SECTION A (10 points) Read the following text carefully and answer the questions below.

Friend Your Students? New York City Schools Say No

1 English teacher Eleanor Terry started a Facebook page last fall for the High School for Telecommunication Arts and Technology in Brooklyn. She uses it for the school's college office to remind seniors about things like application deadlines. The seniors use it to stay in touch with each other.

5 "There was a student who got into the University of Chicago," she says, "and the way we found out about it was that they scanned their acceptance letter and then tagged us in it."

10 Most of the school's 320 seniors have friended the Facebook page, but Terry disables the mechanism that allows her to see their individual profiles.

"So that I'm not seeing their ... personal pictures from their weekend," she says.

15 Terry and her colleagues came up with that approach on their own, based on what they thought was appropriate. Now, guidelines the city issued this spring make that explicit: Teachers cannot friend or follow their students in open forums like Facebook or Twitter, but they can have professional accounts and pages for students to follow, such as Terry's college office.

The New York City Department of Education issued its first guidelines for how teachers should navigate social media following a rise in the number of complaints involving school employees who inappropriately contact students through Facebook, texting and email.

25 Terry's principal, Philip Weinberg, calls the guidelines common sense.

"As an old English teacher, even the language of that kind of interaction is problematic," he says. "We know that
we're not our students' friends as much as we love them and care about them in genuine ways. We need to establish specific boundaries about the kinds of interactions we have with young people."

Now that everyone is crossing paths through social media, school districts around the country are trying to regulate these interactions. New York copied the approach taken by Los Angeles. Other districts have gone much further to restrict teachers, according to Scott McLeod, an associate professor at the University of Kentucky. He says districts don't need extra policies for social media because they already have discipline codes.

"On the one hand, the people seem to be encouraging educators to use social media with students," says McLeod, who teaches law and technology to aspiring school leaders. "Yet they're putting such tight confines on it that I think what they going to find is that most educators won't take them up on it."

For example, New York requires principals to sign off on any social media page for a school, and students must get family consent to participate. But teachers can still communicate directly with students by phone.

At the High School for Telecommunication Arts and Technology, some teachers say the new guidelines will help clear up any ambiguities — and students agree. Senior Jennifer Tufino, 17, shakes her head when asked if she would ever friend a teacher.

"I think that's kind of weird," she says.

But Tufino and her classmate, 18-year-old Danny Perez, say it's nice that teachers can use social media for classwork and staying in touch.

"Because then they're more accessible to you," Tufino says.

"You feel more confident asking for help — not just schoolwise but more personal," Perez says. "You have an issue, you could talk to them."

New York City says it's trying to clarify these interactions to protect kids and teachers. And if the sometimes blurry line does get crossed, the city says it will rely on its existing discipline code.

1. **The article describes:**
   a. The way in which students and teachers are breaking school policies regarding the use of Facebook.
   b. The difficulties school districts are having in establishing a policy for the use of social media.
   c. How Facebook is working with the New York City school system to improve education.

2. **The Department of Education of New York City designed guidelines for teachers:**
   a. In an effort to bring together students, employees and teachers in New York City.
   b. As a result of complaints by students.
   c. As a result of complaints by employees.
3. School principal Philip Weinberg is in favour of guidelines because:
   a. It will help students avoid problematic language.
   b. Young people may consider their teachers as friends.
   c. He thinks it is important to establish boundaries regarding the interactions with students.

4. Scott McLeod thinks some educators are not using social media:
   a. Because districts have created so many restrictions for using social media.
   b. Because schools already have discipline codes.
   c. Because teachers are encouraged to use social media.

5. Student Jennifer Tufino:
   a. Thinks the new guidelines are weird.
   b. Looks down on students “friending” their teachers.
   c. Looks forward to becoming closer with her teachers.

SECTION B (10 points) Choose the option which best rephrases each sentence. Think about meaning and grammar.

1. I wish I had seen the look on her face!
   a. Oh, how I wish to see her face!
   b. I would love to have seen the look on her face!
   c. I wish I had been there to look on her face!

2. Let me know as soon as you can if you’re available.
   a. If you’re available, please know me as soon as you can.
   b. Please get in touch with me as soon as possible.
   c. Let me know as soon as you can if you’re free.

3. Though he studied day and night, he wasn’t able to pass his exams.
   a. Even though he studied all the time, he cannot pass his exams.
   b. In spite of his study, he wasn’t able to pass his exams.
   c. Although he studied all the time, he wasn’t able to pass his exams.

4. He gave up smoking when he was tired of going outside to smoke.
   a. He quit to smoke because he was tired of having to go outside.
   b. He was so tired from smoking that he went outside.
   c. He quit smoking because he was tired of having to go outside.

5. It’s supposed to be nice this weekend, so we can plan on eating outside.
   a. It’s not supposed to rain this weekend, so we can plan on eating outside.
   b. The weather forecast is supposed to be this weekend, so let’s plan on eating outside.
   c. Let’s plan on eating outside this weekend, I suppose it will be nice.

6. She didn’t want to let down her friend by not going to the party.
   a. She didn’t want to disappoint her friend, so she went to the party.
   b. She went to the party to avoid the disappointment.
   c. She went to the party so as to bring up her friend.

7. There’s no point in going now, it’s certain to be closed.
   a. There’s no reason to go now as it may be closed.
   b. It’s pointless to go now if it’s closing.
   c. It makes no sense to go now as it’s certain to be closed.
8. **It must have happened by accident.**
   a. It certainly didn’t happen on purpose.
   b. The accident was purposeful.
   c. It had to have been on purpose.

9. **Although they played bravely, they were eliminated in the first round.**
   a. Even they played bravely, they were eliminated in the first round.
   b. Despite of their brave effort, they were eliminated in the first round.
   c. Despite playing with great bravery, they were eliminated in the first round.

10. **The staff was fired due to the economic downturn.**
    a. The bad economy forced the fire in the staff.
    b. The staff was turned down due to the bad economic news.
    c. The staff was made redundant because the recession got worse.

**SECTION C (10 points) Fill the blanks with the correct form of the words in brackets.**

It's spring, the season when many college students are cramming for final exams. But it's also when some college seniors must **prove** (1 prove) they can literally stay afloat.

A swim test is still a graduation requirement on a handful of U.S. campuses, **most** (2 most) in the Northeast. For seniors who have been putting off the exam, it's time to sink or swim.

On a recent evening, a handful of seniors at Bryn Mawr College in Bryn Mawr, Pa., gather nervously at the edge of the campus pool, waiting to take the last swim test of the school year.

Bryn Mawr's test **consist** (3 consist) of 10 minutes of continuous swimming, followed by one minute each of floating and **tread** (4 tread) water.

"The key to this is going slow," explains Nikki Whitlock, the college's swim coach and aquatics director. "It does not matter how many laps you do, OK? It only **matter** (5 matter) that you are swimming for the 10 minutes continuously."

A century ago, many colleges **require** (6 require) students to pass a swim test. Today, just a few holdouts — including Bryn Mawr, Cornell, Columbia, MIT and Swarthmore — cling to the tradition.

Swarthmore alumnus Maurice Eldridge, class of 1961, remembers his swim test **vivid** (7 vivid). "We **give** (8 give) our mandatory physicals," he says, "and were told to jump in the pool. And I jumped in the pool and sank, like a log."

Eldridge eventually passed the test. Now Swarthmore's vice president for community and college relations, even he isn't sure exactly when — or why — the school, just outside Philadelphia, began requiring a swimming test.
"There's a story that has floated around _________ (9 have) to do with someone drowning, and then some person of that family providing money with the stipulation that everybody learn to swim," Eldridge says. "But I can't find any credible reason for believing that."

Indeed, there was a Swarthmore student, Herschel Ware, who ____________ (10 drown) in 1912. Ware's relatives later donated money to build the campus swimming pool. But Eldridge says there's no record of any connection between those events and the college's mandatory swim test.

SECTION D (10 points) Choose the option which best completes each sentence.

1. If I __________ millions in the lottery I would quit my job tomorrow.
   a) had b) gained c) won d) touched

2. The ____________ for the concert was a charming abandoned factory.
   a) local b) sight c) home d) venue

3. Some newcomers to Madrid don’t like the hustle and _______________ of the city.
   a) muscle b) bustle c) trussle d) fussel

4. Enthusiastic experts say the economy will ____________ by the end of the third quarter.
   a) pick up b) fall under c) rise towards d) slump

5. If you ____________ there, you would have seen for yourself.
   a) was b) had been c) had d) hadn’t been

6. The company increased its ____________ from its Asian subsidiaries.
   a) bonuses b) infrastructure c) niche d) profits

7. You ____________ to go over your work before handing it in.
   a) ought b) can’t c) should d) must

8. Steve ____________ behind in the race and ended up second to last.
   a) stayed b) run c) came d) fell

9. He ____________ back the money by working weekends delivering pizzas.
   a) took b) paid c) demanded d) stole

10. ____________ to the reports, there were many players involved in the scam.
    a) Despite b) Compared c) According d) Regarding
Lost In Translation? TV's 'Raymond' Goes To Russia

Writer Phil Rosenthal ____________ (1) he knew how to create a successful sitcom.

After all, he'd built *Everybody Loves Raymond* into a nine-season sensation on CBS. So when he was asked to help adapt the show for a Russian audience, he jumped at the ____________ (2).

Rosenthal chronicles that quest in a new documentary film called *Exporting Raymond*, which hit theaters this weekend.

His sitcom had universal appeal. Or at least he thought it did.

"Our ____________ (3) was about the minutia of daily life and the little family arguments that we all have and how we take the little things in life and blow them up to become big ____________ (4) "

The Russians didn't have a strong sitcom tradition — at least until *The Nanny*, the 1990s Fran Drescher comedy, was adapted for Russian TV.

Still, Rosenthal flew to Russia to ____________ (5) with a local production team on the renamed *Everybody Loves Kostya*. And he brought along a documentary crew to ____________ (6) the process.

What he found was more than he'd bargained for, with everyone from the writers to the head of the network fighting to change his show.

"When I got to Russia," Rosenthal says, "They said to me, 'Real life is terrible, why would we put that on television'"

Even the costume designer had trouble, he says.

"I'm saying, 'Look at this character right now in front of us.' She's wearing a cashmere sweater, fancy pants, high heels, jewelry. I said, 'You understand she's ____________ (7) the house, right' "

Mostly, the Russian crew found the show ____________ (8), not funny, with characters they couldn't relate to, including the show's title character, who they thought was weak and emasculated.

"I was told that the Russian men are way more macho than American men. And no way does the wife rule the house. And I thought just listening to this that this was baloney," Rosenthal explains. "I think you could be the most macho guy in the world and as soon as you get in the house, the wife is telling you to ____________ (9) up your socks."
Ultimately, Rosenthal was able to work with the Russians and ________ (10) his sitcom for their audience. He says he's been contacted by networks in Poland and Israel to come and adapt *Raymond* there, too. But he says he's not going.

"I'm here if they want to call me and ask for anything, but I don't think they need to, and I don't think I should expect them to," Rosenthal says. "I learned that it's for them — they have to do it their way and I have to let go. I have to be a big boy."