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CONTENTS OF THE EXAM

Use of English Component

Requirements:

In this section, students are expected to demonstrate knowledge of the intricacies of English language structures and vocabulary by ...

- a. decoding passages of varying complexity and producing accurate and appropriate use of language structures and word forms.
- b. demonstrating a knowledge of lexico-grammatical features of English vocabulary such as collocations, connotations, synonyms, antonyms, etc.

Task I:

Students read one authentic or semi-authentic texts with certain words removed and complete the text by supplying the missing words.

Sample Item

Fill in the blanks with **ONE** suitable word.

All over the world, archeologists are excavating the remains of ships that have sunk. They find these underwater sites in _____ (1) varied places as Greece, the United States, and Ireland. A shipwreck is an extraordinarily fruitful site, _____ (2) the contents of the ship usually don't break and are _____ (3) preserved in muddy sand. _____ (4) on the kind of ship, excavations can yield a vibrant picture of everyday life, international trade, warfare, and technology. For instance, ancient cargo ships near Greece iron items.

_____ (5) contain furniture, pottery, jewelry, tools, and personal items. Sixteenth century battleships _____ (6) yielded cannons, guns, wagons, and wooden and

*****correct answers:** 1. *such*
2. *since*

3. *well*
4. *Depending*

5. *may*
6. *have*

Task II:

Students identify and correct the errors in a given passage.

Sample Item

Decide whether the underlined words or phrases are **grammatically** correct or not. Put a tick (✓) for the correct ones and edit the false ones in the space provided.

In recent years, advances in medical technology make (1) it possible for people to live longer than in the past. New medicines and machines are developing (2) every day to extend life. Instead (3), some people, including some doctors, are not in favor of these life-extending measures, and they argue that people should (4) have the right to die when they want.

*****correct answers:** 1. *have made*

2. *are being developed*

3. *However*

4. ✓

Task III:

Students read a passage containing blanks for which the base or related forms of the words are given in a column on the right and fill in the blanks accordingly.

Sample Item

Complete the text using the words next to the lines in the correct form.

In a recent study of the _____(1) to dying in patients with _____(2) disease of the lungs, it was concluded that the process was _____(3) more shattering for the professional observers than for the _____(4).

1. react
2. obstruct
3. consider
4. observe

*****correct answers 1. reaction**

2. obstructive

3. considerably

4. observed

The Reading Component

Task:

Students read two texts taken and/or adapted from authentic sources and answer the questions.

Requirements:

In this section of the exam, students are expected to demonstrate comprehension of well-structured texts encountered in academic or social contexts by ...

- a. recognizing relationships between ideas.
- b. recognizing main ideas and specific details.
- c. using textual clues to guess word meanings.
- d. identifying paraphrased information.
- e. inferring contextual meaning.
- f. identifying purpose and tone.
- g. identifying referents.
- h. realizing correct sequencing and proper flow.

Sample Item 1

A few years ago a young mother watched her husband diaper their firstborn son. “You don’t have to be so grim about it,” she protested. “You can talk to him and smile a little.” The father, who happened to be a psychologist, answered firmly, “He has nothing to say to me, and I have nothing to say to him.”

Psychologists now know how wrong that father was. From the moment of birth, a baby has a great deal to say to his parents, and they to him. But a decade or so ago, these experts were describing the newborn as a primitive creature who reacted only by reflex, a helpless victim of its environment without capacity to influence it. And mothers accepted the gospel. ***Most*** thought (and some still do) that a new infant could see only blurry shadows, that his other senses were undeveloped, and that all he required was nourishment, clean diapers, and a warm bassinet.

Today university laboratories across the country are studying newborns in their first month of life. As a result, psychologists now describe the new baby as perceptive, with remarkable learning abilities and an even more remarkable capacity to shape his or her environment – including the attitudes and actions of his parents. Some researchers believe that the neonatal period may even be the most significant four weeks in an entire lifetime.

Far from being helpless, the newborn knows what he likes and rejects what he doesn't. He shuts out unpleasant sensations by closing his eyes or averting his face. He is a glutton for novelty. He prefers animate things over things that show no sign of life and likes people more than anything.

1. The main idea of this passage is that _____.

- a) mothers should be as attentive as possible to their babies
- b) mothers tend to give an excuse if they have an apathetic baby
- c) mothers of premature infants need help to understand their problems
- d) today psychologists know a lot more about babies than a decade ago

*** **correct answer: a**

2. In paragraph 1, how was the mother probably feeling as she watched her husband?

- a) She was pleased with his actions.
- b) She felt he was being too impersonal.
- c) She was unsure whether he knew how to diaper a baby.
- d) She was upset to see his ignorance about scientific facts.

*** **correct answer: b**

3. In paragraph 2, „**Most**” refers to _____.

- a) parents
- b) babies
- c) victims
- d) psychologists

*** **correct answer: d**

4. In paragraph 4, the word „**animate**” means _____.

- a) babyish
- b) colorful
- c) living
- d) imaginary

*** **correct answer: c**

Sample Item II

Some paragraphs have been removed from the article below. Choose from the paragraphs A-C the one which fits each gap (1-2). There is one paragraph you do not need to use.

.....

1

However, other scientists think a collision with a comet would be catastrophic. A team of British researchers believe that if the comet contained flammable gases, a collision with earth would liberate the gases into the earth's atmosphere where it would be ignited with lightning bolts. This, combined with the impact itself, would produce a disaster of unbelievable magnitude. Furthermore, these researchers believe that such catastrophes have occurred in the past.

2

At any rate, theories like Velikovsky's underscore why scientists are so anxious to learn more about comets. During a recent press conference, a reporter asked Hayden Planetarium director, Dr. Kenneth Franklin, what people like himself would be doing should computers indicate that a comet was on a collision with earth. "We'll all be trying to get the moon," said D. Franklin.

A. Primitive peoples have long believed that comets have been the harbingers of famine, pestilence, and death, and this may be the result of some dim racial memory of just that sort of comet-created catastrophe. One person who agrees is Dr. Immanuel Velikovsky. Briefly, working from archeological and anthropological evidence, Velikovsky proposed that many of the legendary catastrophes contained within myths and religious writings (such as the day the earth stood still) were records of true events and that they were the result of a near collision with a giant comet.

B. Many scientists tend to agree with astronomer Fred T. Whipple that a comet is really a large mushy snowball of frozen ices and gases (ammonia, methane, possibly carbon dioxide) with a few bits of solid particles stuck inside. But no one is sure how comets are created in the first place.

C. Among the tantalizing unknown about comets is the question of what would happen if a comet *did* collide with the earth. Some scientists think little or nothing would occur, granted the tenuous nature of the coma and tail. There is considerable evidence to support that a comet struck the earth in 1908. Some sort of large object from the skies flattened a Siberian pine forest, knocking the trees flat in all directions radiating from a central point. The impact point is not consistent with the characteristics of a meteor, and the area is believed to be formed by a fusion of earth and space matter. The object could have been a comet.

The Listening Component

Task I:

Students listen to an audio recording of an authentic or semi-authentic text twice (monologue, conversation, etc.) and answer the questions.

Requirements:

In this section of the exam, students are expected to demonstrate comprehension of spoken discourse by ...

- a. deducing the meaning of paralinguistic clues.
- b. recognizing relationships between ideas.
- c. identifying the key information and supporting details.
- d. following the flow of ideas in conversations.
- e. deducing the meaning of functional expressions.
- f. using textual clues to guess word meanings.
- g. identifying paraphrased information.
- h. recognizing purpose and tone.

Sample Item

Listen to a dialogue between two women about a trip to Paris and choose the best answer. The dialogue is recorded TWICE.

...

Meg: But what was so bad about it?

Paula: Well, in the beginning everything looked all right. Mark's boss gave him two weeks off without too much trouble, the children went to stay with Mark's mother, and Sheila – you know, my younger sister – promised to come over to our place to feed the hamster. So we packed our suitcases and set off.

Meg: Sounds all right so far.

...

You will read:

1. Before Mark and Paula went to Paris, _____.
 - a) Mark's boss didn't want him to go
 - b) she expected things to go wrong
 - c) Paula's mother promised to look after the kids
 - d) Paula arranged her sister to look after the hamster

***** correct answer: c**

Task II:

Students take notes while listening to an approximately 10-minute lecture twice. Later, they are given a question sheet on which they write their answers based on the notes they have taken. The lectures are taken from authentic or semi-authentic sources and reflect a variety of topics, none of which require specialized background knowledge.

Requirements:

In this section of the exam, students are expected to follow and comprehend a well organized scripted lecture, take notes and produce written answers that demonstrate their understanding of the text by...

- a. evaluating the importance of information and taking notes accordingly.
- b. identifying specific information, such as key words, figures, dates and statistics.
- c. identifying hierarchical relationships between ideas (main ideas, sub-topics, supporting details, examples, definitions, etc.).
- d. distinguishing between facts and opinions.
- e. identifying paraphrased information.
- f. deducing the meaning of paralinguistic clues.
- g. using textual clues to guess word meanings.
- h. identifying audience, purpose and tone.

Sample Item

You are going to hear a lecture about **NAMES**. Take notes on the sheet given while listening to the recording. The lecture is recorded **TWICE**.

(Speaker) ...Though names may tell us something about someone's family history, you need to keep in mind that they may not tell us much at all about the present. For example, there is usually not much connection between the origin of the name and the person who has it now. Take the name 'Cook' for instance. A person named 'Cook' today probably doesn't cook for a living. Also, many people change their names for various reasons. Lots of people who have moved to the United States have changed their names to sound more American. This happens less now than in the past, but people still do it. People also use pen names or stage names to give themselves a professional advantage. For example, the write Samuel Clemens used the pen name Mark Twain, and Thomas Mapother IV uses the stage name Tom Cruise.

You will read:

I. Using your notes, fill in the blanks with **one or two words** according to the information given in the lecture.

_____ are adopted to get a professional advantage.

*** **correct answer: Stage names**

II. Choose the best answer according to the notes you have taken.

Why does the speaker mention the last name “Cook”?

- a) To prove the great variety of occupational names.
- b) To illustrate how an added name could be used.
- c) To show there is no longer a connection between names and their origins.
- d) To prove that children generally continue the family occupations.

*** **correct answer: c**

The Writing Component

Task:

Students write an expository essay of approximately 300 words.

Requirements:

In this section of the exam, students are expected to develop a clear argument stating their opinions and/or viewpoint on **one** of the given topics by ...

- a. generating topic-related content.
- b. demonstrating knowledge of rhetorical functions such as comparison & contrast, cause & effect, argumentation, classification, problem solving, etc.
- c. organizing the content into a coherent/cohesive piece of writing.
- d. logically supporting their viewpoint with reasons, examples and/or factual information.
- e. producing a text displaying an appropriate level of formality.
- f. demonstrating an advanced knowledge of word forms, grammar and discourse markers to ensure the flow of ideas.

Sample Item

WRITING

Write **an argumentative essay** of 230-250 words on one of the following topics.

- *Fast food and the consumption of it should be considered a serious problem.*
- *There should be limitations on the use of mobile phones in public places.*