychology Department's Sleep Lab for four weeks
- Must be non-smoker in good health

Participants must also complete a questionnaire and be interviewed before beginning the experiment. Participants will receive \$150, and psychology students will receive one credit hour for their time. Participants may also learn techniques that will help them sleep better in the future. Contact Dr. Jack Wagner at 313-555-8371, Ex. 32, or at jwagner@Hambleton.edu.

Listening Passage: Listen to two students discuss the announcement.

Student A: Oh, good! Another experiment!

Student B: What, you'd take part in a psychology experiment? I dunno if I would. I'd feel like a lab rat or something. I dunno . . . I just think it would be dangerous.



Student A: Well, I wouldn't . . . I wouldn't volunteer for any medical experiments or any experiment where I had to take any kinda drug or anything but . . . these psychology exper-

iments, they're pretty harmless . . . I've already taken part in two or three.

Student B: Really, you have?

Student A: Well, you know, it's a good way to pick up a little spending money. And I've earned credits towards graduation as well.

Student B: But . . . you have trouble sleeping?

Student A: Yeah, and not just once a week. Three or four nights a week, I'm tossing and turning and not able to get to sleep until way after midnight. That's one of the good things about this experiment—according to this notice, I might learn how to fall asleep more easily.

The woman expresses her opinion of the announcement about the psychology experiment. State her opinion, and explain the reasons she gives for having that opinion.

D. Գրավոր (25 միավոր)

VII. Academic Discussion (10 points)

Your professor is teaching a class on education. Write a post responding to the professor's question. In your response, you should express and support your personal opinion make a contribution to the discussion in your own words. Your response should contain AT LEAST 100 WORDS.

Professor: In next week's class we'll talk about different approaches to education. You know, not everyone agrees about the best way for young people to gain knowledge and learn new skills. Let's prepare by discussing whether it's better for students to take classes with a lot of discussions or classes mainly focused on lectures. What do you think?

Rachel: I prefer classes that have a lot of discussions. I just learn better when I'm actively engaged with academic material and can exchange ideas with my classmates. When I have the opportunity to get immediate feedback, I can understand things more deeply. I also benefit from hearing about different perspectives and new ways of thinking about challenging topics. Additionally, discussions help me retain the information better since they're more interactive and memorable.

Mike: I see your point, Rachel, but I prefer lectures. I like being able to listen to an expert explain a topic and really get into it. With lectures, there's usually a clear



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Include the following information:

- Write 250-300 words.**



Blank lined paper with horizontal ruling lines.

