
HellenicAmericanUniversity

ALCETM

Advanced Level
Certificate in English

**Sample Test A
2022**

Test Booklet

Hellenic American University, Office for Language Assessment.
Distributed by the Hellenic American Union.

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INTRODUCTION

FORMAT AND CONTENT

The revised **Hellenic American University Advanced Level Certificate in English (ALCE™)** examination comprises four sections: a Listening Section with 30 items, a Reading and Use of Language (RUL) Section with 50 items, a Writing Section with a choice of one out of two tasks, and a Speaking Section with three tasks.

The examination begins with the Listening and RUL Sections, followed by the Writing Section. Candidates have a short break between each Section. The Speaking Section is administered separately.

All Parts of the Listening Section are heard twice. Candidates have one minute before each Part begins in order to read the questions and answer choices.

LISTENING SECTION

Time: 40 minutes approx.

Number of questions: 30

Number of Parts: 4

PART	NO. OF QUESTIONS	FOCUS	FORMAT
PART 1	6	Listening for main idea, specific information, inferences, & opinion	Two extracts: 1 monologue and 1 dialogue. Each heard twice, with 3 questions each. Candidates choose the correct answer choice from 3 short written options.
PART 2	7	Listening for main ideas in a long text	Interview: 1 dialogue, heard twice with 7 questions relating to the main idea of each part of the interview. Candidates choose the correct answer choice from 3 short written options.
PART 3	10	Listening for main idea, supporting arguments, contrasting opinions, making connections between texts	Group discussion: presenter describes a proposal, and 4 speakers express their views on it. 1 discussion heard twice, accompanied by 10 questions. Candidates choose the correct answer choice from 3 short written options.
PART 4	7	Listening for specific information & supporting arguments in a long text	Presentation/talk: 1 monologue heard twice, accompanied by 7 questions, each with 3 answer choices.

READING & USE OF LANGUAGE SECTION

Time: 75 minutes

Number of questions: 50

Number of tasks: 5

PART	NO. OF QUESTIONS	FOCUS	FORMAT
TASK 1	10	Editing skills: identifying the grammatical accuracy of each sentence	1 text: 5 of the 10 numbered sentences in the text contain a language error. Candidates decide which 5 sentences contain an error, paying attention to the underlined part of each sentence.
TASK 2	10	Identifying the best grammar / vocabulary / discourse option for gaps in a cloze text.	2 short cloze texts, each with 5 multiple-choice questions. Candidates complete each gap in the texts by choosing from 4 possible answer choices.
TASK 3	10	Reading for main ideas	Candidates read 1 text comprising 7 paragraphs. The first 7 questions concern the main idea of each paragraph, while the last 3 compare information from different paragraphs. Candidates choose the correct answer to each question from 4 answer choices.
TASK 4	10	Reading to understand details	Candidates read 1 text, usually on a scientific or academic topic, accompanied by 10 questions, each with 4 answer choices. The questions test detailed understanding of the text, including identifying meaning from context.
TASK 5	10	Reading to understand viewpoints in an argumentative text	An argumentative text followed by 10 multiple-choice questions with 4 answer choices. The first 6 questions concern viewpoints expressed in the text, while the other 4 questions concern discourse features.

WRITING SECTION

Time: 45 minutes

Number of tasks: Candidates choose 1 out of 2 possible Tasks

TASK	FORMAT
TASK 1	an argumentative essay, in which the candidate argues a case based on at least 2 of the prompts provided.
TASK 2	an argumentative essay, in which the candidate argues a case based on at least 2 of the prompts provided.

SPEAKING SECTION

Time: 8 minutes approx.

Number of tasks: 3

TASK	FORMAT
TASK 1	Warm up: Candidates answer non-sensitive personal questions.
TASK 2	Topic questions: Candidates answer 2 to 3 questions on a topic, supported by prompts for each question.
TASK 3	Arguing a case: Candidates are given the context for a controversial issue, as well as points for each side. They are expected to choose one side and argue their case effectively.

Scoring

Scaled scores are given for each of the four sections: Listening, Reading and Use of Language, Writing, and Speaking. The overall result is calculated through aggregate scoring of the four sections. Candidates receive a Pass at C1 level if they achieve an overall scale score of 55 out of 100, and a Pass at C2 level if they achieve an overall scale score of 74 out of 100.

The Writing Section

The Writing Section is scored out of a total of 15 marks. There are three criteria: Task Completion, Organization, and Linguistic Resources. Each criterion provides between one and five marks. Candidates who receive a total of 8 or more marks are awarded a Pass for this section of the test at C1 level, while those with a total of 11 or more marks are awarded a Pass at C2 level.

The Speaking Section

The Speaking Section is scored out of a total of 15 marks. There are three criteria: Task Completion, Fluency and Interaction, and Linguistic Resources. Each criterion provides between one and five marks. Candidates who receive a total of 8 or more marks are awarded a Pass for this section of the test at C1 level, while those with a total of 11 or more marks are awarded a Pass at C2 level.

Listening Section

The Listening Section (items 1-30) comprises four parts. You will hear each of the parts twice. As you listen, mark your answers in your test booklet. When the Listening Section has finished, you will be given five minutes to transfer your answers to the separate answer sheet.

Part 1

In this part of the Listening Section (items 1-6), you will hear two extracts. Each extract is accompanied by three questions. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the extracts **twice**.

You now have one minute to read the questions and answer choices before the extracts begin.

Now you will hear the extracts.

Extract One

- 1. What is the speaker's opinion of the Food Pyramid?**
 - A. It is too complicated.
 - B. It is partially successful.
 - C. It is based on flawed data.
- 2. According to the speaker, how is the existing Food Pyramid confusing?**
 - A. Less healthy foods are at the top.
 - B. Not all foods are included in it.
 - C. The portion sizes are not indicated.
- 3. Which of the following questions is the speaker probably responding to?**
 - A. "What is the current advice concerning healthy eating?"
 - B. "When was the Food Pyramid first developed in the US?"
 - C. "Why are you recommending changes to the Food Pyramid?"

Extract Two

- 4. What is the subject of the extract?**
 - A. ways to improve public health advice
 - B. how public health advice can be misleading
 - C. the importance of data in health advice
- 5. According to Chrissy Bartram, how does the public often react to health advice?**
 - A. They disregard it.
 - B. They disapprove of it.
 - C. They dispute it.
- 6. What advantage does Chrissy Bartram think scientists will gain by telling stories?**
 - A. They will seem more competent.
 - B. They will appear more likeable.
 - C. They will have more data to show.

End of Part 1.

Part 2

In this part of the Listening Section (items 7-13), you will hear part of a radio interview, accompanied by seven questions. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the interview **twice**.

You now have one minute to read the questions and answer choices before the interview begins.

Now you will hear the interview.

7. What does Martin say about scientific studies conducted so far?

- A. They show that risk-taking is addictive.
- B. They ignore the influence of genetics.
- C. They mostly examine deviant risk-taking.

8. Why did Martin's research focus on skiing?

- A. There is less risk involved in skiing, compared to other sports.
- B. This sport appeals to risk-takers and people who are risk-averse.
- C. Skiing is the sport that attracts the most extreme risk-takers.

9. What did subjects in Martin's study do?

- A. complete two questionnaires and provide a saliva sample
- B. complete one questionnaire and provide a saliva sample
- C. complete two questionnaires or provide a saliva sample

10. What did Martin's study find is *not* linked to risk-taking while skiing?

- A. risk-taking in everyday life
- B. the DRD4 gene variant
- C. experience in the sport

11. According to Martin Fields, what should further research investigate?

- A. How a person's genes can affect their life choices.
- B. Why some people may choose high-risk careers.
- C. What effect adrenaline may have on some people.

12. What is true about Martin Fields?

- A. He is a frequent risk taker.
- B. He prefers skiing to other sports.
- C. He is an expert on genetics.

13. What is the main topic of this interview?

- A. The factors which may influence risk taking.
- B. The social advantages of being risk averse.
- C. The link between extreme sports and risk taking.

End of Part 2.

Part 3

In this part of the Listening Section (items 14-23), you will hear part of a radio program in which four people discuss a topic. The discussion is accompanied by ten questions about what was said. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the discussion **twice**.

You now have one minute to read the questions and answer choices before the discussion begins.

Now you will hear the discussion.

14. What does Mary Van Dunelm say about ‘fly-on-the-wall’ documentaries?

- A. They have a negative impact on all the students.
- B. They focus too much on extroverted students.
- C. Their cameras are installed all over the school.

15. Why is Mary Van Dunelm concerned about introverted students?

- A. Their academic performance may be affected.
- B. They may be perceived as disrespectful.
- C. They may not wish to be the center of attention.

16. What does Alex Hughes describe as a beneficial effect of School Days?

- A. Teachers tend to give their students better grades.
- B. Students are motivated to show their best sides.
- C. Students gain academic credit for participating.

17. What does Alex Hughes describe as “a matter of policy”?

- A. presenting unedited footage for public viewing
- B. exposing failings within the school system
- C. removing footage that shows students in a bad light

18. How does Brian Sayers say he would respond, if he were asked to appear in School Days?

- A. He would agree, without a second thought.
- B. He would refuse, to avoid the pressure.
- C. He would be in two minds about accepting.

19. What does Brian Sayers claim about politicians and the public?

- A. They are to blame for problems in public schools.
- B. They overlook the contribution of teachers.
- C. They appreciate the teachers who do good work.

20. How does Rose Balenciaga characterize adolescents?

- A. privileged
- B. complicated
- C. appreciative

21. What does Rose Balenciaga see as the result of programs like School Days?

- A. improvement in familial relationships
- B. better understanding toward parents
- C. lack of communication within the family

22. What does Mary Van Dunelm say, at the end of this part of the discussion?

- A. She partially agrees with the points made.
- B. She has reconsidered her initial view.
- C. She contradicts another person's claim.

23. Which of the following might be a suitable title for this episode of On the Table?

- A. The All-Seeing Eye: Keeping the camera on teenage misbehavior
- B. Cameras in the Classroom: Dos and don'ts for teachers
- C. To Be or Not to Be: Turning schools into TV shows

End of Part 3.

Part 4

In this part of the Listening Section (items 24-30), you will hear a talk, accompanied by seven questions about what was said. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the talk **twice**.

You now have one minute to read the questions and answer choices before the talk begins.

Now you will hear the talk.

24. What is true about the speaker?

- A. She is giving advice on passing aptitude tests.
- B. She is involved in interviewing job applicants.
- C. She is a full-time tutor on a business studies course.

25. What is the speaker's aim, in this talk?

- A. to give advice on hiring
- B. to describe a profession
- C. to recommend a type of career

26. What does the speaker say about members of sales staff?

- A. They usually work in teams.
- B. They tend to be mostly office-based.
- C. They work in a variety of locations.

27. Why does the speaker say sales professionals can "sell sand"?

- A. Some clients are sure which products to buy.
- B. Some sales staff are expert at convincing others.
- C. Some customers are very difficult to sell to.

28. According to the speaker, what must sales assistants be able to do?

- A. demonstrate that they have self-confidence
- B. show loyalty towards their company
- C. establish a relationship with the customer

29. What does the speaker say is a "red flag"?

- A. Candidates who talk about their 'people skills'.
- B. Candidates who describe one specific client.
- C. Candidates who emphasize their sales income.

30. What will the speaker discuss after the break?

- A. more interview questions
- B. financial investment
- C. time management

End of Part 4. End of the Listening Section.

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Reading and Use of Language Section

The Reading and Use of Language Section comprises 5 tasks and 50 items, numbered 31-80. All items have only one correct answer and are worth one mark. Mark all your answers on the separate answer sheet. You will have 75 minutes to complete the Reading and Use of Language Section.

Task 1

Your friend has written a text and has asked you to check it carefully. You have found ten sentences which may contain a language error. For items 31-40, decide whether each of the sentences needs to be edited, paying particular attention to the underlined parts. For each sentence, choose 'I' for Incorrect, if the sentence contains an error, or 'C' for Correct, if there is no language error in that sentence, and darken the corresponding circle on the separate answer sheet. There are **five** language errors in total.

Talkin' 'bout my generation

For most of human history, the concept of generational differences barely existed. (31) So slow was the pace of social change that young people's lifestyles and attitudes usually did not differ significantly from those of their parents and their grandparents. (32) In fact, it was not until the early 20th century did the notion of generational identity begin to emerge. (33) Scientists noticed that the children born during this period were growing up with attitudes and behaviors recognizably different from those of the older members of their families. (34) These differences were to have been caused by the rapidly changing social conditions of each generation. The new generation was growing up in a world that was unprecedented, shaping these young people in ways that made them fundamentally different from their parents and grandparents.

(35) It was only in the mid-20th century, however, that sociologists began describing generational differences for terms of conflict. (36) Having followed the cessation of hostilities in 1945, there was a population explosion throughout Europe and North America. (37) The large number of children born during this time, grew up in a world radically different to that of their parents. (38) This gave rise to severe tensions between these young adults and their more conservative parents and thus the term 'generation gap' was coined.

(39) More than half a century later, the generation gap seems to be so wide and unbridgeable as ever. (40) The bitter irony is both parents and offspring exclaiming "If only you would be more like me!".

Task 2

Items 41-50 are cloze questions. For each item, choose the option which best fills the gap in the text, and darken the corresponding circle on the separate answer sheet.

Text 1

In the pre-mechanical age, horses provided the sole means of long-range transportation over land. Different cultures on (41) _____ side of Europe and Asia first came into contact thanks to the ability of riders on horseback to cover large distances, in what was then a (42) _____ short space of time.

The question of when and where humans first began horse riding (43) _____ shrouded in mystery. In Mongolia, archeologists have unearthed horse skulls that showed a distinctive type of wear on the back teeth. These dental marks could indicate that a harness and bit were being used by riders to control their horses.

(44) _____, DNA analysis subsequently revealed that these remains belonged to a species that has long since disappeared, one that had (45) _____ relation to horse species that are traditionally used for riding today.

41. A. west C. either
B. some D. both
42. A. recently C. relevantly
B. reputedly D. relatively
43. A. considers C. remains
B. has D. reveals
44. A. Unfortunately C. Additionally
B. Lastly D. Although
45. A. any C. no
B. the D. far

Text 2

In prehistoric cave paintings, depictions of horses outnumber those of almost any other animal (46) _____ bison and deer. Both bison and deer were hunted for food, but there is no indication that horses served the same (47) _____ for the first humans. The cave painting depictions probably reflect the spiritual significance (48) _____ to this magnificent creature, as they occupy prominent positions on the cave walls, and very often these paintings are astonishingly lifelike.

In the 1880s, zoologist Eadweard Muybridge described in minute detail the way horses move their limbs when in motion. His studies have refined the way artists have rendered horses (49) _____ since. Amazingly, the work of prehistoric cave painters matches closely to Muybridge's findings, even more (50) _____ than the work of many recognized painters throughout history.

46. A. not C. except
B. even D. apart
47. A. utility C. reason
B. objective D. purpose
48. A. attached C. associated
B. arranged D. accumulated
49. A. even C. then
B. ever D. all
50. A. refined C. from
B. close D. so

Task 3

Read the text below and answer the questions which follow. For items 51-60, choose the best answer to each question and darken the corresponding circle on the separate answer sheet. The paragraphs have been numbered to help you.

The Profession of Firefighting

1. Today, firefighters are full-time professionals, with specialized training and equipment. Because of this, people take it for granted that should there be a serious fire they can depend on trustworthy, accountable, and fully competent firefighting services, at any time of the day or night. This was not always the case, however. In the past, the job of putting out fires was undertaken by amateurs, who lacked proper training and frequently put their own financial interests before the needs of the people they were supposed to protect.
2. Firefighting has a long history. For example, in ancient Rome, Marcus Licinius Crassus organized a 500-strong firefighting brigade which would attempt to extinguish blazing properties by forming a line and passing buckets of water, hand-to-hand, from the nearest water source. But far from being a caring fellow citizen, Crassus was focused on ruthless exploitation. He would only rescue a burning building on condition its owner agreed to sell him the property for a pittance and pay rent to him thereafter. If a deal was not struck, the owner would have no choice but to watch the building go up in flames.
3. More than a millennium later, in 13th-century France, King Saint Louis passed the *guet bourgeois* law, which permitted his citizens to set up their own fire brigades, thus freeing city authorities from having to provide a firefighting service of their own. Rapidly growing urban population density, combined with the incompetence of the amateur fire brigades, resulted in a string of catastrophic fires, forcing Saint Louis' successor, King Charles IX, to reinstate an official, state-run fire brigade.
4. In England, even after the Great Fire of London which destroyed two-thirds of the city in 1666, important lessons were still not learned. Fire-fighting was still effectively a for-profit business. Instead of being funded from the public purse, fire brigades were paid for by private insurance companies, and they were under strict instructions not to salvage buildings that were not insured by their employers. In this way, the insurance companies attracted more customers, who were fearful that their properties might burn down unless they took out the right insurance policy.
5. On the other side of the Atlantic, the authorities subscribed to the view that prevention is better than cure. Rigorous fire safety inspections were carried out on all buildings. While this substantially reduced the number of conflagrations, fires still broke out. When they did, particularly in smaller towns, it was often up to ordinary citizens to sound the alarm and form a 'bucket line' to try and extinguish the fire, harking back to the same crude technique that had been used in ancient Rome.
6. Some large American cities did boast a number of privately owned fire brigades, but the imperative of market competition ruled at the expense of effective firefighting. Some brigades would pay youngsters to sprint to the scene of a fire and hide fire hydrants underneath wooden barrels, so that any rivals that managed to get there first could not find them and connect their hoses to the water supply.
7. As technology developed, committed professionals were required in order to operate the growing range of new firefighting equipment, including engine-powered fire hoses and protective breathing apparatus. The public profile of firefighting also advanced, thanks in part to the heroic story of Molly Williams, the first known female firefighter who risked extreme danger to help extinguish a fire during a blizzard. Thanks in part to Molly Williams' heroic status, firefighting soon came to be regarded and respected as a serious profession. By the turn of the 19th century, all qualified firefighters received formal training, and laws were put in place to prevent the kinds of corruption, mismanagement and malpractice that had been seen in previous centuries.

51. According to paragraph 1, what does the historical development of firefighting show?
- People nowadays are fortunate to be able to rely on a firefighting service.
 - Modern firefighters must be trained to use a variety of complex equipment.
 - Private profit is an effective motivation for firefighters to do their jobs well.
 - Firefighting services were not always available on a twenty-four-hour basis.
52. According to paragraph 2, what problem was there with Crassus' approach?
- Crassus exploited the 500 firefighters who worked for him.
 - The firefighters on Crassus' crew used primitive methods.
 - Citizens had to pay Crassus to protect their properties from fire.
 - Crassus took advantage of fires to acquire properties and income.
53. According to paragraph 3, what was the result of the *guet bourgeois* law?
- It helped to reduce damage from a series of destructive fires.
 - It made firefighting in 13th-century France less effective.
 - It meant only city authorities offered free firefighting services.
 - It was kept in force by a large number of successive French kings.
54. According to paragraph 4, what was the aim of private insurance companies in London?
- to increase business in order to make more profit
 - to prevent fires from happening anywhere in the city
 - to make sure there was no repeat of the fire of 1666
 - to improve working conditions and pay for firefighters
55. According to paragraph 5, what was true about fire safety precautions in America?
- The reasoning behind safety inspections was flawed.
 - Advanced fire safety precautions were performed by citizens.
 - Safety inspections served to prevent fires in big cities.
 - Preventative measures were not entirely effective.
56. According to paragraph 6, what problem did some private firefighting companies face?
- market competition
 - dishonest competitors
 - lack of equipment
 - insufficient water supply
57. According to paragraph 7, what did Molly Williams help to do?
- make firefighting less prone to corruption
 - change people's attitudes to firefighting
 - prove the value of new firefighting equipment
 - show that anyone could be a firefighter
58. Which paragraphs describe firefighters refusing to rescue burning buildings?
- paragraphs 1 and 4
 - paragraphs 2 and 4
 - paragraphs 3 and 7
 - paragraphs 4 and 6
59. What do both Paragraph 3 and Paragraph 4 mention?
- large-scale fires in cities
 - professional firefighters
 - legislative changes
 - insurance companies
60. Which paragraphs describe the same primitive technique for extinguishing fires?
- paragraphs 1 and 7
 - paragraphs 2 and 5
 - paragraphs 3, 4 and 5
 - paragraphs 3 and 6

Task 4

Read the text below and answer the questions which follow. For items 61-70, choose the best answer to each question and darken the corresponding circle on the separate answer sheet.

Left-handedness: more advantageous and more common than it seems

Most people instinctively favor their right hand when performing everyday actions like writing or drawing. Yet there is a substantial minority, estimated to be between 10% and 15% of the world population, that perform such actions with their left hand. An even smaller minority, people who are described as 'ambidextrous', may use their right hands for some tasks and their left hands for others.

Being left-handed or ambidextrous not only puts some people in the minority, but it also subjects them to a range of small yet vexing day-to-day inconveniences. The modern world seems to have been designed exclusively for the right-handed majority, from credit card readers having the slot for swiping a card on the *right* side of the machine, to cameras having all the important buttons on the *right* side of the device, to clothing zippers having the protective flap on the *left* side, meaning they are easy to open and close with the *right* hand but an absolute **pain** to use with the left.

Despite these minor vexations, there is good news for people who are left-handed or ambidextrous. The history books are packed with the names of left-handed people who have positively excelled in many walks of life, whether it be in the fields of science, such as Albert Einstein, politics, such as Barak Obama, or art, such as Pablo Picasso. And the list goes on.

All of this begs an intriguing question: Does being left-handed confer special advantages? According to popular wisdom, left-handedness can be regarded as a sign of genius. Of course, not all 'lefties' are possessed of genius, but left-handedness may well be linked to a capacity for original ways of thinking. The 'right brain / left brain' hypothesis claims that, since movement in the left side of the body is controlled by the right hemisphere of the brain, which is also the seat of creativity and unorthodox thinking, left-handers have an innate flair for thinking outside of the box.

There is another theory regarding the advantages of being left-handed. The 'competitive theory' suggests that left-handedness would have been an asset to our ancestors when it came to hand-to-hand combat. Most fighters would have been accustomed to defending themselves against right-handed attacks, not the unexpected attacks of a left-handed swordsman. This idea also goes some way to explaining the remarkable physical prowess of left-handed people in sports. Today, left-handed athletes are disproportionately represented in the sporting world, and this could partially be explained by the same dynamic which gave left-handed warriors the **edge** centuries ago. Lionel Messi, a world-renowned soccer star who is left-handed and left-footed, can outmaneuver opponents, in part because those opponents are more used to dealing with the more predictable movements of right-footed opponents.

The 'cooperative theory', meanwhile, proposes that the desire of human beings to assimilate into their social groups has reduced the biological effect of left-handedness. Children's genetic tendency towards left-handedness can be strongly countered by learning motor skills, such as handling tools and writing, through imitating the people around them, such as parents and teachers, most of whom are right-handed.

It therefore follows that some people **wind up being** right-handed, not just because of natural predisposition, but also because of social conditioning. This would mean that the minority of left-handed people are simply those for whom biology held out against social norms. There is an interesting implication here: There may be many more 'natural lefties' than we realize. In other words, left-handed people might not be in such a minority after all.

61. What is the writer's main aim in this text?

- A. to encourage people to accept using their left hands more
- B. to describe scientific theories concerning left-handedness
- C. to dispute theories about the origins of left-handedness
- D. to compare the brains of left-handed and right-handed people

62. Why does the writer give examples of famous left-handed people, such as Albert Einstein?

- A. to explain the difficulties that are faced by left-handed people in the modern world
- B. to suggest that left-handedness was more common decades ago than it is now
- C. to show that many left-handed people have achieved great professional success
- D. to reinforce the idea that left-handed people are not given sufficient credit

63. Which common idea does the writer dispute?

- A. the idea that it is necessary to use the right hand
- B. the idea that left-handed people think in novel ways
- C. the idea that left-handedness is a disadvantage
- D. the idea that all left-handed people are geniuses

64. According to the 'competitive theory', why was left-handedness advantageous to warriors?

- A. Opponents were not used to the movements of left-handed fighters.
- B. Left-handed fighters had more practice at fighting than right-handed ones.
- C. Most weapons could be used much more effectively by left-handed fighters.
- D. Left-handed fighters were more athletic than their right-handed opponents.

65. What does the writer say about the left-handed people in the world of sports?

- A. The soccer player Lionel Messi has helped to gain more respect for left-handed athletes.
- B. The percentage of left-handed people is higher in this field than in the general population.
- C. Many left-handed people have a natural talent for soccer but not for other sports.
- D. Professional athletes are much more successful if they are left-handed, not right-handed.

66. What does the writer imply in paragraph 6?

- A. Left-handedness is not as socially acceptable today as right-handedness.
- B. Genetic predisposition is not the main factor in becoming left-handed.
- C. Some seemingly right-handed people may have originally been left-handed.
- D. It is possible for right-handed people to learn to use their left hands.

67. What is the cause of the "social conditioning" described in paragraph 7?

- A. the fact that most people dislike being left-handed
- B. parents' desire for their children to be right-handed
- C. children's natural tendency to learn by imitation
- D. the fact that all teachers use their right hands only

68. In sentence 2 of paragraph 2, what does the word "pain" mean?

- A. an amusing dilemma
- B. a feeling of intense discomfort
- C. an unbearable torture
- D. a source of irritation

69. In sentence 5 of paragraph 5, which of the following could be used to replace "edge"?

- A. weapon
- B. limit
- C. position
- D. advantage

70. In sentence 1 of paragraph 7, which of the following could be used to replace "wind up being"?

- A. find themselves being
- B. are forced to be
- C. disapprove of being
- D. avoid being

Task 5

Read the text below and answer the questions which follow. For items 71-80, choose the best answer to each question and darken the corresponding circle on the separate answer sheet.

Why long-distance runners should take barefoot running seriously

To many long-distance runners, the idea of running with no sneakers on sounds preposterous. Understandably, perhaps, these runners recoil from the thought of venturing out onto the streets barefoot and letting the tender flesh of their soles come into painful contact with a hard, rough, uneven, and often filthy concrete surface. Why would anyone in their right mind willingly subject their feet to such punishment?

Before long-distance running enthusiasts rush to dismiss the idea of barefoot running, however, they should consider the arguments in favor of this practice. Barefoot running is as old as running itself. Our hunter-gatherer ancestors would run in pursuit of small prey, such as a young pig, and keep up the high-speed chase until **the poor creature** collapsed from exhaustion. The first humans obviously performed these feats of long-distance endurance with no sneakers on their feet. It is therefore reasonable to suggest that the human body has naturally evolved to run barefoot.

This hypothesis seems to be confirmed in places like Kenya, where some of the best runners in the world can be found. There, running is a principal means of transportation, and runners cover large distances daily, without wearing shoes. Yet foot, ankle and knee injuries are practically unheard of. **This** is explained by simple anatomical mechanics. Barefoot runners land on the ground with the front part of the foot, called 'the ball of the foot'. This provides natural shock absorption. By contrast, runners wearing sneakers run in such a way that it is the heel of the foot that lands on the ground first, sending a sharp shock through the joints. Because running shoes have soft soles, wearers do not feel this nasty jolt, and they therefore feel no need to adjust their stride so that the ball of the foot lands first.

But what about new designs of running sneaker that supposedly encourage the wearer to naturally switch to a new running style? Don't these new sneakers make actual barefoot running unnecessary? In these designs, the sole is slightly lower at the front than at the heel, to encourage the runner to land with the ball of the foot first. It was while wearing such a design that the Kenyan athlete Eliud Kipchoge completed the first sub-2-hour marathon, thereby lending further weight to the claim that this new generation of running shoes is not only safe but conducive to optimum performance as well.

However, while new sneaker designs are a big step in the right direction, learning to run long distances in a safe way is definitely a marathon, not a sprint. Even if their shoes are designed for landing on the front part of the foot, most long-distance runners are so used to putting their heel down first that they will continue to do so, whatever sneakers they are wearing. **In the process**, they will sustain the same old stress injuries.

The real solution is to consciously develop a barefoot running style, even when wearing sneakers. Eliud Kipchoge did not break records thanks to his running shoes alone, but because the barefoot running style is second nature to him, as a result of years and years of actually running barefoot. The advice to long-distance runners is therefore clear. You don't have to go cutting and bruising the tender flesh of your bare feet on city streets, and you don't have to consign your beloved sneakers to the garbage, but you do have to train yourself to adopt the barefoot style, _____, landing on the ball of the foot first. The best way to practice is to find a level, soft, clean, and unobstructed stretch of ground, slip off your shoes, and run the way that nature intended.

71. What is the writer's aim in this text?

- A. to argue that a particular running style is necessary
- B. to attack new trends in long-distance running
- C. to critique claims about barefoot running
- D. to give an appreciation of the runner Eliud Kipchoge

72. What hypothesis does the writer make about barefoot running?

- A. The idea of barefoot running does not appeal to people.
- B. Human ancestors only ran barefoot out of necessity.
- C. Evolution has shaped the human body to run barefoot.
- D. Barefoot running could be to blame for various injuries.

73. To what does the writer ultimately attribute injuries from running?

- A. the speed at which people feel obliged to run
- B. the way that people have been taught to run
- C. the cushioning provided by running shoe soles
- D. the fact that running is used as a means of transportation

74. What is the new design of running shoe, described in paragraph 4, meant to do?

- A. allow people to run barefoot without getting their feet dirty
- B. protect the foot when the wearer is running on an uneven surface
- C. prevent the runner's heel from coming into contact with the ground
- D. help the front part of the foot to land on the ground first

75. According to the writer, what might make the new design of sneaker ineffective?

- A. the popularity of older designs
- B. the wearers' unchanged habits
- C. flaws in the new sneaker design
- D. lack of comfort for the wearer

76. What is the writer's closing argument?

- A. Long-distance runners should reconsider the way they run.
- B. New sneakers should not be worn for long-distance running.
- C. Only marathon runners need specially designed sneakers.
- D. Running barefoot is good but can be damaging to the feet.

77. Which of the following connectors best fills the gap in paragraph 6, sentence 4?

- A. apparently
- B. apart from
- C. therefore
- D. namely

78. In sentence 3 of paragraph 2, what does the phrase "the poor creature" refer to?

- A. a typical ancestral human
- B. a runner who has been hurt
- C. an animal being hunted
- D. a pig that has been eaten

79. In sentence 4 of paragraph 3, what does the word "This" refer to?

- A. the fact that running sneakers are never worn in Kenya
- B. the fact that Kenyan barefoot runners rarely suffer injuries
- C. the fact that running is a means of transportation in Kenya
- D. the fact that Kenyan long-distance runners are the best in the world

80. In sentence 3 of paragraph 5, what does "in the process" refer to?

- A. wearing safer running shoes
- B. landing on the heel of the foot
- C. running long distances
- D. running barefoot

Writing Section

Choose **ONE** of the two writing tasks. You should write at least 250 words. You have 45 minutes to complete the Writing Section. Your writing will be assessed on Task Completion, Organization, and Linguistic Resources.

Task A

Some employees nowadays have the opportunity to modify their work schedule to suit their needs. Some people believe that a flexible schedule helps employees to be more productive by allowing them to work at different times of the day and week. Others argue that not having a regular schedule can be disruptive to an employee's daily life. In your opinion, should employees be allowed to follow a flexible schedule? Give reasons to support your views.

You **must** use at least **two** points from the box below to develop and support your opinion, but you can also add your own ideas.

For:

STANDARD SCHEDULE

- Free evenings & weekends
- Same schedule as most other people
- More organized life
- Ability to limit hours of work

For:

FLEXIBLE SCHEDULE

- Good for working parents
- Greater flexibility for individual needs
- Less boredom and routine
- Ability to adapt to amount of work

Task B

Some parents send their children to boarding schools where they receive their education while living in residence halls on the school premises. These parents believe that this system provides their children with a better education and social skills. Others argue that separating children from their parents is harmful to their development. In your opinion, should children be sent to boarding schools? Give reasons to support your views.

You **must** use at least **two** points from the box below to develop and support your opinion, but you can also add your own ideas.

For:

BOARDING SCHOOLS

- No distractions
- No commuting
- Development of independence
- Interaction with peers

For:

DAY SCHOOLS

- Friendships outside school
- No homesickness
- Contact with family
- Involvement with local community

Speaking Test

Candidate's Handout

TOPIC: SECOND CHANCES

TASK 1: WARM-UP (1 minute)

TASK 2 (4 minutes)

In this part of the speaking test, you will be asked to respond to questions about the topic of second chances. If you wish, you may use the points for each question to help you with your answer.

- 1 In what ways does medical research provide people with hope for a second chance at life?
 - New medicine
 - Treatments for terminal diseases
 - Improving patients' morale

- 2 In your opinion, when, if ever, should someone be denied one more chance?
 - Making same mistakes and excuses
 - Betraying people's trust
 - Taking second chances for granted

- 3 Do you think people should be given more than one chance to repeat their studies at school or university?
 - Change of career
 - Family/health reasons for previous failure
 - Opportunity to show commitment to success

- 4 Who do you think should not be given a second chance when something goes wrong? Explain your answer.
 - Doctors
 - Police officers
 - Friends

TASK 3: ROLE PLAY (3-4 minutes)

In this part of the speaking test, you will read a text that presents two sides of a controversial issue. Your task will be to argue in favor of one side. If you wish, you may use any of the points provided below to help you develop your argument.

You will have one minute to prepare your argument.

Issue: Some people argue that life imprisonment or long prison sentences as a form of social isolation are the only suitable punishments for serious crimes. Others believe that everybody deserves a second chance, and so it is more effective to give shorter prison sentences, with prisoners participating in social integration programs to help them re-enter society.

Question: What do you think?

Should convicted criminals participate in social integration programs?

For:

SOCIAL INTEGRATION PROGRAMS

- Focus on willingness to change
- A chance to understand mistakes
- Offers alternatives to criminal behavior
- Provides education and life skills

For:

PRISON SENTENCES ONLY

- Preferred by crime victims
- Social isolation safer for society
- No guarantee of behavior change
- Discourages others from crime

Transcript

ADVANCED LEVEL CERTIFICATE IN ENGLISH

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Sample Test

Listening Section

The Listening Section (items 1-30) comprises four parts. You will hear each of the parts twice. As you listen, mark your answers in your test booklet. When the Listening Section has finished, you will be given five minutes to transfer your answers to the separate answer sheet.

Part 1

In this part of the Listening Section (items 1-6), you will hear two extracts. Each extract is accompanied by three questions. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the extracts twice.

You now have one minute to read the questions and answer choices before the extracts begin.

Now you will hear the extracts.

Extract One

W2: Thank you. Well, as you know the Food Pyramid diagram has been popular with the American public for decades, so it will be a surprise to many that we at the US Independent Health Association are calling for it to be redesigned.

The Food Pyramid was devised back in the 1950s, due to concern about poor diet and malnutrition in the US. By presenting healthy eating advice in the form of a simple diagram, US health officials hoped to make scientific data more accessible to the average citizen.

In a sense, this aim was achieved. The concept was simple and effective. Healthy foods, such as fruit and vegetables, were shown in the wide base of the pyramid, while less healthy foods, such as dairy and meat, were in the narrow top. This conveyed a clear visual message: Americans should eat plentiful helpings of foods at the bottom, but smaller portions of foods at the top.

While this is correct, we now know that there are two problems with this design. Firstly, the Food Pyramid does not indicate relative proportions. In other words, when you look at the Pyramid, you might think you should eat *ten times* more bread and pasta than fish and meat – which is obviously not the case. Secondly, the Food Pyramid gives the false impression that people need to include *all* the foods pictured in their daily diet.

So, this explains why we're now suggesting the Food Pyramid should be revised, beloved symbol though it may be.

Extract Two

M1: All too often, it seems that public health experts give health advice to the public – advice that is fully backed up with concrete empirical data – but people pay no attention. Now, a new study suggests *telling stories* may be the solution. Chrissy Bartram is our health reporter. Can you tell us more?

W3: Yes. Scientists who work in the field of public health are realizing that they have a problem communicating with the public. Their work may reveal that a certain type of food or drink, or a certain kind of activity, is bad for your health, but their warnings too often echo the language of scientific papers, and people just switch off.

M1: So, what should these scientists do?

W3: According to a new study by social psychologists, health experts can get their message across more forcefully if they support their health advice, not with facts and figures, but with stories. By sharing an anecdote or a personal experience, scientists can much more easily establish a rapport with the public.

I think they may be right. In my experience, health experts who *only* provide facts and figures may come across as being competent, but they lack warmth and friendliness.

So, I'm not surprised the study found that when a health expert is trying to convince the public to eat more fruit, scientific facts and figures don't suffice. A story based on the expert visiting a local supermarket to stock up on delicious and nutritious fruit and vegetables may be more effective.

Now you will hear the extracts again.

End of Part 1

Part 2

In this part of the Listening Section (items 7-13), you will hear part of a radio interview, accompanied by seven questions. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the interview twice.

You now have one minute to read the questions and answer choices before the interview begins.

Now you will hear the interview.

W1: I'm here today with Martin Fields. Martin is a researcher in the field of human genetics and behavior, and he has recently published a new study into risk-taking behavior.

Martin, it's always confused me why some people seem to get such a thrill from living dangerously.

M2: Yes, you're not the only one, Diane! It seems that there are two categories of people: those who habitually avoid risk – people who we refer to as *risk-averse* – and people who seem to thrive on risky behavior – the so-called *risk-takers*. Like you, I belong in the former category.

Scientists have long been questioning whether the roots of these two contrasting behaviors might be influenced by genetic factors. There have been a number of studies into whether risk-taking behavior might be an inherited characteristic, but most of these have so far focused on the negative side of risk-taking.

We call this negative type of risk-taking behavior *deviant risk-taking*, and it refers to activities which can be addictive, such as compulsive gambling, or which may be illegal, such as drug abuse.

However, while it certainly seems likely there's a link between risk-taking behavior and these harmful activities, deviant risk-taking is not the only kind of behavior. There are also other kinds.

W1: Other kinds? Such as...?

M2: Skiing!

That surprised you! Well, it's been proven by countless scientific studies, that engaging in extreme sports is without a doubt a form of risk-taking behavior. It's just that we don't consider these activities to be particularly harmful since they're a form of sport.

However, I didn't want to base my research on sports or activities such as bungee jumping or downhill mountain bike racing. Studying those would not have allowed me to focus on people who are risk averse. With most extreme sports, in fact, you *have* to be a risk-taker in order to engage in those sports in the first place. Extreme sports enthusiasts are risk-takers *by definition*.

Skiing is different, however. This activity appeals to people across the spectrum of risk-taking behaviors, from the diehard daredevils to the more casual hobbyist. At any ski slope, there are people flying across the snow at breakneck speed. But there are also people who stick to the gentle slopes.

So, by choosing skiing as the context of my research, I was able to explore the whole range of risk-taking.

W1: So, how did you go about collecting the data for your study?

M2: The first part involved collecting questionnaire responses from 200 visitors to a well-known ski resort. My respondents each filled out a general personality questionnaire, as well as another that included questions about what each respondent was like as a skier – for example, whether he or she liked to stick to the easy ski routes or venture onto the more demanding routes.

Then, I collected saliva samples from the participants so they could be used for DNA analysis. From previous studies, we know that a small section of human DNA, called the DRD4 gene, is associated with risk-taking behavior. People with a variant form of DRD4 are highly likely to engage in risk-taking behavior.

W1: And what were the results?

M2: There was a clear correlation between a preference for risk-taking behaviors, as revealed by responses to the first questionnaire, and a more adventurous approach to the sport of skiing, as revealed by the second questionnaire.

Furthermore, DNA analysis revealed the presence of the DRD4 variant gene in all of the subjects whose questionnaire responses indicated greater tendency to take risks, both in general life and on the ski slopes.

However, I anticipated that there might be another factor that needed to be taken into account: namely, experience and competence in skiing. More experienced and competent skiers might be comfortable executing more dangerous maneuvers on the slopes, regardless of whether they were natural risk-takers or not. So, I needed to be able to rule out skiing experience as a factor, in order to prove a direct causal link between the DRD4 gene and more daring skiing styles.

Intriguingly, some of the more cautious and risk-averse skiers – and who were those who tested *negative* for the DRD4 variant – had many years' experience in the sport. In other words, experience appears to have no effect on whether someone is a risk-taker on the ski slopes or not. The implication is thus that if people are not genetically risk-takers – in other words, if they do not possess the DRD4 variant – those people will probably never excel at a sport like skiing, however much experience they gain over the years. Extreme sports are only for the bold and the brave by nature.

W1: What are some wider implications of these findings?

M2: My findings do raise interesting questions. For example, to what extent does a genetic predisposition towards risk-taking behavior influence our life choices? It could be that people born with the DRD4 variant gene are more likely to grow up and enter certain types of profession in which there is an element of risk-taking – such as financial investment, for example.

Also, we need to shed more light on exactly how the DRD4 variant gene is linked to risk-taking behavior. My theory, as yet unproven, is that this variant gene may affect the way the brain reacts to dopamine – the so-called pleasure hormone – which is released in the body, together with adrenaline, when we are faced with danger.

Now you will hear the interview again.

End of Part 2

Part 3

In this part of the Listening Section (items 14-23), you will hear part of a radio program in which four people discuss a topic. The discussion is accompanied by ten questions about what was said. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the discussion **twice**.

You now have one minute to read the questions and answer choices before the discussion begins.

Now you will hear the discussion.

M1: Hello, listeners! And welcome to another episode of *On the Table*, our weekly discussion program.

This week we're discussing fly-on-the-wall documentaries which are filmed inside *real* high schools. While they aim to capture the experiences of school life and give viewers a glimpse into what really goes on there, are these documentaries perhaps unethical and exploitative?

Here today are:

- Mary Van Dunelm, principal at Baker's High School, who has rejected a documentary crew's request to film inside her school
- Alex Hughes, producer of the reality show *School Days*
- Brian Sayers, a geography teacher
- and Rose Balenciaga, mother of Josh Balenciaga, a high school senior.

Welcome, everyone!

Mary, tell us why you refused to let the *School Days* team film a reality documentary inside Baker's High School.

W1: Well, to make these documentaries, hidden movie cameras are set up *all over* a school's premises. They call this kind of TV show a 'fly-on-the-wall' documentary because viewers can watch *everything* just as if they were flies sitting on a wall of the classroom.

I'm concerned about the impact these documentaries can have on the students who appear in them. Although the students cannot see the cameras during filming, they're continually aware that they're *constantly* being filmed throughout the school day. Anything they do or say could make the final edit and be broadcast on national TV.

For students who are more extroverted and like to be the center of attention it might be appealing for them to be the star of a documentary series. But what about the more reserved, introverted ones? These students may suffer anxiety and self-consciousness at the thought that they are on camera, and this would inevitably affect their class participation and their academic performance.

Then there are the students with behavioral issues. All schools have teenagers who ignore the rules, show blatant disrespect, and perform poorly. But imagine this being immortalized forever on film. It's bad for the reputation of the school, and it could be disastrous for the future career of these students.

M1: Alex, as someone involved in making these documentaries, how do you respond to what Mary has said?

M2: In regard to students with behavioral problems or poor academic performance...

In all the schools where we've filmed, there's been a marked *drop* in bad behavior, and a clear *rise* in average grades, during the period of filming. This can't be a coincidence. Students are aware that whatever they do and say during the school day may make the final edit, and so they want to give the best possible account of themselves. And this results in far less disruptive behavior and far better application to their studies.

Besides, there's no way we would deliberately include footage of students getting into trouble or struggling to make the grade. The whole aim of our documentaries is to show the schools in a positive light, and to highlight the commendable work that teachers and students do. We're definitely not out to expose or humiliate anybody. We don't set out to reveal bad behavior, or academic failure. So, any footage that does show these things, if they occur, is edited out as a matter of policy.

M1: Brian, what's your opinion, as a teacher?

M3: To be honest, the idea of appearing in one of these documentaries makes me uneasy. Having your lesson watched by hundreds of thousands of TV viewers? Talk about pressure!

Having said that, I would absolutely be willing, without any hesitation, to have my classes recorded on film, and to have footage from my lessons shown on *School Days*. That's because I believe that reality series such as *School Days* are instrumental in raising the public profile of the teaching profession.

Teachers are seriously underappreciated. Even worse, we usually bear the brunt of the blame for problems in public education. That's why it's crucial that series like *School Days* should give credit to how committed teachers are to their work, day in, day out, and how much time and energy we devote to educating young students – something that politicians and the public seem to forget.

M1: Rose, what do you think of documentaries like *School Days*?

W2: As a parent, I would say that these shows can help give us an insight into the rich lives of our teenage offspring. It's hard for parents to grasp *what* is going on in their impenetrable adolescent minds. Because of this, many families with teenage children find that there's a lack of communication and an absence of understanding between parents and kids.

But shows like *School Days* help parents see into the lives of their teenage children. We get a privileged glimpse of authentic teenage behavior, and witness aspects of our kids' everyday lives that we, as parents, would never get to see otherwise. This goes some way to helping us bridge the gap between ourselves and our kids.

M1: Mary, would you like to respond to any of the views we've heard so far?

W1: Sorry, Alex, but I know for a fact that scenes of indiscipline and academic failure do *not* end up on the cutting room floor. These scenes are deliberately included in the final cut for dramatic value and to boost ratings. I wouldn't be concerned about this issue if I hadn't seen such scenes with my own eyes in the last season of *School Days*.

Now you will hear the discussion again.

End of Part 3

Part 4

*In this part of the Listening Section (items 24-30), you will hear a talk, accompanied by seven questions about what was said. For each question there are three answer choices, A, B, and C. As you listen, choose the answer choice which best answers each question according to what you hear. The questions will not be read aloud. You will hear the talk **twice**.*

You now have one minute to read the questions and answer choices before the talk begins.

Now you will hear the talk.

W2: Hello, everyone. And welcome to today's business studies seminar. My name is Lucy Bowman, and I'm a recruitment consultant – which means that I assist companies in hiring new staff. My duties include setting up and conducting job interviews and compiling personality profiles of promising candidates. I also design special selection procedures, such as aptitude tests for identifying the right people to hire for certain jobs.

I'm here today to talk about recruiting new sales assistants. Some sales assistants work in stores, giving information and guidance to shoppers. Some are office-based, working in teams, and contacting potential customers by phone or email. Some travel from place to place, meeting with clients to present the company's products or services and to strike a deal in person. In whatever way they operate, and at whatever level within a company, sales staff represent the front line of any business.

People with a background in sales are experts at *selling*; they especially know how to sell *themselves*. Some can be so convincing and persuasive in emphasizing their own strengths and merits that they can easily land themselves jobs that they might not deserve. When someone has a gift for persuasion, we sometimes say that person could "sell sand to someone who lives in the desert"! But if these sales professionals can sell sand to someone who really doesn't need any, can they trick *employers* into giving them a job they aren't cut out for?

Maybe you think I'm contradicting myself. If job candidates can sell themselves so well that they persuade you to give them a job, despite their lack of suitability, doesn't that demonstrate a high aptitude for working in sales?

Not entirely. You see, being an effective salesperson doesn't just depend on the ability to convince people. There are two other factors to think about.

First is the ability to connect with people on a personal level. This is central to forging good customer rapport. If your company hires sales staff who show little interest in your customers as *people*, you're unlikely to build a loyal – and lucrative – customer base.

So, when companies are conducting interviews for sales staff, I always recommend asking candidates about previous clients or customers. If a candidate responds to this question by boasting about how he or she made thirty thousand dollars on a particular sale, this is a definite red flag: this candidate lacks 'people skills'. On the other hand, if the candidate tells you about a specific client – what this client was like as a *person* – then you can be sure you've discovered the right person for the job.

The second factor is conscientiousness. No company wants to hire sales staff whose only concern is to get each job done with the minimum input of time and effort. So, what can you ask in job interviews, to find out if a candidate is ready and willing to invest the amount of work required? Let's take a quick break now, and I'll go into that when we resume – in about ten minutes, OK?

Now you will hear the talk again.

End of Part 4. End of the Listening Section.

Key

LISTENING SECTION

Part 1

1. B
2. C
3. C
4. A
5. A
6. B

Part 2

7. C
8. B
9. A
10. C
11. A
12. C
13. A

Part 3

14. C
15. A
16. B
17. C
18. A
19. B
20. B
21. A
22. C
23. C

Part 4

24. B
25. A
26. C
27. B
28. C
29. C
30. A

READING AND USE OF LANGUAGE SECTION

Task 1

31. C Syntax (word order, clauses)
32. I Inversions
33. C Relative clauses
34. I Passive voice
35. I Formulaic expressions
36. I Verb form (tense, functions, etc.)
37. C Discourse features
38. C Collocations
39. I Comparisons & time expressions
40. C Conditionals

Task 2

41. C
42. D
43. C
44. A
45. C
46. C
47. D
48. A
49. B
50. D

Task 3

51. A
52. D
53. B
54. A
55. D
56. B
57. B
58. B
59. A
60. B

Task 4

61. B
62. C
63. D
64. A
65. B
66. C
67. C
68. D
69. D
70. A

Task 5

71. A
72. C
73. C
74. D
75. B
76. A
77. D
78. C
79. B
80. B



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