

Table of specifications

Skills	Contents		CEF competences	Test items	Number of items	Marks
	Topics	Language				
A – Listening	The smart consumer:	Present perfect continuous	Linguistic	• True / False • Matching • Multiple choice	3	40
B – Reading (300-500 words)	Stretch the budget	Past perfect continuous	• lexical • grammatical • semantic • orthographic	• Matching • Short answer (text comprehension)	4	60
C – Language	The world of sales	Subordination	Pragmatic • functional • discursive	• Matching • Gap-filling • Sentence completion	3	50
	Get smart	Prepositions: time, place, movement		• Essay (120-180 words)	1	50
D – Writing						

Name _____ No. _____ Class _____
 Date ____ / ____ / ____ Mark _____ Teacher _____

A – LISTENING

40 marks

You are going to listen to two experts, Jane and Paul, talking about young people and consumerism.

1. Who says what? Tick (✓) the correct option.

10 marks (5 x 2 marks)

- a. "Adolescents are a much more lucrative and direct market to advertisers."
 b. "Teenagers are naturally subversive."
 c. "For teenagers, debt is the new black."
 d. "We consumers are under significant pressure."
 e. "Advertisers are not moral, they're not immoral, they're amoral."

Jane Paul

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

2. Decide if these statements are TRUE (T) or FALSE (F).

10 marks (5 x 2 marks)

- ☐ a. Teenagers are influenced to shop because they have money to do so.
☐ b. This happens because teenagers are easily manipulated.
☐ c. To get to teenagers is not a problem in the world of financial literacy.
☐ d. Advertisers can make any product irresistible.
☐ e. Younger consumers are often indirectly persuaded to buy.

Listen again.

3. Tick (✓) the correct option.

20 marks (4 x 5 marks)

3.1. Young people often assume brand identity...

- ☐ a. to advertise new stuff. ☐ b. to hide their own identity. ☐ c. to develop their own identity.

3.2. Marketers control our lives because they are aware of...

- ☐ a. our fragilities. ☐ b. our needs. ☐ c. our incomes.

3.3. They use all the possible methods to make us...

- ☐ a. watch their ads. ☐ b. buy their products. ☐ c. sell their products.

3.4. To face this power kids must be taught...

- ☐ a. to think before buying. ☐ b. to stop buying. ☐ c. to save their money.

B – READING

60 marks

1. Do you believe that changing your spending habits can make a big difference in your life?
Write about 30-40 words expressing your opinion.

10 marks

2. Read the following text.

“Knots in my stomach”: How YouTube consumerism affects children and teens



Excessive consumerism has been a part of YouTube culture for close to a decade and YouTube videos have made the line between advertising and entertaining unclear. How could this affect young audiences?

5 In her latest video, Zoella, Britain’s most well-known vlogger, shows her 12 million YouTube subscribers “a couple of the little bits and pieces I have bought recently”. The 22-minute vlog features 26 products with a total value of £792.91. Once a month, big YouTubers – particularly “beauty gurus”, the nickname for vloggers who post make-up tutorials and beauty advice on the site – will show off everything they “love”.

10 When she was 16, student Lucia Tepper loved Zoella – in fact she loved a lot of beauty gurus. “I was just so fascinated by everything they did that I wanted to live like them,” she says. As a teenager, her obsession with buying products recommended by YouTubers left her with stomach aches and unable to sleep. “I felt so guilty about what I had,” she says. “I would go to bed with knots in my stomach. I didn’t like hardly any of the make-up I actually had; I was buying these things just to buy them.” Now she is 19, she runs her own YouTube channel educating people about anti-consumerism and promoting the idea that you should use all the products you buy.

For the last 25 years, Tim Kasser, a psychology professor, has been studying what happens when people orient towards “materialistic values” – the idea that money and possessions are the most important things in life. Kasser’s work also focuses on advertising, and how vulnerable children are to these messages. “Children want to be like the people in the videos and therefore have the things that the person in the video is showing them,” Kasser says. His “discrepancy theory” posits that if we have a discrepancy between who we are and who we think we could be, we experience unpleasantness. We are then motivated to alleviate this by fixing the discrepancy – in this case, by buying more products.

25 This is an experience Lucia relates to. Lucia worries that YouTubers normalise unachievable and extraordinary lives in a way that can damage young girls. There’s no real way of knowing how many other people feel like her, but there are clues. In the last month, Lucia has earned 25,000 more subscribers – after she started making videos criticising the beauty guru community.

It is already well documented that YouTubers have an extreme influence on buying behaviour, so that when Zoella recommends a product it sells out in minutes. But what is the psychological effect of YouTubers constantly reviewing and recommending products to children and teens? While Lucia and Tim Kasser’s observations can’t be generalised to all YouTube fans, they are certainly thought-provoking.

In <https://www.newstatesman.com/science-tech/internet/2018/02/knots-my-stomach-how-youtube-consumerism-affects-children-and-teens> (abridged and adapted), accessed in January 2019

3. Decide in which paragraph you can find the following information.

20 marks (4 x 5 marks)

- a. Children are more easily persuaded to believe that possessions make them happy. Paragraph
- b. More and more people are disapproving of Youtubers' role in consumerism. Paragraph
- c. Teenagers get anxious to buy superfluous stuff advertised by YouTubers. Paragraph
- d. YouTube has had an increasing impact on young people's consumerism. Paragraph

4. Match the words/expressions below with their equivalents in the box. Two aren't used. 15 marks (5 x 3 marks)

- ☐ a. tutorials (line 8)
- ☐ b. with knots in my stomach (lines 13-14)
- ☐ c. runs [her own YouTube channel] (line 15)
- ☐ d. posits (line 21)
- ☐ e. unachievable (line 25)

1. suggests
2. moves very fast
3. is in control of
4. lessons on how to apply a beauty product
5. not able to be reached
6. unforgettable
7. feeling nervous or excited

5. Answer these questions about the text.

15 marks (3 x 5 marks)

5.1. How do beauty gurus lead their followers to buy?

.....

.....

5.2. What is Tim Kasser's "discrepancy theory"?

.....

.....

5.3. Explain the sentence: "While Lucia and Tim Kasser's observations can't be generalised to all YouTube fans, they are certainly thought-provoking (lines 31-33)."

.....

.....

C – LANGUAGE

50 marks

1. Link the phrases from columns A and C using the appropriate conjunctions from column B.

One conjunction does not apply.

20 marks (5 x 4 marks)

A	B	C
a. Brandon recently acquired the latest smartphone model		
b. Acquiring the latest electronic gadget in the market is important to him	1. even though	A. they were pricey.
c. According to advertising and marketing campaigns, promises of happiness and success won't be achieved	2. so that	B. they enter the food chain.
d. Little attention is paid to what happens to the items we suddenly dump after they are overtaken by fashion	3. after	C. its release in shops.
e. Cell phones contain toxic substances that can have adverse impacts	4. when	D. it defines his idea of comfort and good life.
	5. as	E. you buy certain products.
	6. unless	

2. Complete the text with five prepositions from the box.

15 marks (5 x 3 marks)

to on before along between after around in

Walking **a.** Singapore, it is hard to miss large signs that announce: "Sale of up to 70 per cent" or "Clearance sale. Everything must go!"

Consumerism has its roots in Britain's Industrial Revolution **b.** the 18th century. During the revolution, the availability of consumer products increased with the rise of the use of machines. Over the years, buying goods became a way of life. In the 1950s, **c.** World War II, the American consumer was even praised as a patriotic citizen for aiding the recovery of the country's economy.

The consumerist culture now involves people rushing **d.** stores spending more on consumer items like cars, gadgets and clothes, instead of saving. Consumers also buy these items often so as to keep up with trends, and are constantly looking to upgrade the quality of products and services especially **e.** days when stores announce sales.

<http://telcuk.com/write-advantages-and-disadvantages-essay-part-2-writing-task-ielts-exam/>
(abridged), accessed in October 2018

3. Write sentences using the verbs in the present perfect continuous.

15 marks (3 x 5 marks)

a. I / not get / massive discounts recently / .

.....

b. People / accumulate / non-essential goods over the last years / .

.....

c. The rising consumption / affect / people's lives in the modern world / ?

.....

D – WRITING

50 marks

In about 120-180 words, write an opinion text on the following question. Present arguments for or against, and give your own opinion as well.

Do you agree with extreme anti-consumerism philosophies and attitudes?

ANSWER KEY

A – LISTENING

In <https://www.youtube.com/watch?v=NjMOhH8SHKk>

1. **a.** Jane; **b.** Jane; **c.** Paul; **d.** Paul; **e.** Paul.

2. **a.** T; **b.** F; **c.** F; **d.** T; **e.** T.

3.1. c.

3.2. a.

3.3. b.

3.4. a.

B – READING

1. Personal answer.

3. **a.** paragraph 4; **b.** paragraph 5; **c.** paragraph 3;
d. paragraph 1.

a. 4; **b.** 7; **c.** 3; **d.** 1; **e.** 5.

5.1. Beauty gurus regularly publish videos advertising everything they buy and show perfect, glamorous lives that impress ordinary people.

5.2. Tim Kasser thinks that people feel uncomfortable when they compare who they are and who they think they could be. Buying more and more stuff makes them feel better.

5.3. Personal answer.

C – LANGUAGE

1. **a.** 3.C.; **b.** 5.D; **c.** 6.E.; **d.** 1.A; **e.** 4.B.

2. **a.** around; **b.** in; **c.** after; **d.** to; **e.** on.

3. **a.** I haven't been getting massive discounts recently;
b. People have been accumulating non-essential goods over the past years; **c.** Has the rising consumption been affecting people's lives in the modern world?

D – WRITING

Personal answer.

Correction criteria

Test items	Criteria
• Multiple choice • True / false • Matching • Sequencing • Short answers (gap filling)	• Correct/incorrect – Sequencing items will only be given marks if the whole sequence is correct. – One mark off in true/false items for each incorrect quotation from the text, when applicable. – One mark off in true/false items for each incorrect answer, if quotation from the text is correct, when applicable.
• Short answers (sentence completion; rephrasing)	• One mark less for each language mistake, up to a maximum of 3 marks. • Incomprehensible or decontextualised answers will be marked wrong.
• Short answers (text comprehension)	• One mark less for language mistakes, up to a maximum of 3 marks.
• Essay	41 to 50: The student shows excellent writing skills; fully respects the topic or text type; presents his/her own ideas about the topic, contextualises and develops them; uses appropriate and varied cohesive devices; organises the text in a coherent manner; mistakes (structure or spelling) do not impede understanding.
	31 to 40: The student shows good writing skills; respects the topic or the text type; presents some ideas about the topic and contextualises them; uses simple cohesive devices but not always successfully; choice of words is good; makes few mistakes (structure or spelling) which hardly affect the message.
	21 to 30: The student shows adequate writing skills; respects the topic or the text type; presents some ideas about the topic and tries to contextualise them; uses some cohesive devices but the text is slightly disorganised; choice of words is adequate; makes some mistakes (structure or spelling) which sometimes make message slightly confusing.
	11 to 20: The student shows poor writing skills; only partially respects the topic or the text type; presents some ideas about the topic but the text is slightly confused; uses few cohesive devices but the text is not well organised; choice of words is poor; makes some mistakes (structure or spelling) which sometimes impede understanding.
	0 to 10: The student shows very poor writing skills; doesn't fully respect the topic or the text type; ideas are scarce and mostly decontextualised; uses few cohesive devices and the text is disorganised; choice of words is very poor; makes many mistakes (structure or spelling) which sometimes make message incomprehensible or illegible. Note: the student will get 0 marks if the topic or text type is not respected, or if the whole text is incomprehensible or illegible.

CORRECTION GRID

AVAILABLE
IN EXCEL FORMAT
IN 20 AULA DIGITAL

CLASS _____

DATE ____ / ____ / ____

TERM _____

		A – Listening				B – Reading					C – Language				D – Writing		Total
No.	Name	1	2	3	Total	1	3	4	5	Total	1	2	3	Total	1	Total	Total
		10	10	20	40	10	20	15	15	60	20	15	15	50	50	50	200
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