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# ANALYTICAL DESCRIPTION OF THE MSU-CELP EXAM

The MSU-CELP exam has four main sections: Writing Ability, Listening Ability, Reading Ability and Speaking Ability. Each section is scored on a scale from 0 through 25 so that a total of 100 points is possible. A total score of 60 is required to pass, but it should be noted that **none of the sections can have a score of less than 12.**

## ◆ The Writing Ability Section (25 points)

The Writing Ability Section consists of an Essay subsection (20 maximum points) and a multiple-choice Grammar subsection (5 maximum points).

### - Essay subsection (20 points)

In the Essay subsection, candidates are presented with two prompts. They have to choose one of the prompts and write an essay. They have 35 minutes to complete their essay.

**The MSU-CELP essay is graded according to the following criteria:**

- A. Grammatical Accuracy (use of grammatical structures and forms)
- B. Range of Vocabulary (use of appropriate words, phrases and expressions to convey meaning)
- C. Development and Task Completion (response to the prompt, support of opinion using elaboration/examples)
- D. Genre Appropriateness and Writing Conventions (appropriateness of language, structure of essay, sense of audience)

For each of the criteria, the essay is graded from 0-5 to obtain a maximum score of 20. The grading is as follows:

- (5) **Honors Pass** (meets all C2 requirements and displays exceptional sophistication and clarity)
  - (4) **Clear Pass** (is very effective overall and sophisticated in at least some parts of the essay)
  - (3) **Marginal Pass - C2 "floor"** (presents a smoothly flowing and precise argument, with limited sophistication)
  - (2) **Narrow Fail** (satisfies only some C2 criteria, is consistently ineffective, with inadequate elaboration and explanation)
  - (1) **Fail** (uses very few elementary structures and limited vocabulary, presents point of view with no support)
  - (0) **Too little to evaluate** (presents too little to evaluate)
- refer to pg. 10 for a detailed grade analysis*

### - Grammar subsection (5 points)

The Grammar subsection consists of 40 multiple-choice questions and candidates must choose among four options (a, b, c, d). They have 25 minutes to complete this subsection.

**To achieve the total score for the Writing Ability Section, the candidate's score (0-5) in the Grammar subsection is added to his/her Essay subsection score.** For example, if a candidate gets 13 out of 20 in the Essay subsection and 24 out of 40 (3 points) in the Grammar subsection, he/she will get a total of 16 (13 + 3) out of 25 for the Writing Ability Section.

## ◆ The Listening Ability Section (25 points)

The Listening Ability Section consists of three parts. Part One contains short conversations followed by a single multiple-choice question, Part Two contains medium length conversations followed by 3-5 multiple-choice questions, and Part 3 consists of 2 extended dialogs or presentations followed by 8-12 multiple-choice questions each. Candidates must choose among three options (a, b, c). The Listening Ability Section lasts approximately 45 minutes.

## ◆ The Reading Ability Section (25 points)

The Reading Ability Section is comprised of four reading passages and 40 test items. Each passage is followed by 8-12 multiple-choice questions, depending on the length or complexity of the passage. Candidates must choose among four options (a, b, c, d). They have 60 minutes to complete this section.

## ◆ The Speaking Ability Section (25 points)

The Speaking Ability Section is a guided interview with multiple parts. The interview begins with a one-minute warm-up section (not scored). The types of tasks on the speaking test include description, narration, and supported opinion. The test includes 1 description, 1 narration, and 4 supported opinion tasks. The C2 CELP places greater emphasis on supported opinions than the B2 CELC. Two examiners will evaluate the candidate's performance. The Speaking Ability Section lasts approximately 12-15 minutes.

# ABOUT THE ESSAY SUBSECTION

In the MSU-CELP exam, you will be asked to write an essay based on one of two prompts. The following notes will explain how to best tackle the types of essays you will be expected to write. However, bear in mind that what is most important is to write a clear and well-organized essay in which you develop, explain and illustrate your points. It is also important to use correct English and the right register (formal/semi-formal) - depending on who your audience might be.

The essay types that follow are only indicative of the essay types encountered in the MSU-CELP exam. **Note that, more often than not, the prompt will require you to combine different essay types, e.g. Expressing Opinion (Type 1) and Making Suggestions (Type 2). In this case, you should organize your essay according to the questions in the prompt.**

## ◆ ESSAY TYPE 1: Expressing Opinion

### EXPLANATION

An opinion essay is a formal piece of writing. The prompt will ask you to write a one-sided essay (*Do you believe that the government's legislation banning smoking in public areas is justified?*). When writing this type of essay, you should argue for or against an issue and try to persuade the reader that your viewpoint is acceptable. As with every MSU-CELP topic, you must support your ideas with examples and explanations. **Note that both in the introduction and in the main body you should NOT copy directly from the prompt, but you should use your own words (paraphrase).**

### SUGGESTED PLAN

#### INTRODUCTION

Start with a general comment on the topic. The opening sentence does not have to give the reader an idea of what your personal opinion is (*Many countries have passed laws that forbid smoking in public places.*). After this, you could state your opinion clearly so that the reader has no doubt about where you stand on the issue (*Although many smokers and owners of restaurants and bars have raised objections to these laws, I believe that the state has an obligation to protect non-smokers from the health risks and annoying effects of second-hand smoke.*).

#### MAIN BODY

This part of the essay could consist of two or three paragraphs. The 1st and 2nd paragraphs should support the opinion you expressed in your introduction. Each paragraph should focus on a different aspect of your argument (the 1st could focus on *health risks* and the 2nd on *annoying effects*).

The 3rd paragraph is optional. If you decide to write it, you could either develop a third aspect of your argument or mention the opposing point of view (*the inconvenience and loss of revenue the ban has caused*), **which you should immediately and briefly refute** (*health is more important than convenience or money*). You should support each point you make with reasons and examples.

#### CONCLUSION

The conclusion should restate your opinion. Make sure you paraphrase your arguments so as to avoid repeating the same words (*In conclusion, it is clear that second-hand smoke is not only an irritant, but also a danger, which is why I am strongly in favor of the government ban.*).

### TIPS

- Read the prompt carefully and decide which side of the issue is easier for you to support.
- Make sure you understand the prompt and address all the questions it poses.
- Plan before you write and decide which of your ideas can go in the same paragraphs.
- Refer back to the prompt while writing to ensure you are not going off topic.
- Make sure you support your arguments with valid reasons, explanations and examples.
- Use a range of grammatical structures, appropriate vocabulary and linking words.
- Do not introduce any new ideas in your conclusion and sum up appropriately.
- Remember that an opinion essay is a formal piece of writing, so don't use contractions or parentheses.
- Check through your essay when you have finished writing it.



# PRACTICE TEST 1

for the Certificate of English Language Proficiency

## **INSTRUCTIONS FOR THE WRITING ABILITY SECTION:**

- For this section of the test, you will be given a special answer form.
- Using a Number 2 pencil ONLY, write as much as you can, as well as you can, in an original composition on **ONE** of the two topics.
- You have 35 minutes to complete the composition.

## **INSTRUCTIONS FOR THE LISTENING ABILITY SECTION:**

- The listening section has three main parts. Part 1 consists of several short conversations, and Part 2 has longer conversations. Part 3 contains an extended monologue and an extended dialogue.
- There are 40 questions on the listening test. For each question, choose the **ONE BEST** answer.
- For each question, find the letter on the answer sheet that corresponds to the answer you have chosen. Use your pencil to completely fill in the circle for your answer.
- If you are not sure of the answer, take your best guess. Unanswered items will be scored as incorrect.
- You are allowed to write in the test booklet.

## **INSTRUCTIONS FOR THE GRAMMAR SECTION:**

- The grammar test has 40 questions.
- You have 25 minutes to answer all 40 questions. For each question, choose the **ONE BEST** answer.
- For each question, find the letter on the answer sheet that corresponds to the answer you have chosen. Use your pencil to completely fill in the circle for your answer.
- If you are not sure of the answer, take your best guess. Unanswered items will be scored as incorrect.
- You are allowed to write in the test booklet.

## **INSTRUCTIONS FOR THE READING ABILITY SECTION:**

- The reading test has four passages. Each passage is followed by several questions.
- You have 60 minutes to answer all 40 questions. For each question, choose the **ONE BEST** answer.
- For each question, find the letter on the answer sheet that corresponds to the answer you have chosen. Use your pencil to completely fill in the circle for your answer.
- If you are not sure of the answer, take your best guess. Unanswered items will be scored as incorrect.
- You are allowed to write in the test booklet.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**



## WRITING TASK A

Sometimes, young people prefer to discuss their day-to-day problems with their family, while on other occasions, they rely more on the advice of their close friends. When is it better to talk to family and when is talking to friends more appropriate? Be sure to support your opinion with examples, reasons, and explanations.

There are times in our lives when we really need some valuable advice. Teenagers especially, who face a variety of problems during their adolescence, often turn to family members or friends to seek help. In my opinion, both family and friends can offer support and guidance, but which option is the best depends on the situation.

On the one hand, when it comes to crucial decisions, family members often turn out to be the best counselors. This is because our parents or siblings know us better than anyone else, so they can make judgments according to our strengths and weaknesses. Moreover, consulting our parents could prove very helpful, as they are more mature and experienced. Personally, I would find it very useful to take my parents' advice on what college to attend and what career to pursue.

On the other hand, there are some personal issues which teenagers would probably find easier to discuss with their best friends. For example, as far as romance is concerned, I feel that problems and insecurities are better understood by someone who may be going through similar experiences. In addition, issues with school or classmates are also more difficult for parents to comprehend as it has been many years since they were in school themselves. Discussing such problems with schoolmates can help adolescents get things off their mind and make them realize that they are not alone in experiencing such difficulties.

To sum up, encouragement from both family and friends can be incredibly valuable in helping teenagers cope with their everyday misfortunes. It is the nature of the problem that determines which of the two options would be more suitable.



## WRITING TASK B

Every year, the number of online stores is increasing as more and more consumers are choosing to shop over the Internet. This phenomenon has many implications: for the environment, employment levels and for shoppers' lives in general. What do you consider to be the most important benefits and drawbacks of shopping on the Net? Be sure to support your opinion with examples, reasons, and explanations.

The current trend of online shopping is increasing in popularity with the passage of time. Although there are many positive aspects to purchasing goods over the Internet, there are some negative factors that should be taken into consideration.

There is no doubt that the benefits of online shopping are numerous. First and foremost, people can make purchases anytime and anywhere. Online stores are never closed and this gives you the opportunity to do your shopping around the clock. In addition to this, having the ability to research products in the comfort of your own home is a great convenience since you don't have to use your car to visit a large number of stores. This also affects the environment in a positive way as fewer cars on the roads means less atmospheric pollution. Moreover, online stores are the places where the best prices are found. Given that they do not require window displays and sales staff, prices are significantly lower.

Despite these advantages, Internet shopping has some drawbacks, as well. Accuracy and security are the most serious ones. Since you cannot actually see and touch the product before you buy it, what arrives in the mail may not be exactly what you were expecting. For example, the color may be slightly different or the quality of the item may not be as good as you anticipated. What is even worse is the matter of shopper security as there have been incidents in the past of hackers who got hold of customers' credit card numbers and charged a lot of money to their card. Although most sites are secure, there is always a small risk of a security breach.

Taking everything into consideration, as far as convenience and time saving are concerned, I am convinced that the advantages of online shopping outweigh the disadvantages. However, caution must be exercised so as to reduce one's chances of being cheated.

## ◆ PART 1: SHORT CONVERSATIONS

For each question in the test booklet, you will hear a short conversation. Each conversation has a short title to tell you what it is about. Listen to the conversation and choose the letter of the choice that best answers the question that appears in your test booklet. You will not hear the question; you will see it and read it. You will read it quietly to yourself. Use your pencil to mark your answer on your answer sheet. You are allowed to take notes in the test booklet.

### Leaving town

1. How will the man probably get to the store?

- a. by bus
- b. by taxi
- ☒ c. on foot

### Alarm clock

2. The man wanted to set the alarm for \_\_\_\_\_.

- a. 6:15
- ☒ b. 6:45
- c. 7:00

### At the electronics store

3. What is the woman looking for?

- a. the elevator
- ☒ b. a new tablet
- c. the monitor display area

### Animal rescue

4. Why will the man NOT rescue the cat?

- ☒ a. He can't get to it.
- b. He is afraid of heights.
- c. He has already called for help.

### Sightseeing in London

5. What does the man hope to do?

- a. take pictures of the Royal Family
- ☒ b. meet the Queen in person
- c. find out more about the Royal Standard

### A shopping accident

6. Who is the woman most probably talking to?

- a. the store owner
- ☒ b. her legal advisor
- c. a medical doctor

### A new policy

7. What policy change has been introduced?

- ☒ a. Coffee is no longer free.
- b. Breaks are shorter.
- c. Coffee is not permitted during all breaks.

## ◆ NOTES - TRANSCRIPTS

1. **M:** Excuse me. I'm leaving New York tomorrow on the first bus, and I'd like to get something to take home to my wife. Where can I do that nearby?  
**F:** Are you looking for jewelry, clothing ... or something else sir?  
**M:** I'd like to get her something small ... like a souvenir. You see, she likes to pick out what she wears herself.  
**F:** I know just the place. It's called "Bon Voyage". It's only a block from here, next to the taxi stand.  
**M:** It sounds perfect! Thanks a lot!
2. **F:** Why did you set the clock for six fifteen Larry? We don't need to get up till seven!  
**M:** Oh ... sorry ... I thought I had set it for a quarter to seven. I wanted to get up a bit earlier than you dear.  
**F:** Oh please! We can use the extra sleep ... after all we've been through!
3. **M:** Good morning. How can I help you today?  
**F:** Hi. I'd like to buy a new tablet ... and I saw your commercial on television. Are you really selling them for 60% off today?  
**M:** Yes, we are. These over here are computer monitors though ... and they're at 30% off. What you're looking for is being displayed in the area to the left of the elevator.  
**F:** Hmm, 30% off on a monitor isn't too bad either. When does the sale on them end?  
**M:** In a week.
4. **F:** Oh Jack, I hear a cat meowing ... it sounds like it's in trouble!  
**M:** Yes ... look ... there it is ... up in that tree! It must be stuck and can't get down.  
**F:** The poor thing is so frightened! Can you reach it?  
**M:** No, it's way up there ... and even if I could, I'm afraid it would probably scratch me. Do you think we should call the fire department?  
**F:** Good idea. They have special extension ladders for situations like this.
5. **F:** Your attention everyone! In just a minute we'll be entering Buckingham Palace, the main residence of the Queen. The palace has been the home of the Royal Family since the early 1800s. The Queen and her family, as well as her staff, live and work here.  
**M:** Excuse me, what's that strange flag on the roof up there?  
**F:** That's the Royal Standard. They fly that whenever the Queen is in residence. That means she's at home today.  
**M:** Ooh, what if we run into her! I'd love to shake her hand and say hi!  
**F:** I don't think there's much chance of that happening sir!
6. **M:** It's nice to see you again Roberta. What can I do for you?  
**F:** I'd like to sue someone for injury due to negligence ... and for medical costs incurred as well.  
**M:** Why? Were you in an accident?  
**F:** No, it's Harold. He went shopping and fell down the store's escalator. He didn't break anything, but he was taken to the hospital. He sprained his left ankle and his right wrist. Poor Harold, he could've broken his neck!  
**M:** Goodness. How did it happen?  
**F:** He claims he put his hand on the rubber railing when he stepped onto the escalator, but it was slippery so he tumbled all the way down. The store owner insists that he wasn't careful when he stepped onto it ... and that it's his fault.
7. **M:** Hey Cheryl, what do you think of the new office policy?  
**F:** I just can't understand it. And I sure don't like paying for coffee during my breaks!  
**M:** The logic behind it is that it will deter employees from taking all their breaks.  
**F:** Well it won't stop me!  
**M:** Me neither! At least it won't cost much.

## Public transit

8. What does the man say about buses?
- a. They help save the environment.
  - b. They don't pick up enough passengers.
  - ☒ c. There should be more of them.

**8. M:** Here comes the bus! Hey! It didn't stop! Why didn't it stop?

**F:** Maybe because there were too many people on it. It looked awfully crowded to me.

**M:** Great! Now I have to wait another 15 minutes! This bus service is terrible! Why don't they have more of them on the roads? They keep telling people to use public transit to save the environment ... but why should we ... if this is how it's managed?

**F:** Don't be like that. The environment is more important than 15 minutes of your time.

## ◆ PART 2: LONGER CONVERSATIONS

In this section you will hear longer conversations. Before listening to each conversation, you will read three to five questions. Listen to each conversation and answer the questions that appear in your test booklet.

### Exam period

9. Why is Linda tired?
- a. She spent most of the previous day at the library.
  - b. She has just taken a difficult exam.
  - ☒ c. She has been studying all night.
10. What does Linda believe?
- ☒ a. that she will probably fail math
  - b. that history is not that difficult
  - c. that she will do well in science
11. Which subject was Linda focusing on the previous week?
- a. history
  - ☒ b. math
  - c. science

### T-shirt discussion

12. When was the T-shirt first worn?
- ☒ a. in 1913
  - b. in 1918
  - c. in 1951
13. Who popularized the T-shirt?
- a. a US navy soldier
  - ☒ b. a film actor
  - c. a fashion model
14. When were T-shirts in unusual colors most popular?
- a. in the 50s
  - ☒ b. in the 60s
  - c. in the 70s

### Vacation budgeting

15. Why does the woman advise against a trip to Europe?
- ☒ a. It will be too expensive for the man and his wife.
  - b. The man and his wife need more time than they have.
  - c. It has to be paid for in euros, not dollars.

## ◆ NOTES - TRANSCRIPTS

Questions 9-11 are based on the following conversation between Ed and Linda, two college students.

**M:** Linda? Are you ok?

**F:** Hi Ed. It's good to see you. (9) I've been cramming all night for my science and history exams. I've been here at the library all morning as well. I just put my head down for a while to rest ... maybe I nodded off for a bit. How are you doing?

**M:** Oh, I'm ok. I don't seem to be having problems with any of my subjects.

**F:** Don't rub it in! Listen, a friend of mine told me that you were an ace in math. Is that true?

**M:** An ace in math? Well, math is my major subject. So ok, I'll take the compliment. Why do you ask?

**F:** Because I'm not doing at all well in it. In fact, (10) I'm pretty sure I'm going to end up failing math this semester. The reason I was cramming science and history last night was because (11) I spent last week trying to get a handle on math ... at the expense of science and history unfortunately ... and it just hasn't worked out. Is there any chance I can get you to ... um ... like tutor me?

**M:** I guess I can give you a hand. I don't know if I can do it on a regular basis, but I'll be happy to help you out.

**F:** Thanks Ed. I'll give you a call tomorrow and we'll set something up.

Questions 12-14 are based on the following conversation between two friends on a sidewalk.

**F:** That's a nice T-shirt. Where did you get it?

**M:** Across the street ... they're having a fashion show ... and the central theme is 'The History of the T-shirt'. They're handing out this free pamphlet at the entrance ... there's all sorts of interesting information in here.

**F:** Like what?

**M:** Well, it says that there were a few milestones in the T-shirt's history ... and that (12) the first T-shirts were worn as regulation underwear by sailors who were serving in the US navy in 1913. However, (13) the first big boom in sales came in 1951, when Marlon Brando wore one in the movie 'A Streetcar Named Desire'. His teenage fans liked the look so much ... that by year's end, \$180 million worth of T-shirts had been sold. See, here's a picture from the movie of him wearing one. He was so handsome ... he could have been a fashion model! It looks good on him, doesn't it?

**F:** It sure does. And look at these ones over here ... (14) the colors are very unusual.

**M:** Oh, those are tie-dyed ... (14) they were all the rage in the 60s. In the 70s, T-shirts with slogans on them became very popular, like this one with the 'I love New York' slogan on it. Today, T-shirts are considered tools for effective advertising and display company logos on them ... look at this one with the Coca-Cola logo.

Questions 15-18 are based on the following conversation between a man and a woman, which takes place in a travel agency.

**F:** Ok, so what kind of vacation budget are we talking about here?

**M:** (15) My wife and I would like to keep it below \$2,000, if possible. How far will that get us?



16. The travel package to Mexico does NOT include \_\_\_\_\_.

- a. airfare
- b. dinner**
- c. accommodation

17. What special offer does the woman make?

- a. to give the man a further discount
- b. to reduce her commission
- c. to try and get a better room for the couple**

18. How can the man avoid paying a higher price?

- a. by paying with a credit card
- b. by paying by the end of the week**
- c. by not paying the extra fees

### Chocolate lovers

19. What does Jill believe about chocolate lovers?

- a. Their brains function better when they eat chocolate.
- b. They don't feel guilty when they eat chocolate.
- c. They are psychologically addicted to eating chocolate.**

20. What does the man say about chocolate?

- a. It is harmful to the human organism.
- b. It causes a rise in a certain hormone.**
- c. It isn't as addictive as people claim.

21. Why does Lucinda NOT crave chocolate?

- a. She considers it unhealthy.
- b. She views it as something we are allowed to eat.**
- c. She doesn't like the taste of it.

22. What does the woman's final comment show?

- a. that the man has misunderstood what she said**
- b. that she will try to stop eating chocolate
- c. that she disagrees with what Lucinda said

**F:** (15) Well, you can forget about traveling to Europe at that price. The dollar has really fallen against the euro, so your dollars won't buy you much over there.

**M:** I see. And the other thing is that we have only a week in which to travel. We're both working over the holidays.

**F:** I understand. How about Mexico? It is another country and it's only a few hours away by air. I can book you into (16) a four-star hotel for five days, with breakfast and lunch included. With air travel for two ... that would come to around fifteen hundred dollars. The hotel is really nice. My husband and I have stayed there before. (17) If I pull some strings, I think I'll be able to get you a 'suite' at no extra charge. How's that?

**M:** I guess that sounds reasonable. Do you think we can get by on only \$500 for the week? You know, considering dinner and all?

**F:** I don't see why not ... if you're careful and don't go overboard.

**M:** Is that fifteen hundred you mentioned all-inclusive, or are there other fees to consider?

**F:** No, it's all-inclusive. There aren't any extra charges or tax, and it includes my commission.

**M:** Ok, I'll talk it over with my wife tonight and get back to you.

**F:** Oh, one last thing, (18) if you want this price, you'll have to book the package by the end of the week. Monday is the beginning of a new travel period ... a more expensive one ... so the price will increase by 10%. Look, just call me with an answer and I can book it using your credit card.

**Questions 19-22 are based on the following conversation between a husband and his wife on the topic of chocolate.**

**M:** Is that another chocolate bar I see in your hand? Didn't you say last week that you thought they were physically addictive and you were going to stop buying them?

**F:** Yeah, but I've been talking to Jill at work, and she's been reading up on the subject. According to the articles she's read, (19) people crave chocolate because they have a psychological attachment to it.

**M:** I've heard that (20) chocolate consumption increases the level of serotonin in our bodies ... you know, 'the happy hormone'. That must mean it can become an addictive substance for the brain.

**F:** Well, I think people crave chocolate because it's become a nutritional taboo. It tastes wonderful, but because it's so high in fat and calories, we feel guilty about consuming it and tell ourselves it's a forbidden substance. (21) And Lucinda, the Spanish lady who works at the office, told us that Spanish people don't see chocolate as a forbidden food, and that's why she has no such cravings.

**M:** So what are you trying to say? That it's ok to eat chocolate because Spaniards eat it?

**F:** No silly! That what Lucinda said backs Jill's opinion ... that it's a psychological addiction ... that's all.

## ◆ PART 3: EXTENDED DISCOURSE

In this section you will hear an extended monologue and an extended dialogue. Before listening to each passage, you will read a series of questions. You will listen to each passage twice, and then you will answer a series of questions that appear in your test booklet.

### Buying a new TV

23. What does the man say about the TV sets available today?

- a. Most of them are inexpensive.
- b. It's better to buy one online.
- c. There is a huge variety of them.**

## ◆ NOTES - TRANSCRIPTS

**Questions 23-31 are based on the following speech by a salesperson in an electronics store. He is addressing a prospective client.**

Of course Mr Davis, I know that (23) the choice is so wide that it can make deciding on a suitable TV set feel overwhelming. From portable, small screen TVs ... or large screen TVs that offer a cinema experience ... to more technologically-advanced

24. What does the man say regarding the size of TV screens?
- The bigger the screen, the better the quality.
  - Very large screens can result in eye problems.
  - ☒ The size you choose should depend on the viewing distance.
25. What is true about modern, big-screen TV sets compared to older models?
- You must sit very far from them when watching.
  - ☒ You can decrease your viewing distance when watching.
  - You will notice the pixels on the screen, wherever you sit.
26. What is the ideal viewing distance for a 30-inch screen?
- ☒ 6 feet
  - 8 feet
  - 10 feet
27. What does the man imply about Smart TVs?
- They will replace home computers.
  - They aren't very practical.
  - ☒ They are becoming more affordable.
28. What does the man NOT state about 3D TVs?
- They are more expensive than Smart TVs.
  - ☒ They are suitable for watching regular TV shows.
  - They are fairly common in stores nowadays.
29. What does the man say about reviews of various TV models?
- They are usually unreliable.
  - ☒ This particular store offers them.
  - They are available online.
30. Which TV size does this particular store sell most of?
- ☒ 36 inches
  - 40 inches
  - 75 inches
31. What does the man advise Mr Davis to do?
- buy the most advanced TV set on the market
  - ☒ look no further than his personal needs when choosing a TV
  - spend as much as he can afford on a new TV

models that connect to the Internet ... (23) there are literally hundreds of models available nowadays. But don't worry, because it's my job to present you with the key questions you need to ask yourself when buying a new TV ... and help you decide.

The first question is ... what size TV should I buy? This might cause disagreements in some households, but you can get a great TV in any size. After all, bigger doesn't always mean better anymore. The most important thing to consider is the size of the room the TV will be in. If space is tight, you don't want to end up only a couple of feet away from the screen. (24) If you sit too close to a big screen, the results can be disappointing. So what you need to calculate is your viewing distance ... the distance between your television and where you normally sit when watching TV. (25) Modern sets offer much better picture quality than older models, which means you can sit a little closer, but not so close that you start noticing the pixels on the screen! Roughly speaking, (26) for every foot of viewing distance, you need 5 inches of screen. For example, if your couch is 6 feet away from your TV set, you should get a 30-inch screen.

The next question you need to consider is ... what type of TV do I need? You don't have to spend a fortune to get a great TV, especially if it's for a kitchen or a bedroom. Also, if you don't care about advanced features like Smart TV functionality, there may not be any need to spend more than \$250. However, if you want a TV that can connect to the Internet, then you need a Smart TV. This is a neat solution if you want to watch programs on the Internet ... or use the TV as a computer monitor in the living room. And today, (27) Smart TVs are becoming more common within manufacturers' mid-price ranges, so you won't have to spend a fortune on one either.

But (28) if you do want to spend that extra dollar, then you can get a 3D TV. And believe me, this is no longer an impossible dream. In fact, (28) over a third of the TV sets available in stores today have this capability. This doesn't necessarily mean you'll be watching a lot of 3D shows because 3D television is not widely available yet. But this is the trend of the future, so it's good to be on top of these things.

Once you've decided on the size and type you want, you should check out reviews of various TV models. But don't worry ... here at 'TV Land' ... (29) we've done this for you already! We rigorously test all the TV sets we sell ... and you can rely on our reviewers to give you the information you need so that you can choose the model that suits you.

And finally, the million dollar question is ... how much should I spend? TV prices can start at under \$150 and go up to thousands of dollars. And TV prices are not always related to the size of the screen. For example, 40-inch TVs can range from around \$300 to over \$3,000. So it's worth doing some research and deciding on how much you're willing to spend before you choose. Here at 'TV Land', we've got TVs available with screen sizes ranging from 19 to 75 inches, although (30) most of our customers tend to go for the middle-of-the-range 36-inch models.

And on a personal note ... I would advise you not to go chasing after high-tech rainbows. What I mean is that you can never keep up with technology because it's advancing so rapidly. Even if you spend a fortune on the most advanced TV set on the market today, there will always be something more advanced and cheaper available tomorrow. So (31) the best thing to do is evaluate your needs and choose according to them.

Now, are you ready to have a look at some of ...?

### At an Internet café

32. Why is Lance surprised to see Dawn at the Internet café?
- a. She has her own computer at home.
  - b. She lives far away from the café.
  - ☒ c. She doesn't play online games.
33. Why has Dawn come to the Internet café?
- a. The school library is closed.
  - ☒ b. Her Internet service is down.
  - c. Her computer has malfunctioned.
34. Concerning the school project, Lance believes \_\_\_\_\_.
- a. he is exempt from doing it
  - ☒ b. his friend Brad will help him
  - c. it will take more than a week to finish
35. What does Dawn say about Brad?
- a. He is quite popular.
  - ☒ b. He is a poor student.
  - c. He is very selfish.
36. What does Brad initially intend to do?
- ☒ a. submit a term project he will buy online
  - b. find information on the Internet for his term project
  - c. hand in the same term project as Lance
37. Dawn suggests that \_\_\_\_\_.
- a. Brad has plagiarized term projects before
  - b. Mr Butler won't notice anything
  - ☒ c. whatever Brad finds online will be useless
38. Which of the following is Lance's definition of plagiarism?
- a. copying your own work you've done before
  - b. copying from someone in another state
  - ☒ c. copying from someone in the same class
39. Why does Dawn say 'Whatever' at the end of the conversation?
- a. because she does not understand what Lance has just said
  - b. because she is grateful for what Lance has just said
  - ☒ c. because she is not interested in what Lance has just said
40. What does Dawn offer to do for Lance?
- a. allow him to use the information she has found
  - ☒ b. help him get started on the project
  - c. show him how to use the Internet for research purposes

Questions 32-40 are based on the following conversation between two friends, Lance and Dawn.

**M:** Hey Dawn! What are you doing here? This isn't exactly your scene. (32)Are you here to play online games with us?

**F:** Lance ... (32)you know I don't do that type of thing. I need to do some research for the term project for Mr Butler's class ... and (33)I don't have Internet access at home this week because of the road works in the area. After all, I live only a few blocks from here.

**M:** Oh yeah ... the one on hurricanes. Uh ... I ... haven't really started yet.

**F:** But the deadline's on Friday! Do you really think you can do the whole thing in less than a week?

**M:** What? Oh yeah, sure. (34)Brad's going to help me.

**F:** Brad's going to what? Lance, he can hardly help himself. (35)In case you haven't noticed, he's like ... failing all his classes. He's a major underachiever! How in the world do you think he's going to help you?

**M:** Well, he told me he's got some online connections who are going to ... you know ... set him up with the work.

**F:** What do you mean? Someone's going to do the work for him? That's cheating!

**M:** No, (36)he knows this website where he can download entire projects. He said he'd download one for me too.

**F:** Listen Lance, That's a bad idea. (36)There are a lot of these websites making easy money off of students like you and Brad. They get your money, and (37)if you do get anything that resembles a term project, it's either not really what you want ... or it's just plain garbage. What's more, Mr Butler checks all our projects for (38)plagiarism. You know what that is, don't you?

**M:** Yeah, (38)but this is different. We're not going to copy someone else's work from our class; we're going to get something from out of state ... from people in California or Kansas, for example.

**F:** (38)Plagiarism is not only when you copy from someone in the classroom ... it's when you copy from any uncredited source ... from anywhere in the world Lance. Trust me ... you're going to get caught.

**M:** Oh, that really sucks! What am I going to do Dawn?

**F:** Look Lance ... let's get out of here and go down to the school library where we can get online and do some research in a quiet atmosphere. Boy, I didn't realize this place was so noisy!

**M:** Yeah. They're having an online gaming contest. Brad's doing really well!

**F:** Whatever. Come on. (40)I'll give you a hand getting started with the project.

**M:** Thanks Dawn. You're pretty cool, you know?

41. That film makes me \_\_\_\_\_ whenever I see it.
- cried
  - cry** (*make sb do*) - Active Voice
  - crying
  - to cry (*be made to do*) - Passive Voice
42. There aren't any buses running today \_\_\_\_\_ the strike.
- because *of the strike.*
  - seeing that *there is a strike.*
  - due to the fact *that there is a strike.*
  - owing to**
43. That's a nice picture of you. I think you \_\_\_\_\_ your father in it.
- look like** (= *μοιάζω* - Stative verb)
  - looking like
  - are looking like
  - have looked like
44. Don't worry! I'll get my lawyer \_\_\_\_\_ you a call this afternoon.
- to give** (*get sb to do sth*)
  - gave
  - give (*have sb do sth*)
  - giving
45. There \_\_\_\_\_ in the morning papers about the terrible floods.
- were no news
  - was no news** (*uncountable noun + singular verb*)
  - had no news (*I had no news about the terrible floods.*)
  - was any news (*There wasn't any news ...*)
46. Fay's only twelve. She \_\_\_\_\_ to walk home alone.
- isn't old enough** (= *She is too young to walk ...*)
  - isn't too old
  - is too old (*She is too old to play with dolls.*)
  - isn't enough old
47. I want to work for an advertising company when I \_\_\_\_\_ from university.
- will graduate
  - graduate** (*while/when/after/before/till/until/by the time + Present Simple/Perfect*)
  - graduating
  - am graduating
48. I've been invited for a drink by the couple \_\_\_\_\_ next door.
- lived
  - living** (= *who/that live*)
  - lives
  - are living
49. I'm not sure who this bag belongs to, but it \_\_\_\_\_ be Vera's.
- may** (*πιθανότητα*)
  - must (*συμπέρασμα, έντονη υποχρέωση*)
  - ought to (*υποχρέωση, συμβουλή*)
  - would (*υποθετική κατάσταση, παράκληση*)
50. Sam was the first student \_\_\_\_\_ the test.
- finishes
  - finishing
  - to finish** (*the only/the last/the first, second ... to do*)
  - he finished
51. Pete isn't at home because he \_\_\_\_\_ shopping this morning.
- has gone for
  - has been** (*Pete has just come home. He has been shopping.*)
  - has been to (*Pete has been to London twice.*)
  - has gone** (*go fishing/climbing/swimming/etc.*)
52. Motorcyclists \_\_\_\_\_ wear a helmet, otherwise they'll get fined.
- will (*πρόβλεψη, παράκληση, απόφαση στιγμής, απειλή*)
  - can** (*ικανότητα, δυνατότητα*)
  - may (*πιθανότητα, άδεια*)
  - have to** (*υποχρέωση*)



53. \_\_\_\_\_ going to work in the morning, I always have breakfast with my wife.

- a. While
- b. Before** (= Before I go ...)
- c. During (+ noun)
- d. After

54. I couldn't help \_\_\_\_\_ when I saw Jim trip over his suitcase.

- a. to laugh
- b. I laughed
- c. laughing** (couldn't help **laughing** = couldn't help **but laugh**)
- d. laughter

55. \_\_\_\_\_ is the weather like in Rome in June?

- a. How (How is the weather in Rome?)
- b. What**
- c. When
- d. Where

56. Excuse me, this proposal \_\_\_\_\_ to be ready three hours ago.

- a. was supposed** (be supposed to = υποτίθεται ότι, έπρεπε να)
- b. it was supposed
- c. supposed (= υποθέτω ότι)
- d. had supposed

57. How can you expect me \_\_\_\_\_ you after what you did?

- a. trust
- b. to trust** (expect sb to do)
- c. have trusted
- d. to be trusted

58. The fact \_\_\_\_\_ he didn't apologize to me yesterday was what made me angry.

- a. which
- b. what
- c. that** (the fact that = το γεγονός ότι)
- d. when

59. I don't really feel like going out. I'd prefer \_\_\_\_\_ here and read my book.

- a. stay (I would rather **stay**)
- b. to stay** (I would prefer **to stay**)
- c. us stay (I would prefer **us to stay**)
- d. staying (I prefer **staying** here **to going out**.)

60. Of all the CDs I have, this one is \_\_\_\_\_.

- a. my absolute favorite** ("favorite" used as noun)
- b. absolutely favorite of mine (absolutely my favorite)
- c. the absolute favorite for me
- d. the absolute my favorite

61. Only by studying hard \_\_\_\_\_ to pass his exams.

- a. did he manage** (Only by/Only when/Only after/Only if/Not until/Not unless ... + Inversion in the **main** clause)
- b. he managed **to pass his exams only by studying hard.**
- c. managed he
- d. he did manage

62. This cake \_\_\_\_\_ sugar, flour and butter.

- a. is consisted mainly of
- b. it is mainly consisted of
- c. consists mainly of** (consist of = αποτελούμαι από)
- d. it consists mainly of

63. My favorite team \_\_\_\_\_ the championship this year.

- a. likely to win
- b. is likely that they'll win (It is likely **that** they will win ...)
- c. is likely to win** (They are likely **to win** ...)
- d. is likely that they win

64. We could meet later because I have \_\_\_\_\_ homework to do today.

- a. only a little** + uncountable noun (only/just + a little = very little)
- b. only little
- c. very few + countable noun
- d. few

65. It's no use \_\_\_\_\_ upset about failing your exam. You didn't study for it anyway.

- a. you be
- b. being** (it's no use doing)
- c. to be
- d. for being

66. You'd better get a haircut Simon! Your \_\_\_\_\_ a mess!

- a. hairs are (There are some cat hairs on my pillow.)
- b. hair is** (uncountable noun + singular verb)
- c. hair are
- d. hairs is

67. The children played outside every afternoon \_\_\_\_\_ the heat.  
 a. in spite *of the heat.*  
 b. although *it was hot.*  
 c. despite  
 d. however *(The children played ..., however hot it was.)*
68. Kathy turned down the music \_\_\_\_\_ waking her parents.  
 a. in case she *woke ...*  
 b. so as not to *wake ...*  
 c. for fear *of waking ...*  
 d. to avoid
69. I'd rather \_\_\_\_\_ to school by bike in this weather.  
 a. didn't go *(I'd rather you didn't go ...)*  
 b. not to go *(I'd prefer not to go ...)*  
 c. not going *(I prefer not going ...)*  
 d. not go
70. \_\_\_\_\_, speak to a clerk at the reception desk.  
 a. Should you need assistance *(1<sup>st</sup> Type Conditional - Inverted)*  
 b. Need your assistance  
 c. Should you have assisted  
 d. If you would need assistance *[If you (should) need assistance, ...]*
71. Susan asked \_\_\_\_\_ late for the show last night.  
 a. we not to be  
 b. that us not be *[(that) we (should) not be - Subjunctive]*  
 c. we weren't  
 d. us not to be *[ask sb (not) to do]*
72. While Carl was painting the fence, his wife \_\_\_\_\_ dinner.  
 a. has made  
 b. making *(was making)*  
 c. made  
 d. makes
73. I \_\_\_\_\_ get to thank you for all your invaluable advice.  
 a. haven't ever  
 b. never did *(emphatic use of do - get to = έχω την ευκαιρία να / καταφέρνω να)*  
 c. was never  
 d. could not
74. I don't want to ask him to help us again. I've \_\_\_\_\_ asked him twice.  
 a. yet  
 b. before  
 c. already  
 d. still
75. There's a lot of traffic today, so I suggest \_\_\_\_\_ earlier than you normally do.  
 a. to leave  
 b. you're leaving *(your leaving)*  
 c. you leave *[(that) you (should) leave - Subjunctive]*  
 d. you to leave
76. \_\_\_\_\_ to play the guitar every day at high school?  
 a. Did you use *(past habit)*  
 b. Would you *play ...*  
 c. Were you used *to playing ...*  
 d. Did you get used *to playing ...*
77. My car was covered \_\_\_\_\_ snow after the blizzard.  
 a. in *(= covered with)*  
 b. from  
 c. by  
 d. on
78. I can't find my keys. Could you tell me where \_\_\_\_\_ them?  
 a. you did last see  
 b. did you last see *(Where did you last see them? - Direct question)*  
 c. last you did see  
 d. you last saw *(Indirect question)*
79. His latest novel \_\_\_\_\_ to be popular.  
 a. bounds  
 b. it is bound  
 c. has bound  
 d. is bound *(sb/sth is bound to do = είναι σίγουρο ότι - only personal passive construction)*
80. My brother will agree with you \_\_\_\_\_ you propose we do.  
 a. wherever *(= no matter where + clause = όπου κι αν)*  
 b. however *(= no matter how + adverb/adjective = όσο κι αν)*  
 c. whatever *(= no matter what + noun/clause = ό,τι κι αν)*  
 d. whenever *(= no matter when + clause = όποτε κι αν)*



## READING PASSAGE 1

Imagine that your teacher has asked you to prepare a speech about the effect of social network sites on teenagers. You find the following article and decide to base your speech on it. Read the article carefully and answer the questions that follow.

# social networking

## More good than evil?



It is a commonly held belief that today's teens are in trouble. They spend hours communicating via social network sites instead of socializing in person and send countless text messages that are in a virtually unrecognizable language. In a study analyzing today's youth in the digital world, renowned scientist, Susan Greenfield, laments: "We are raising a generation of children who are shallow, thrill-seeking and in danger of detaching themselves from reality". In spite of such pessimistic beliefs, recent research seems to indicate that social network sites may not be as detrimental as some may think.

A crucial point is that we need to maintain a broader perspective. New technologies have always provoked generational panic, which usually has more to do with adult fears than any real harm they may do. In the 1930s, parents worried that radio was taking over the lives of their children. In the 60s, the great danger was the television and then in the 80s, the Sony Walkman was claimed to be turning teens into mindless zombies.

In fact, social scientists who study young people have found that technology and the digital world can essentially benefit today's youth. It seems that if teens use a lot of social media, it has no negative effect on their engaging in face-to-face contact. Actually, the evidence suggests that the most avid texters are also

the kids most likely to spend time with friends in person.

One form of socializing doesn't replace the other. It augments it. Then, as the young get older and are given more freedom, they often ease up on social networking.

Early on, the web is their own personal space, but by their late teens, it is replaced as they acquire greater independence.

But isn't all this short-form writing eroding language skills? Studies of first-year college papers from 1917 show that this is not the case. The rates of grammar and vocabulary errors by these freshmen in their compositions were the same as in the ones written by their modern counterparts. There is one essential difference, however. Student essays have blossomed in size and complexity. They are now six times longer and offer arguments supported by a wealth of evidence. Why? Because computers have vastly increased the ability of students to gather research, consider different points of view and write more analytically.

If truth be told, the online world also offers kids remarkable opportunities to become literate and creative because young people can now publish ideas not just to their circle of friends, but to the whole world. And it turns out that when they write for strangers, it makes them work harder, push themselves further, and create powerful new communicative forms.



81. What is meant by the phrase **virtually unrecognizable** in lines 4-5?
- a. Teenagers enjoy taking on a different identity when they communicate.
  - b. Teenagers use foreign languages when they speak or write.
  - ☒ c. The language used in text messages has been greatly altered.
  - d. Teenagers are very creative when they communicate with one another.
82. Why is Susan Greenfield quoted in the first paragraph?
- a. She has teenage children who use computers.
  - ☒ b. Her research supports that teens are negatively affected by today's technology.
  - c. She believes more information is needed to draw conclusions.
  - d. She strongly contradicts what society believes.
83. According to Susan Greenfield, what may be a consequence of teens using technology?
- ☒ a. They may not be connected to what is happening around them.
  - b. They may not find pleasure in exciting activities.
  - c. They may not grow up into mature adults.
  - d. They may become overly cynical about their lives.
84. Why does the author use examples from past decades?
- a. to prove that technology has always been harmful
  - b. to present a trend that is getting more dangerous
  - c. to show that teenagers will never obey their parents
  - ☒ d. to argue that new inventions always seem suspicious
85. The author implies that a teen who uses a cell phone frequently is \_\_\_\_\_.  
☒ a. more sociable                      c. a poor student  
b. less athletic                        d. highly introverted
86. The word **augments** in line 31 is closest in meaning to \_\_\_\_\_.  
☒ a. adds to                                c. decreases  
b. substitutes for                      d. explains
87. What happens when teenagers get older?
- a. The digital world becomes increasingly important to them.
  - ☒ b. They do not participate in social networks as much.
  - c. They don't need personal space anymore.
  - d. Their studies become more important to them than their social lives.
88. What does the word **counterparts** in line 42 refer to?
- a. language skills
  - ☒ b. first-year college students
  - c. grammar and vocabulary errors
  - d. compositions
89. How does a modern college freshman's paper compare to one from 1917?
- a. It has almost no linguistic errors.
  - ☒ b. It has a less complicated writing style.
  - c. It has the same amount of content.
  - d. It is based on more information.
90. What is the author's view of social networks?
- a. They have evolved faster than most people realize.
  - b. Their access must be strictly controlled by parents.
  - ☒ c. They play a positive role in young people's lives.
  - d. They are detrimental to young people's relationships.





# READING PASSAGE 2

You need to reduce your monthly expenses and are doing some research to help you. You find the following discussion on an online forum. Read it carefully and answer the questions that follow.



ConradM

145

**ConradM** Active Member

Jul 17, 5:59 PM #1

2 Hi everybody. I'm a computer engineer and have just been laid off, so my wife and I are having trouble getting (91)

4 by every month. We used to bring in around \$5,000 a month, but we now have to make do with \$2,000

6 (sometimes a few hundred dollars more depending on whether I do any freelance work). In an effort to reduce

8 our monthly expenses, we've been eating out less, ordering less takeout and using only one car. We're also (99)

10 considering moving out of the suburbs and buying a smaller place near the mass transit routes, but have been

12 putting it off. To be honest, our two kids are our biggest expense (allowance, latest gadgets, clothing, extra-

14 curricular activities, etc.), and they aren't doing much to help us cut back. Can anyone out there tell me how a

16 modern urban family can save some bucks?



BeFrugal

3,600

**BeFrugal** Online Now!

Jul 17, 6:03 PM #2

12 ConradM, you're certainly on the right track, but have a long way to go. A few years ago, my husband and

14 I were in a similar position to what you're in, which forced us to make drastic changes to the way we lived. (93)

16 Here's what we did. Firstly, we stopped eating out and ordering takeouts. Can you believe that we used to (94)

18 spend about \$2,400 a year on this? We also stopped using the local convenience store and now go to the (95)

20 supermarket twice a month with a strict shopping list (that's another \$1,200 a year in savings). We create (95)

22 a weekly menu and stick to it - you don't need to attend cooking classes to do that! Another thing we did is

24 cancel our cable TV, magazine and newspaper subscriptions, which came to \$1,200 a year. Hope I've helped. (95)



Travis123

598

**Travis123** Online Now!

Jul 18, 13:09 PM #3

20 I totally agree with BeFrugal, but she didn't say anything about the kids. After all, they are your biggest expense.

22 If I were you, I'd stop their allowance immediately and get them to start helping around the home (cleaning, (96)

24 laundry, mowing the lawn, etc.). And if you pay them for every task they do, they will begin to appreciate the

26 value of money. As for gadgets, quit buying them! Do they need the latest tablet or smartphone every time

28 one hits the shelves? Now I know that taking away their cell phones is unreasonable and would cause an

30 uprising, but how about getting the kids to cut back on their use by making them pay for the calls themselves?

32 As far as clothing goes, look for clothes online or during the sales, buy them clothes that don't go out of

34 fashion and teach them how to look after their clothes. You should also sell the clothes they no longer wear

36 at a garage sale or on eBay - the same goes for their older gadgets, toys, etc. Now, about extra-curricular

38 activities; avoid activities that need expensive equipment and remember that most community centers offer

40 inexpensive sports or handiwork programs. You could also tell the kids to find cheap ways to have fun. For (98)

42 instance, they could hang out with their friends at home instead of going to snack bars or the movies.



Penny-Pincher

1,856

**Penny-Pincher** Active Member

Jul 18, 15:19 PM #4

34 What are you waiting for? It seems that you can't afford to put it off any longer. You won't believe how much (99)

36 you can save when you live closer to the city and use public transport! Correct me if I'm wrong, but your wife

38 is using the car to go to work, right? So she's probably spending around \$600 a month on this (including

40 auto maintenance). Using the transport network will only cost you around \$100 a month. What's more, a (99)

42 smaller house costs less to cool in the summer and heat in the winter, not to mention the fact that you will

be paying less property tax. You could also consider selling the second car - that will save you about \$200-

\$300 a month (in insurance and maintenance), depending on what type of car it is, of course. Or what about

selling both cars and buying a used one? The cash would certainly come in handy and you'd save a packet on

insurance and maintenance.

91. What has happened to *ConradM*?  
 a. His monthly expenses have increased.  
 b. He has recently lost his job.  
 c. His salary has been reduced.  
 d. He has just moved house.
92. What does *BeFrugal* mean when she says you're certainly on the right track in line 12?  
 a. *ConradM* has made some good decisions.  
 b. *ConradM* doesn't need much advice.  
 c. *ConradM* has definitely lost his way.  
 d. *ConradM*'s situation is better than hers was.
93. How did *BeFrugal* overcome her financial problems?  
 a. She got a second job.  
 b. She reduced her visits to the supermarket.  
 c. She changed her lifestyle radically.  
 d. She started giving cooking classes.
94. How much does *BeFrugal* save every month by cooking meals at home?  
 a. \$100  
 b. \$200  
 c. \$300  
 d. \$400
95. *BeFrugal*'s annual savings come to \_\_\_\_\_.  
 a. \$1,200  
 b. \$2,400  
 c. \$3,600  
 d. \$4,800
96. What assumption does *Travis 123* make about *ConradM*'s children?  
 a. They don't get an allowance.  
 b. They don't have that many gadgets.  
 c. They don't do household chores.  
 d. They don't really need a cell phone.
97. Which of the following is closest in meaning to hits the shelves in line 25?  
 a. comes out  
 b. brings up  
 c. comes across  
 d. breaks down
98. According to *Travis 123*, how could *ConradM*'s children help?  
 a. by finding part-time work  
 b. by buying their own clothes  
 c. by participating in fewer activities  
 d. by entertaining themselves differently
99. What is *Penny-Pincher* referring to when she says put it off in line 35?  
 a. moving house  
 b. getting the kids to help  
 c. using public transport  
 d. selling one of the cars
100. In general, the three respondents \_\_\_\_\_ each other.  
 a. criticize  
 b. misunderstand  
 c. contradict  
 d. complement

# SUPER COURSE

ELT PUBLISHING







# READING PASSAGE 3

You are reading the news online to catch up with current events. The following article attracts your attention. Read the article carefully and answer the questions that follow.

## THE RECYCLED ORCHESTRA

There is a village called Cateura in poverty-stricken Latin America that has to be seen to be believed: it is a slum built on a landfill. People here live on garbage and from garbage. Tons of rotting debris are dumped here daily, and the villagers swarm around the garbage trucks, picking over the pieces that provide them with their livelihood. They are definitely the poorest of the region, yet they are a passionate people with strong family bonds and friendships. Cateura is the setting of one of the most amazing examples of how love and creativity can triumph over poverty.

It all started a few years ago, when one of the garbage pickers, known as "Cola", joined forces with a local musician, Favio, to start making instruments for the children of the slum. Cola grew up close to Cateura and started working as a builder at the age of 7, when his father died. (A) After 3 decades of hard labor in construction, he considered himself fortunate to become a trash collector, due to the steady daily income it provides. As he puts it, "There will always be garbage, which means I will always have a job." Cola proved to be an untutored genius, creating violins and cellos from oil cans, flutes from water pipes, and guitars from packing crates. The children and their parents were thrilled and eventually one of the most unusual orchestras was formed. (B) Called the "Recycled Orchestra", the musicians use instruments that are made entirely out of trash.

Favio's initial aim was simply to offer music lessons in order to keep the children out of the landfill and away from drugs or illegal activities. Never in his wildest dreams could he have imagined the dedication and support his endeavors would receive. Parents were thrilled that their children were being kept out of trouble

and soon there were more and more children wanting to take his music lessons. The problem was the lack of instruments; in Cateura, a violin can cost more than a house. This is where Cola came into the picture. Having experimented for months with instrument building, he ultimately fashioned instruments that sounded superior to the "real instruments" that the state had donated to his cause.

For many years, the Recycled Orchestra was unheard of, until producer Alejandra Nash reached out to filmmaker Juliana Penaranda-Loftus to work on a documentary about the underserved children of Paraguay. Together they started an extensive research process during which they traveled to Paraguay to interview different leads, among them the Minister of Education of Paraguay, community leaders, school principals, and children from low-income families. Through their research, Alejandra and Juliana discovered the Recycled Orchestra. A year later, the two of them returned to Paraguay to begin filming a documentary about the musicians. With this preliminary footage, they launched a successful social media campaign that, in just over seven months, brought over 160,000 Facebook friends to the project, and had over 3 million views when their promotional video was released. This campaign also brought the attention of media and sponsors from all over the world. Without the latter, Alejandra and Juliana's project would never have been completed. (C)

For the founders and members of this amazing troupe, this publicity is a golden opportunity to bring attention to the issues of poverty, pollution and the hopeless predicament of so many children. (D) As Favio says, "People realize we shouldn't throw away trash so carelessly. Well, we shouldn't throw away people either."

101. What is the author trying to express with the highlighted sentence People here live on garbage and from garbage in lines 3-4?
- that garbage is an indispensable part of the villagers' lives
  - that the villagers are becoming fed up with the garbage
  - that it is impossible for the villagers to leave the landfill
  - that the amount of garbage in the landfill is steadily increasing
102. How does the first paragraph describe Cateura?
- as a village with the potential to become wealthy
  - as a typical Latin American village
  - as a village with many contradictions
  - as a village whose residents have lost hope
103. What does Cola appreciate about his job as a trash collector?
- the flexibility it offers him
  - collaborating with others while collecting trash
  - the stability it provides
  - the potential of attaining a higher position
104. What does the author mean by the highlighted phrase untutored genius in line 23?
- that Cola's skills are underestimated
  - that Cola's talent is innate
  - that Cola is being taken advantage of
  - that Cola's musical abilities are unique
105. Why did Favio start giving music lessons to the children from the village?
- He hoped to draw the media's attention to their situation.
  - He wanted to find better uses for garbage.
  - He thought this could improve his skills in music.
  - He was concerned about their welfare.
106. What is said about Cola's instruments?
- They were unaffordable.
  - The children's parents helped construct them.
  - They are the result of trial and error.
  - The government is giving them out to children in other areas.
107. What was the original purpose of the filmmakers who came to Paraguay?
- to highlight the difficulties that local children face
  - to try to convince politicians to take action
  - to draw publicity to the Recycled Orchestra
  - to occupy the country's youth in a creative way
108. What has the most important accomplishment of the filmmakers been so far?
- getting social media sites to promote their cause
  - making an award-winning documentary
  - encouraging young people to play an instrument
  - finding financial resources to fund their project
109. Where would the following sentence best fit into the passage?  
 "Since then, they have formed strong bonds with the orchestra and continue to follow their progress."
- (A)
  - (B)
  - (C)
  - (D)
110. What feeling is the author trying to evoke in this article?
- pity for the plight of children living in slums
  - admiration for the undefeatable spirit of some children
  - a desire to visit poverty-stricken villages in Latin America
  - awe of the hidden musical talent that many people have







## READING PASSAGE 4

Angela is thinking about a career in the media and has written an email to James about it. She has included you on the email as well. Read her email and answer the questions that follow.

New Message

Send

Chat

Attach

Address

Fonts

Colors

Save As Draft

Photo Browser

Show Stationery

Subject: A Career in the Media

Thursday

2 Hi there James!

4 Hope you're well and enjoying your new job at the car dealership. Well, I'm back from vacation and it's time to get serious again. That I'm definitely going to Rockwood University is about the only thing I've decided on so far.

6 Now comes the hardest part - choosing a program. I mean, there are so many alternatives to choose from in the media field, and I'm not quite sure about which specific career I want to pursue. What if I choose a program that doesn't suit me? After all, I'm only nineteen! You can probably tell that I'm feeling a lot of pressure about this and my biggest concern is that I won't like the program I've chosen. Sorry to bug you, but who knows, expressing my thoughts to you may well help clear my mind. (111)

8 I know that I've been going on and on about getting into television journalism for years, but I'm now in two minds about it. (113)

10 I used to believe that everything you heard on the news was true. OK, well, maybe not 100% true (I'm not that naive!), but most of it. But last year, thanks to Ms Clearwater's media studies class, I did a lot of research on the media. She gave us (116)

12 a lot of excerpts from our textbook to study in depth, as well as newspaper articles and online videos to analyze. We took a very close look at all the media in her class and, by the end of the year, had come to the conclusion that they tend to be (116-7)

14 pretty biased. Like, remember when New York business owners organized a non-violent demonstration against the state's (118)

16 proposed tax hike for businesses? The demonstration was generally peaceful and very few scuffles broke out between the police and the demonstrators, but television journalists focused only on the scuffles and mentioned nothing about why the increase had been proposed by the state or how it would affect local businesses.

18 I know that, if I really wanted to, I could study television journalism and set my sights on becoming a well-paid prime-time news reporter. If I succeeded, I would have the opportunity to travel all over the world and rub shoulders with politicians and important people. But what's the point of living the high life when, deep down, you know that what you're doing isn't making (119)

20 the world a better place? After all, besides earning enough money to get by, that's what we should be aiming for, isn't it? (119)

22 On the other hand, I often tell myself that you can't change the system from the outside; change has to come from within. (119)

24 So, a couple of days ago, I had an awesome idea. While I'm at Rockwood, I'm going to work part-time for an alternative news (120)

26 agency - you know, the ones that are on the Internet only. Apparently, they are more balanced in their reporting, but I've heard that they don't pay as well. I want to do some more research on them and find out what the people who work for them (120)

28 think. Are they happy with their jobs, do they work for one agency or do they freelance? Are they really objective? Things like that. How about going out for dinner sometime next week and I'll tell you what I've discovered? (120)

30 Talk soon,

32 Angela

111. Why has Angela written to James?
- to find out his opinion of the media field
  - to get things off her mind regarding her career options
  - to request advice on a specific program
  - to ask for information on alternative careers
112. Which of the following is closest in meaning to **pursue** in line 8?
- research
  - study
  - follow
  - accept
113. When did Angela start considering a career in the media?
- while on vacation
  - during her last year of school
  - after she graduated from school
  - quite a few years ago
114. What does Angela mean when she says **I'm now in two minds about it** in line 12?
- She's thinking about becoming a television journalist too much.
  - She's recently decided against becoming a television journalist.
  - She's serious about becoming a television journalist now.
  - She's reconsidering becoming a television journalist.
115. Which of the following is closest in meaning to **naive** in line 13?
- misinformed
  - convinced
  - dishonest
  - gullible
116. What caused Angela to reassess her attitude towards the media?
- a demonstration she participated in
  - a school course she took
  - television coverage of a protest
  - books she read online
117. What is Angela's opinion about the media?
- They don't try to influence public opinion.
  - Their reporting is often one-sided.
  - They research a story before reporting it.
  - They tend to show too much violence.
118. Why were New York business owners protesting?
- They wanted to pay fewer taxes.
  - They were unhappy with television coverage of their demonstration.
  - They didn't want an existing tax to rise.
  - They were against the implementation of a new tax.
119. What is one of Angela's career aspirations?
- getting a well-paid position
  - traveling the world
  - changing the system for the better
  - meeting influential people
120. Why does Angela want to see James next week?
- to tell him whether she will work full-time or part-time
  - to tell him what she thinks about Rockwood University
  - to tell him which alternative news agency she will work for
  - to tell him what she has found out about alternative news agencies





## ◆ LISTENING PART 1 \*

legal advisor νομικός σύμβουλος  
monitor οθόνη  
scratch γρατζουνάω  
extension ladder πτυσσόμενη σκάλα  
shake sb's hand δίνω χειραψία  
sue (for) μηνύω (για)  
negligence αμέλεια  
incur επιβαρύνομαι  
escalator κυλιόμενη σκάλα  
wrist καρπός  
railing κουρπαστή  
tumble κατακυλίσω  
policy τακτική  
deter (from) αποτρέπω (από)

## ◆ LISTENING PART 2

cram μελετώ πυρετωδώς την τελευταία στιγμή  
nod off αποκοιμίζομαι  
rub it in θυμίζω κτ δυσάρεστο  
ace άσος  
get a handle on sth καταλαβαίνω  
sidewalk πεζοδρόμιο  
milestone ορόσημο, ιστορική στιγμή  
boom ραγδαία οικονομική άνοδος  
tie-dyed βαμμένος με ειδική τεχνική (για ρούχα)  
all the rage μόδατος  
budget προϋπολογισμός  
pull strings βάζω μέσο  
go overboard υπερβάλλω, «το παρακάνω»  
all-inclusive που τα περιλαμβάνει όλα  
commission προμήθεια  
crave λαχταρώ  
attachment προσκόλληση  
back υποστηρίζω

## ◆ LISTENING PART 3

malfunction δυσλειτουργώ  
exempt (from) απαλλάσσω (από)  
submit = hand in παραδίδω, υποβάλλω  
address απευθύνομαι σε  
prospective πιθανός, ενδεχόμενος  
overwhelming πολύ πιεστικός  
portable φορητός  
functionality λειτουργικότητα  
rigorously σχολαστικά, επιμελώς  
chase after rainbows κυνηγάω κτ άπιαστο  
underachiever αυτός που αποδίδει κάτω των δυνατοτήτων του  
set sb up παρέχω σε κπ τα μέσα για να πραγματοποιήσει κτ  
plagiarism λογοκλοπή  
uncredited μη πιστοποιημένος/μη αναγνωρισμένος

## ◆ READING PASSAGE 1

social networking κοινωνική δικτύωση  
commonly held ευρέως διαδεδομένος  
countless αμέτρητος  
lament εκφράζω απογοήτευση  
shallow ρηχός, επιφανειακός  
detach oneself απομακρύνομαι, αποστασιοποιούμαι  
detrimental επιβλαβής, επιζήμιος  
perspective οπτική γωνία, προοπτική  
provoke προκαλώ  
turn into εξελίσσομαι  
engage in συμμετέχω, εμπλέκομαι σε  
avid ακόρταγος  
in person αυτοπροσώπως  
ease up on μειώνω, λιγοστεύω (ένταση, χρήση)  
erode διαβρώνω, καταστρέφω σταδιακά  
rate ρυθμός, ποσοστό  
freshman πρωτοετής  
composition έκθεση  
blossom εξελίσσομαι, αναπτύσσομαι  
complexity πολυπλοκότητα  
vastly ευρέως  
literate εγγράμματος, μορφωμένος  
it turns out αποδεικνύεται ότι  
alter αλλοιώνω, τροποποιώ  
quote παραθέτω αυτούσια τα λόγια κπ  
contradict αντικρούω  
cynical κυνικός, σαρκαστικός  
introverted ντροπαλός, εσωστρεφής  
substitute (for) αντικαθιστώ, υποκαθιστώ  
linguistic γλωσσικός  
evolve εξελίσσομαι, αναπτύσσομαι

## ◆ READING PASSAGE 2

lay off απολύω  
make do with τα βγάζω πέρα  
freelance ανεξάρτητος συνεργάτης  
takeout φαγητό σε πακέτο  
mass μαζικός  
transit route διαδρομή (μετρό, λεωφορείο)  
urban αστικός  
buck δολάριο (καθομιλουμένη)  
have a long way to go χρειάζεται περισσότερη προσπάθεια  
convenience store παντοπωλείο  
uprising έντονη αντίδραση, διαμαρτυρία  
cut back on μειώνω, ελαττώνω  
garage sale ξεπούλημα μεταχειρισμένων ειδών νοικοκυριού  
handiwork χειροτεχνία  
hang out with συχναζώ  
maintenance συντήρηση  
property tax φόρος ακίνητης περιουσίας  
come in handy είμαι χρήσιμος  
radically ριζικά  
come to ανέρχομαι σε  
assumption υπόθεση, συμπέρασμα  
respondent ερωτηθείς  
complement συμπληρώνω

## ◆ READING PASSAGE 3

poverty-stricken εξαθλιωμένος, πολύ φτωχός  
slum φτωχογειτονιά  
landfill χωματερή, σκουπιδότοπος  
debris σκουπίδια, χαλάσματα  
dump πετάω σκουπίδια  
swarm συρρέω  
livelihood τα προς το ζην  
people λαός  
labor εργασία, κόπος  
crate κιβώτιο, καφάσι  
endeavor προσπάθεια  
ultimately τελικά  
fashion φτιάχνω, κατασκευάζω  
reach out to sb απευθύνομαι σε κπ  
underserved μη προνομιούχος  
extensive εκτεταμένος  
preliminary προκαταρκτικός  
footage απόσπασμα (ταινίας)  
promotional διαφημιστικός  
the latter ο δεύτερος αναφερόμενος  
troupe θίασος  
predicament = plight πολύ κακή κατάσταση, χάλι  
indispensable απαραίτητος  
potential δυνατότητα, προοπτική  
contradiction αντίφαση  
attain επιτυχάνω  
underestimate υποτιμώ  
innate έμφυτος  
take advantage of εκμεταλλεύομαι  
welfare ευημερία  
fund χρηματοδοτώ  
evoke προκαλώ  
undefeatable ανίκητος

## ◆ READING PASSAGE 4

dealership αντιπροσωπεία  
bug ενοχλώ  
excerpt απόσπασμα  
biased προκατειλημμένος  
demonstration διαδήλωση  
tax φόρος  
hike αύξηση (κόστους)  
scuffle συμπλοκή, επεισόδιο  
break out ξεσπάω  
set one's sights on προσπαθώ σκληρά να πετύχω κτ  
prime time χρόνος υψηλής ακροαματικότητας  
rub shoulders with συναναστρέφομαι (με διάσημους)  
awesome απίστευτος, καταπληκτικός  
objective αντικειμενικός  
misinform παραπληροφορώ  
gullible εύπιστος, αφελής  
reassess επανεκτιμώ, επαναξιολογώ  
coverage κάλυψη  
one-sided μονόπλευρος  
implementation εφαρμογή  
aspiration φιλοδοξία  
influential ισχυρός, σημαντικός, που ασκεί επιρροή

# ANALYTICAL DESCRIPTION OF THE MSU-CELP SPEAKING ABILITY SECTION

**FORMAT:** Guided interview

**DURATION:** 12-15 minutes in total

**NUMBER OF CANDIDATES:** 1

**NUMBER OF EXAMINERS:** 2 (one interlocutor, one evaluator)

**NUMBER OF TASKS:** 1 unrated warm-up and 6 rated tasks

**LANGUAGE REQUIRED:** Vocabulary drawn from everyday English, as well as more complex structures and advanced expressions. Language should be precise and varied, depending on the question. Fluency is extremely important at this level.

**NOTE:** In the C2-level exam (CELP), far more emphasis is placed on supported opinions (Tasks 3-6) and unlike the B2-level exam (CELC), the interlocutor does not model answers for the candidate. In general, the interlocutor may assist the candidate by asking for information if an answer is not adequately elaborate, but it is preferable that candidates expand their answers on their own.

## DESCRIPTION OF TASKS

**Warm-up Phase** (1 minute) Exchange greetings, verify identity, brief introduction and some standard questions which are left to the interlocutor's discretion. This section is NOT graded, but answers here may guide the interlocutor in choosing questions later on. For example, if the candidate plays the guitar as a hobby, the interlocutor may choose to ask questions related to music.

**Task 1:** **Description** (1 minute) (Detailed description of a familiar place, activity or thing, such as hometown, city, neighborhood, local market, favorite beach or vacation spot, etc.)

**Example topic:** *Describe your favorite music video.*

**Task 2:** **Narration** (1 minute) (Interlocutor asks candidate about some past experience, such as getting a driver's license, returning a product to the store, arranging a trip, preparing a college application, etc.)

**Example topic:** *Could you tell me about a time you left something valuable or important on a bus or train?*

**Task 3-6:** **Supported opinions** (2-3 minutes) (Interlocutor asks the candidate to state an opinion on a current topic and to give reasons or examples to support that opinion. Topics are based on ethical, educational or medical issues, on well-known current events or contemporary issues, on issues concerning friends and family or hypothetical scenarios.)

**Example topic:** *What would life be like if there were no cell phones? How would people communicate? What adjustments would people have to make?*





# SPEAKING TEST 1

## **TASK 1: DESCRIPTION** (1 minute)

Tell me about what makes a movie interesting to you.

### Brainstorming

**WHAT** is it that you like in a movie? / type of movie do you prefer?

**WHY** do you like this type of movie?

**HOW** do you feel when watching such movies?

(sample answer)

I love suspense movies like thrillers. When I go to the cinema, I want to forget about my everyday problems and the stress I have at school/work. This is exactly what happens when I watch a thriller - I get completely absorbed in it. I get so caught up in the action that I forget about my difficulties and just have a wonderful time. I also think that the plot is very important, and thrillers are always full of suspense. They are exciting and keep me on the edge of my seat.

## **TASK 2: NARRATION** (1 minute)

Very interesting, I agree with you. Now, could you tell me about the plot of a thriller you saw recently, and tell me why you liked it?

### Brainstorming

**WHAT** was the title of the thriller?

**WHO** was the protagonist?

**WHERE** does it take place?

**WHAT** is it about? / is the plot of the movie?

**HOW** did you feel when you saw this film?

(sample answer)

Yes, of course! I recently saw "Now You See Me", starring Morgan Freeman and several other actors who were all very talented and famous. The film takes place in the United States, and it's about some magicians who do different types of tricks. One day, they are mysteriously called together, and then suddenly, we fast-forward to one year later. Now they've all become famous magicians in Las Vegas and they do an incredible trick - they rob a bank in Paris! Things get even crazier after that. When I saw this film, I felt like I was riding a roller coaster. There were so many twists and turns that I never knew what to expect. There was also a lot of humor so I laughed a lot. I consider it a perfect movie to watch if you want to be highly entertained and forget about life outside the cinema. I also enjoyed this movie because all of the actors put on a great performance. They were very convincing in their roles, especially the main character, who was an FBI agent.

SUPER  
COURSE  
ELT PUBLISHING

### **TASK 3-6: SUPPORTED OPINION** (2-3 minutes each)

Hmm, I'll have to see that movie. Now, I'd like to ask you for your opinion on some different topics. Please try to support your answers with examples or illustrations. Let's start with a question about entertainment. Do you think that people who make television programs have a responsibility to produce quality shows?

1. **YES:** television is a public means of education and information / people who are responsible for the content of the programs have an obligation to offer high-quality material to the public / if television content is of low quality, this will have a negative impact on the whole of society (e.g. reality shows)
2. **YES:** people of all ages, and especially young children, watch TV / we should be particularly sensitive to what youngsters are exposed to (e.g. scenes of violence, inappropriate content)
3. (additional points) television is a business whose aim is to make money and TV producers cannot ignore this / controlling quality is very difficult and sometimes impractical to enforce / many people enjoy watching "trash"

Thank you. Now let's move on to another topic. I want you to imagine that your best friend wants to move to another city only because her boyfriend lives there. What advice would you give her?

1. think about it carefully: consider how many things she has at home (e.g. family, friends, acquaintances)
2. things might not be as she expects: there will be no one else around apart from her boyfriend / no friends or relatives / may want her boyfriend to keep her company all the time / this will lead to arguments / ruin their relationship / may even cause psychological problems
3. if she were determined to go, I would support her decision: I would stand by her and ask her to call me whenever she felt lonely / that's what friends are for / maybe I would visit her now and again

Well, you sound like a very good friend. While we're on the topic of friendship, what quality do you consider to be most important in a good friendship?

1. respect for one another: showing respect for one another is the only way for a friendship to last / it shows you care about each other's feelings / you are deeply interested in the other person
2. trust and honesty: you must know that your friend won't betray you or let you down / if there is equality and honesty, you will enjoy each other's company / you can depend on the other person for help when you need it
3. (additional points) unfortunately, the concept of real friendship has been misunderstood / a lot of friendships nowadays are superficial, only about hanging out or having fun / fortunately, this is not the case with my friends, as I believe we trust and have respect for each other in general

Very interesting. Now for our final question, we're going to talk about social network sites. I suppose you're on Facebook, aren't you? Do you think that these sites bring people closer together or just make them more isolated?

1. **YES:** I have a Facebook account and I usually go on Facebook for about \_\_\_\_ every day / I spend \_\_\_\_ chatting with my friends online / it helps me keep in touch with them / it's not easy for us to meet every day / it's very practical and communication is immediate / it helps me keep in touch with people who are far away
2. **NO:** I'm not that keen on Facebook / Facebook chats aren't really so personal / mostly comments on posts and superficial conversations, not real communication / no personal contact and face-to-face interaction / no exchange of feelings when there's a computer screen separating you from the person you are talking to
3. social network sites are good for instant communication and short chats but they don't promote real communication / talking on the phone and hearing your friend's voice or sharing your feelings while having a cup of coffee is much more personal and this is what brings people closer together