

CAUCASUS UNIVERSITY

Sample Test

GENERAL ENGLISH (B2)

TOTAL 100

I. Which of the sentences is true according to the one given in bold (1/10)

1. **I did not take the money. I even do not know where it is** – said Paul.

- a. Paul denied taking the money
- b. Paul admitted taking the money
- c. Paul refused to take the money.

2. **“I am sorry I did not call you to warn I was not coming.”** – said Tina.

- a. Tina thanked for not warning;
- b. Tina apologized for not coming;
- c. Tina refused to come.

3. **Taxes are very expensive in Rome but they are even more expensive in London and New York.**

- a. Taxes in Rome are not as expensive as they are in London and New York.
- b. Taxes in London and New York are cheaper than in Rome.
- c. Taxes in London and New York are as expensive as in Rome.

4. **I did not think the flight to New York would be so long.**

- a. The flight was much longer than I expected.
- b. The flight was as long as I expected.
- c. The flight was shorter than I expected.

5. **I wish I were more qualified for this job.**

- a. I am qualified
- b. I am not qualified enough.
- c. I was not qualified.

6. **This is the first time I have seen snow in my life.**

- a. I have never seen snow before.
- b. It often snows in the country where I live.
- c. I have never seen snow.

7. Jason is the brightest student in the class.

- a. Jason is as bright as other students.
- b. Jason is brighter than any other students in the class.
- c. Jason is the worst student in the class.

8. I will buy a few bottles of wine in case some guests come.

- a. I will buy champagne after some guests come.
- b. buy the champagne whether guests come or not.
- c. I will buy champagne only if some guests come.

9. "If you do not leave me alone, I will scream" - She said.

- a. She suggested screaming;
- b. She refused to scream.
- c. She threatened to scream.

10. You will not be fined unless you drive fast.

- a. You will be fined only if you drive fast.
- b. You will be fined only if you do not drive fast
- c. If you do not drive fast, you will be fined.

II. Fill in the gaps with the words given (1/12)

gain// coined //fact // like// has // relatively // later // spreading // persuade // emergence // back // was

Public relations is a _____new concept compared to other professions such as law or medicine. The idea of PR stems from the concept of communication, which dates all the way _____ to the philosophers of Ancient Greece.

But many people don't know that Ancient Greece is in _____ the foundation of PR. The idea of using communication to _____is one of its first practical uses of *public relations*.

The idea of spreading communication (or persuasion) to the masses comes from the early 15th century and Pope Gregory XII, who _____ the term "propaganda" as we know it today. The term was repurposed from a Latin word used to describe a commission of cardinals tasked with _____ Catholicism to non-Catholic countries.

Fast forward to the birth of America, where mass communication _____ used in full swing to _____ independence from the British Empire. Founding Father

Samuel Adams spread political messages to oppose the British monarchy, inspiring the famous anti-tax protest now known as the Boston Tea Party in 1773. Three years _____, Thomas Paine published "Common Sense," a pamphlet meant to persuade the masses to support the American Revolution from Great Britain.

As time has passed, the industry of PR _____ evolved, adapting to rapid technological change and the _____ of the internet. Today, agencies like Marshall Communications continue to innovate and expand, responding to relatively new trends _____ social media.

III. Circle the correct alternative (1/18)

Historically, diplomacy **meant/meaning** the conduct of official (usually bilateral) relations between sovereign states. By the 20th century, however, the diplomatic practices pioneered in Europe had **been/be** adopted throughout the world, and diplomacy had expanded to cover summit meetings and other international conferences, parliamentary diplomacy, the international activities of supranational and subnational entities, unofficial diplomacy by nongovernmental elements, and the work of international civil servants.

Diplomacy is often **confusing/confused** with foreign policy, but the terms are not synonymous. Diplomacy is the chief, but not the **only/alone**, instrument of foreign policy. Foreign policy establishes goals, **prescribes/prescribe** strategies, and sets the broad tactics to be **using/used** in **their/there** accomplishment. It may **employ/employed** secret agents, subversion, war, or other forms of **violence/violent** as well as diplomacy to achieve **it's/its** objectives. Diplomacy is the principal substitute for the use of **force/powering** or underhanded means in statecraft. It may be coercive (i.e., backed by the threat to apply punitive measures or to use force) but is overtly **violent/nonviolent**. Its primary tools are **international/internationally** dialogue and negotiation, primarily conducted by accredited envoys (a term derived from the French *envoyé*, meaning "one who is sent") and other political leaders. Unlike foreign policy, which generally is enunciated publicly, most diplomacy is **conducted/conducting** in confidence, though both the fact that it is in progress and its results are almost always made **publicize/public** in contemporary international relations.

The political leaders, traditionally of sovereign states, who devise foreign policy pursue what they **perceive/perception** to be the national interest, adjusting them to changes in **external/internal** conditions and technology. Primary **responsibility/responsible** for supervising the execution of policy may lie with the head of state or government, a cabinet or a nominally nongovernmental collective leadership.

IV. FILL IN THE GAPS WITH THE APPROPRIATE FORMS OF THE WORDS GIVEN (DERIVATIVES) (1/9)

Tetris: the most popular video game ever

There is an almost (1)..... (**LIMITED**) number of video games on the market today and you could be forgiven for being under the (2)..... (**IMPRESS**) that the best ones are those packed with special effects, requiring great techniques. Nothing could be further from the (3)..... (**TRUE**). The favourite game of all time is also one of the oldest and most basic: Tetris. The player has to fit a (4)..... (**VARY**) of shapes together on the screen. When a whole row is made without gaps between the blocks, the line vanishes. Should a line remain (5)..... (**COMPLETE**), however, new blocks will build up on top of it. Once the screen's full, the game's over.

Part of the (6)..... (**APPEALING**) is that anyone can play Tetris. Scientists also believe that the game's (7)..... (**POPULAR**) is due to the fact that it makes our brains work with greater (8)..... (**EFFICIENT**). The more we play, the easier it becomes, so we carry on, (9)..... (**CONTINUE**) trying to beat our last high score.

V. Join the sentence halves (1/9)

1. Healthy journalism is essential for a democracy to function and for _____
2. And no matter how objective or fact-driven a reporter attempts to be, there are always choices involved _____
3. Good, healthy journalism connects communities, stops corruption, and _____.
4. In today's digital age, technology has revolutionized every aspect of our lives _____
5. Traditional print media and broadcast channels have given way to the internet and various technological _____.
6. An abundance of digital data has enabled journalists _____
7. Data visualization tools and techniques have _____
8. News coverage has become significant on the grounds that everyone who has a cell phone and internet-based life record can _____.
9. Just a few centuries after books became widespread, people are now walking around _____
 - a. enhanced storytelling capabilities and offered readers a deeper understanding of complex issue
 - b. to uncover hidden patterns, analyze trends, and tell stories via data-driven narratives.
 - c. Advancements, dramatically transforming the landscape of journalism
 - d. people to be adequately informed about local and state issues
 - e. be a writer in this day and age
 - f. including the field of journalism.
 - g. is essential for a democracy
 - h. in the way we frame information, the words we choose to describe events, the quotes we pull for the story, or the stories we choose to cover.
 - i. with devices capable of connecting them with anybody around the world in a matter of seconds.

VI. Reading Comprehension 1**(1 POINT FOR EACH = 7)**

You are going to read a newspaper article about a politician who made a film about climate change. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

The Accidental Movie Star

Former Vice President of the U.S.A. Al Gore has made a film he hopes will help to change the way we view climate change. Al Gore has been concerned with climate change, or 'climate crisis' as he calls it, for the majority of his political career. As the years passed and he became more passionate about this issue, he started travelling the world in order to educate people about the effects of global warming using computer slideshows. Free of charge, he explained to his audiences that the world is facing a 'planetary emergency' and that it isn't too late to stop it if appropriate action is taken now.

It was during this time of touring and giving lectures that Gore was spotted by Hollywood producer Laurie David, who asked him to turn his slideshow into a documentary which he would play the starring role. {1 _____} Eventually, though, David managed to persuade him. The result was a fascinating documentary combining references to Gore's own life story with horrifying predictions about the future of our planet.

Little did Gore know that just one year later he would be walking along the red carpet at the Cannes Film Festival and later collecting an Oscar for 'Best Documentary'. {2 _____} Advertised as 'the scariest movie you'll ever see,' it concentrates on the potentially terrifying consequences of climate change.

'An Inconvenient Truth' certainly gives us much to consider. For example, is there a link between the frequency of strong hurricanes and global warming? Why was 2005 the hottest year ever recorded? Could whole cities such as San Francisco one day be submerged in water due to rising sea levels? {3 _____} As the title of the film suggests, however, it may be inconvenient for us to have to think about the future of the planet, but think we must.

Published at the same time as the release of the film, Gore's book of the same title contains additional information and scientific analysis to further support his claims. {4 _____} Gore is delighted that some schools are even using the DVD to help them teach awareness of environmental issues to their students.

As pessimistic as the film may seem, it ends on a positive note. {5_____} If Gore was going to present a problem, he wanted to offer a potential solution, too. His main hope is that people accept the reality of the crisis and then turn that knowledge into action.

Gore leads by example. {6_____} He realises, however, that most people need a little more help when it comes to changing their habits. For this reason, he has also been working hard to encourage large shops to sell more environmentally friendly products.

So can this one man's efforts really make a difference? {7 _____} It may not seem as if the decisions of individuals can achieve very much, but put them all together and they may add up to something that will, literally, change the world.

- A. The movie owes its success to its ability to hold our attention.
- B. He insists on using biodiesel vehicles and has decided to become carbon neutral, which means that he reduces the amount of carbon dioxide he produces every day.
- C. Well, according to Gore, if we are clear about what the problem is, then we are more likely to introduce changes into our daily lives, such as choosing the 'greenest' light bulbs or cars.
- D. Whilst both the film and the book have largely been well received by critics, they have been criticised by some as being 'exaggerated' and 'over-the-top'.
- E. The aim of the film certainly seems to be to 'shock' people into action, which may or may not be the best way to tackle the issue of global warming.
- F. The profits from both the film and the book are now funding other campaigns to spread the message about global warming.
- G. As Gore himself says, "It's not too late to solve this crisis, and solving it means avoiding the worst of the consequences and reversing this trend towards catastrophe."
- H. At first, Gore was reluctant, as he has always been a very private person, despite being used to being in the public eye.

READING COMPREHENSION (2)

READING 1 (1/15)

You are going to read four texts (A-D) about British television commercials. • Decide which text each item (1-9) refers to. • Each option may be used more than once.

According to the text, which commercial: Answer:

1. uses a visual style that mimics the product. (0) _____
2. would be banned nowadays due to the product or the way it's advertised. _____ and .

3. achieved its primary objective 3. _____

4. caused an unexpected phenomenon 4. _____
5. contains a storyline that viewers might relate to 5. _____
6. turns a problem into an advantage 6. _____
7. is not initially clear as to which product it is advertising. 7. _____
8. has elements of a sports match 8. _____

UK's favourite TV commercials: In 2003, channel viewers were invited to vote for their favourite television commercials. These are 4 that made it into the top 10.

A. Hamlet cigars, photo booth: In 2003, tobacco advertisements were prohibited in the UK but back in 1999 it was still possible to see people puffing away on the television. Hamlet cigar adverts followed the same plotline; something would go wrong whereby the protagonist would light a cigar and forget about their troubles. The particular advert that people remember was set in a photo booth and used a camera focused on the ad's only character. His attempts to have his photo taken fail due to his impatience as he leans forward to check the machine before the chair he is sitting on collapses whereupon he lights a cigar. The advert struck a chord with viewers because many people had suffered similar fates trying to take acceptable pictures of themselves in photo booths.

B. Boddingtons beer, the runner: The advert starts in the desert. We see a runner sprinting to the soundtrack of fast electronic music. Is this an energy drink ad? No, wait, there's the dust trail of a vehicle he's chasing. Is it a commercial for a car evoking the freedom of the open road? He is nearing his goal and he is pictured in the mirror of the vehicle. The runner has caught up to an ice cream van with a female model serving the ice cream. Instead of serving ice cream it's a beer as the refreshment for the athlete. He drinks the beer and gets a 'moustache' on his lip. Visibly seeing the actual drinking of alcoholic beverages on adverts is no longer allowed today on UK adverts.

C. Tango soft drinks, orange guy: This fizzy drink commercial begins by focusing on three men on a street corner, one of whom is sipping from a can of orange-flavoured Tango. We hear two voices, those of comedian Hugh Dennis and former England footballer Ray Wilkins, who are talking about the scene in the style of two football commentators. The excitable Dennis requests an action replay of the man drinking. The viewer sees an overweight man painted head to toe in orange running towards the men. As the Tango drinker takes a sip, the orange man slaps him on both cheeks before running away. Later the advert was banned and taken off air as children up and down the country began copying the behaviour of the orange man and there were newspaper stories of children damaging their eardrums.

However, the controversy did no harm to the product, whose sales rose by a third in the wake of the campaign.

D. Guinness beer, horses and surfers: This 1999 advertisement in black and white - the colours of the dark beer it advertised. The brand also cleverly turned one of its products downsides, the fact that it requires over a minute to be poured properly, into a selling point. While the narrator talks about time and waiting, we see a surfer looking out to sea, waiting for a big wave. He rushes into the sea as a huge wave begins to break and there among the white foam, are graceful horses. In the background is the song 'Phat planet' by Leftfield. Amongst the horses, the surfer manages to ride the wave and returns to shore. The film ends with a shot of the product and the line 'Good things come to those who wait.'

Match the definitions with the underlined words in the text (there are more words underlined than you actually need):

1. when something happens after something else and because of it _____
2. (chiefly in commercial use) a drink other than water. _____
3. the leading character or one of the major characters in a play, film, novel, etc.

4. prolonged public disagreement or heated discussion. _____
5. (of a structure) suddenly fall down or give way. _____
6. caused by or ascribable to. _____

Analytical Writing (20)

Please read the following case that describes an incident that occurred in a public school and provide answers to the questions below. Explain your reasoning for the position you take (10/20).

A group of teachers, teaching various subjects, approached a school principal to discuss their concerns regarding some recently transferred students. They noted that these students seem to have lower cognitive and learning abilities compared to their peers and they struggle to understand the curriculum content, resulting in low academic performance. The teachers assumed that these students may have special educational needs; however, they emphasized the importance of conducting an assessment by the multidisciplinary team from the Ministry of Education, Science, and Youth of Georgia. If confirmed, it would be critical to develop individual learning plans to facilitate students' integration into a mainstream learning environment.

Given that parental consent is required for the assessment process, the teachers discussed their concerns with the students' parents. However, the parents strongly opposed the proposed assessments conducted by the multidisciplinary team of the Ministry. They believe that their children experience temporary learning difficulties and need support to adapt to the school environment. The parents emphasized that it is the teachers' responsibility to attend to these students and use appropriate strategies. Furthermore, they voiced concerns that the assessment process could lead to discrimination against their children and may intensify the stigma associated with learning difficulties.

On the other hand, some parents have complained about their children being around students with "intellectual disability." Given that the current situation has reached an impasse, the teachers hope that the school principal can assist in transferring these students to another school. As the school principal, what would be your response to the teachers, students who struggle academically and their parents, as well as to those parents who express complaints? What would be your ultimate decision?