
Hellenic  American University

ALCE

Advanced Level
Certificate in English

Sample Test 2011

Distributed Free of Charge

University of



Advanced level

English

Hellenic Amer



© HELLENIC AMERICAN UNIVERSITY

Office of Language Assessment and Test Development

36 Salmon St., Manchester, NH 03104, USA, Tel: 603 645 1800,

<http://www.hauniv.us/?l=hauniv-en-test-development>, email: testdevelopment@hauniv.us

INSTRUCTIONS

- Mark your answers on the separate answer sheet.
- Do not mark your answers in the test booklet.
- You must use a number 2 (soft) pencil.
- Do not bend or fold your answer sheet.

Look at the TOP RIGHT of SIDE 1 of your Answer Sheet. Fill in the following information on the lines:

- FULL NAME: print your full name in this order: family name, then first name. Use capital letters.
- YOUR SIGNATURE: write your signature.

Look at the LISTENING and GVR sections.

- Completely fill in the circle that corresponds to the answer you have chosen.
- Mark all your answers on the separate answer sheet, not in the test booklet.
- Use pencil only to mark your answers. If you change your mind about an answer, erase your first mark completely.
- Fill in only one circle for each problem.
- Any problem with more than one answer marked will be counted wrong.
- If you are not sure about an answer, you may guess.

NOTE: Keep your eyes on your own test. Candidates giving, receiving, or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded.

Listening Section

The listening section of the test (items 1 – 40) is divided into four parts. Instructions and examples are provided at the beginning of each part.

LISTENING – PART 1

In this part of the listening test (items 1 – 10), you will hear five extracts from radio broadcasts. Each extract is followed by two questions about what was said. The questions are written in your test booklet. For each question there are three answer choices, A, B, or C. Choose the answer choice which best answers each question and on the separate answer sheet, darken the appropriate circle. You will hear the extracts only **once**.

Now listen to an example. You hear: Why has the woman been talking about Mr. Stewart?

- A to provide an example
- B to give an amusing story
- C to show the danger of cars

The correct answer to the question is A. ● B C

Are there any questions before we begin? Now we will start Part 1 of the Listening Test.

Extract 1

- 1 What is the discussion mainly about?
 - A marketing products to children
 - B getting children to eat healthier foods
 - C encouraging children to watch less television
- 2 What opinion does the woman hold?
 - A Cartoons influence the food choices children make.
 - B Children do not understand which foods are healthy.
 - C Most food advertised to children is unhealthy.

Extract 2

- 3 What is the main theme of the discussion?
 - A Everyday occurrences can cause stress.
 - B Modern life is becoming increasingly stressful.
 - C Stress management techniques are easy to learn.
- 4 What is the woman's main point?
 - A Stressors can be social or physical.
 - B People's reactions to stressors are different.
 - C Controlling stress requires knowing its causes.

Extract 3

- 5 What are the speakers discussing?
 - A a farm
 - B a game
 - C a city
- 6 How does *Farmland* make the man feel?
 - A nostalgic
 - B enthusiastic
 - C indifferent

Extract 4

- 7 What is the topic of the conversation?
 - A payment using a cell phone
 - B new technology for credit cards
 - C shopping for goods online
- 8 What is the man's attitude?
 - A enthusiastic
 - B doubtful
 - C suspicious

Extract 5

- 9 What is the conversation about?
 - A marketing a product
 - B choosing a good wine
 - C where to find Bordeaux
- 10 What is the man trying to convince the audience about?
 - A that Bordeaux is not expensive
 - B that technology is a useful tool
 - C that companies need to cooperate

LISTENING – PART 2

In this part of the listening test (items 11 – 20) you will hear 10 conversations between a man and a woman. After each conversation, you will hear a question about what was stated or implied in each conversation. The questions are written in your test booklet. For each question there are three answer choices A, B, or C. On the separate answer sheet, darken the appropriate circle. You will hear each conversation only **once**.

Now listen to an example. You hear: *The following is a conversation between two colleagues.*

Why is the woman upset?

- A Her friend refused the job.
- B Her friend used her to get the job.
- C Her friend used his connections to get the job.

The correct answer to the question is C. A B C

Are there any questions before we begin? Now we will start Part 2 of the Listening Test.

The following is a conversation between two political analysts.

- 11 What might bring victory to the environmentalist?
- A the wide choice of parties
 - B co-operation between the parties
 - C habitual non-voters

This conversation occurs between two members of parliament.

- 12 What does the man believe is true about Gloria Smith?
- A She is likely to be offered the post she wants.
 - B She hasn't got enough political support.
 - C She doesn't deserve to win.

The following is part of a conversation between graduate students in a science lab.

- 13 What is true about Douglas' research?
- A It's progressing slowly but steadily.
 - B It's losing its financial support.
 - C It's very new and advanced work.

The following conversation takes place in a manager's office.

- 14 Why did the woman want to speak to the man?
- A to apologize
 - B to improve relations
 - C to thank him

The following is a conversation between two colleagues.

- 15 Why is the man worried?
- A Because he may become coordinator.
 - B Because he could lose his job.
 - C Because his project will be delayed.

The following is a conversation between two colleagues.

- 16 What does the woman think is difficult?
- A managing press conferences
 - B giving press statements
 - C working under pressure

The following is a conversation between two colleagues.

- 17 Why is the man upset?
- A He was not told about something.
 - B He has been transferred.
 - C He has revealed a secret.

The following is a conversation between two environmentalists.

- 18 What does the man think about the U.S. policy on climate change?
- A He is critical of it.
 - B He believes it will change.
 - C He thinks it should be ignored.

This conversation takes place in the manager of a TV station's office.

- 19 Who does the man represent?
- A actors
 - B technicians
 - C viewers

The following is a conversation between two archeologists.

- 20 What do the two people agree on?
- A The ceramic evidence is earlier than the temple.
 - B The ceramic evidence is contemporary.
 - C The ceramic evidence is from the mid 4th century.

LISTENING – PART 3

In this part of the listening section (items 21 – 30), you will hear an interview held in a big international company. The interview is taped for the benefit of managers in training seminars. It is between a psychologist, Dr. Wilkins, who specializes in human resources, and a personnel officer.

The interview is broken up into five segments. You will hear each segment **twice**, followed by two multiple-choice questions, which are also written in your test booklet. For each question, there are three answer choices, A, B, or C. On the separate answer sheet, darken the appropriate circle.

Now we will hear the beginning of the interview, followed by an example.

Example: You hear:

You read: What will the interview probably be about?

- A human relations
- B job requirements
- C output of employees

The correct answer to the question is C. A B C

Now we will continue the interview. Are there any questions before we begin?

Now let's continue. Listen carefully to the interview.

21 When does Dr. Wilkins say employees produce most?

- A when they are motivated
- B when they are organized
- C when they have a goal

22 What can be inferred about supervisors?

- A Their individual needs should not affect their jobs.
- B They need training to increase employee performance.
- C They should not be influenced by the employees.

23 According to Maslow, which need motivates employees most?

- A a need that has not been satisfied
- B a need to belong
- C a satisfied need

24 How is friendship encouraged in the interviewer's company?

- A by organizing functions
 - B by organizing talks
 - C by showing concern
-

- 25 How does the supervisor satisfy esteem needs?
- A by showing that the employees' work is valued
 - B by assigning tasks that challenge the employees' minds
 - C by developing the employees' skills and abilities
- 26 According to the interviewer, how do well-paid employees react?
- A They compare their pay with that of other employees.
 - B They increase their output.
 - C It increases their desire for more.
-
- 27 According to the interviewer, how do workers know that they are treated fairly?
- A Others are paid the same for the same work.
 - B They are paid well for the work they do.
 - C They are given extra pay for extra work.
- 28 What makes the motivation process difficult according to Dr. Wilkins?
- A when input is not balanced with fair output
 - B when supervisors do not manage the subordinates
 - C when supervisors do not perceive fairness
-
- 29 What must employees do to increase their performance?
- A ask for a reward
 - B connect reward with behavior
 - C learn about the cost of the reward
- 30 How does Wilkins describe symbolic rewards?
- A rewards that are desired
 - B rewards that are not powerful
 - C rewards that mean a lot

LISTENING – PART 4

In this part of the listening test (items 31 – 40), you will hear a talk in two parts, held at an environmental conference on the greenhouse effect. You will hear each part only **once**. Each part is followed by five questions. The questions are written in your test booklet. For each question there are three answer choices A, B, or C. On the separate answer sheet, darken the appropriate circle. If you wish, you may take notes in the space provided below.

Now listen to the beginning of the talk followed by an example.

Example: You hear:

You read: According to the speaker, what is difficult to measure?

- A climate change
- B humanity's effect on the environment
- C the earth's temperature

The correct answer to the question is B. A B C

Now we will continue the talk. Are there any questions before we begin?

Now, let's continue. Listen carefully to the talk. You may take notes.

- 31** According to the speaker, what is the main point discussed so far during the conference?
- A climate warming
 - B reliable measurements
 - C tropical storms
- 32** According to the speaker, what does the solar hypothesis claim?
- A Man is not to blame for global warming.
 - B There is no warming trend.
 - C The sun's temperature is decreasing.
- 33** According to the speaker, what connection may aerosols have with greenhouse gasses?
- A They are a major cause of greenhouse gasses.
 - B They intensify the problem of greenhouse gasses.
 - C They reduce the effect of greenhouse gasses.
- 34** What does the speaker say about the consequences of global warming?
- A It may benefit coastal towns and cities.
 - B It may facilitate access to resources.
 - C It may shorten the season for crop-growing.

Write notes here

HellenicAme

- 35 According to the speaker, what are experts most concerned about?
- A convincing politicians
 - B rapid temperature change
 - C accurate climate models
- 36 What does the speaker propose should be done with the Kyoto protocol?
- A It should be improved by additions.
 - B It should be completely re-written.
 - C It should be replaced by a different agreement.
- 37 What are the steps the speaker mentions?
- A means of monitoring carbon dioxide
 - B methods of reducing emissions
 - C ways to produce power without coal
- 38 According to the speaker, what should the public be educated about?
- A alternative ways to consume power
 - B existing technology
 - C new business opportunities
- 39 What does the speaker suggest?
- A using nuclear power
 - B using fossil fuels
 - C using fossil fuels and nuclear power
- 40 What does the speaker suggest rich countries pay poor countries to do?
- A to cut down trees
 - B to cut their emissions
 - C to plant trees

Write notes here



**END OF THE LISTENING SECTION.
DO NOT CONTINUE TO THE NEXT SECTION.**

This page intentionally left blank

HellenicAme

Grammar, Vocabulary & Reading Section Instructions

There are 100 items in this section of the examination, numbered 41 – 140. There are 40 grammar, 40 vocabulary, and 20 reading comprehension items.

You have 80 minutes to finish the GVR Section. Try to answer all the items. Each item counts the same. You may answer in any order you wish. Mark your answer on the separate answer sheet.

Each item has only one correct answer. Any item with more than one answer marked will be counted wrong. If you are not sure about an answer, you may guess.

Here are examples of each kind of item. For the actual items, darken the circle on your answer sheet. Do not mark your answers in this test booklet.

GRAMMAR

Choose the word or phrase from A, B, C, or D that best completes the sentence. Darken the appropriate circle on your answer sheet.

Example:

Thousands of lives could be saved if the government introduced tighter controls diesel fuel.

- A using
- B on the use of
- C to use
- D by using

The correct answer is B. A B C D

VOCABULARY

Choose the word or phrase from A, B, C, or D that best completes the sentence. Darken the appropriate circle on your answer sheet.

Example:

Patients taking medications over a long period are advised to consult their physician at frequent

- A interludes
- B intersections
- C intervals
- D intermissions

The correct answer is C. A B C D

READING

Choose the best answer based on the information given in the passage.

Example:

The general belief is that traffic accidents and fatalities resulting from these accidents have increased. According to a recent report, however, the number of automobile accidents has actually gone down. The reason for this decrease can be attributed to better driver education.

Question:

According to the article, there are fewer car accidents because...

- A there are better cars on the road
- B drivers are better trained
- C roads are better
- D drivers are more courteous

The correct answer is B. A B C D

Remember you have 80 minutes to finish the GVR Section. Mark your answers only on the answer sheet. Do not write in the test booklet. You may begin now.

- 41 Research has shown that materials can cause health problems.
- A being manufactured poorly
 - B manufacturing the poor
 - C poor manufacturing
 - D poorly manufactured
- 42 change soon, many Americans are destined to a deprived old age.
- A Whether current pension policies
 - B Provided that pension policies currently
 - C Unless current pension policies
 - D But for pension policies currently
- 43 Mining officials reported that they to excavate the collapsed tunnels.
- A will not be able yet
 - B yet should not be able
 - C have not yet been able
 - D not yet being able
- 44 The price of medicines is soaring, but the increases have to the cost.
- A a less relation
 - B the little relation
 - C little relation
 - D any relation
- 45 in some countries is education, especially for girls.
- A A crucial area for reform
 - B It is crucial to reform
 - C Reforming an area crucially
 - D To reform a crucial area
- 46 Nigeria's conservative party controlled the parliament due to its foreign policy, it still holds.
- A an advantage which surveys show
 - B that advantage surveys show
 - C the advantage shown by surveys
 - D which advantage shown by surveys
- 47 to examine carefully, is the fine print at the bottom of the contracts they sign.
- A All consumers needed
 - B Consumers need
 - C That which consumers needed
 - D What consumers need
- 48 The President called on Congress to make a host of tax cuts.
- A it permanence
 - B it permanent
 - C permanence
 - D permanent
- 49 The poll of 803 likely voters last week for the Detroit Free Press.
- A conducted
 - B had conducted
 - C to be conducted
 - D was conducted
- 50 Researchers would have been granted more funds more media attention.
- A had their experiments received
 - B their experiments had received
 - C having received the experiments
 - D receiving the experiments
- 51 in 1981, the dam has become a favorite recreational spot.
- A Completed
 - B Having completed
 - C It was completed
 - D To complete
- 52 received engineering degrees as they do today.
- A Never have so many women
 - B So many women have
 - C The women have never
 - D Women who have never
- 53 The first settlers on the American continent endured terrible hardships, and
- A also did their children
 - B so did their children
 - C their children did
 - D also their children
- 54 Of the two new doctors, one is experienced and
- A not the other is
 - B not is other
 - C is not the other
 - D the other not

- 55 The author's main purpose a new experiment.
 A is the describing
 B to be described
 C was the description
 D was to describe
- 56 The UN Secretary urged that the United States environmental pollution more seriously.
 A take
 B took
 C taking
 D to take
- 57 Many parents strongly object to their children into vocational schools, instead of academic institutions.
 A go
 B going
 C to go
 D to going
- 58, Picasso found Renaissance painting fascinating.
 A As it seems strange
 B It did seem strange
 C Strange it may seem
 D Strange though it may seem
- 59 Research shows that calorie meals are essential to healthy living.
 A control
 B controlled
 C controlling
 D controls
- 60 Meteorologists warn the temperature to rise next week due to a heat wave.
 A is set
 B is to set
 C set
 D will set
- 61 by talking on their cell phones are responsible for many road accidents.
 A Distracted drivers
 B Drivers are distracted
 C Drivers distracted
 D The distraction of drivers
- 62 If effective treatment for cancer, genetic research will have proved its worth.
 A is to result
 B resulting
 C results
 D will result
- 63 The company the market for the first quarter, but problems remain.
 A could be dominated
 B may have dominated
 C must be dominated
 D should have been dominated
- 64 is that the Internet has been the channel that drives business.
 A Finding what they have
 B They have found what
 C To find what they have
 D What they have found
- 65 Products ordered online still
 A need to be delivered
 B need to deliver
 C must deliver
 D must have been delivered
- 66 The new technology will let the appearance of actors in the computer.
 A filmmakers to transform
 B filmmakers transform
 C the transforming of filmmakers
 D transform filmmakers into
- 67 Paleontologists suggest low mortality.
 A that tyrannosaurs had
 B that tyrannosaurs having
 C tyrannosaurs to have
 D tyrannosaurs to have had
- 68 While biodiesel will never replace conventional diesel, a part of some energy mix.
 A consequently this fuel should be
 B nor can this fuel be
 C such fuel could not have
 D this fuel can be
- 69 A century after its characterization by Alzheimer, senile dementia
 A it has remained almost untreated
 B remains almost untreatable
 C that remains almost untreated
 D is to remain almost untreatable

- 70 with disorders such as depression.
- A Associating smell loss
 - B Is losing your smell associated
 - C Loss of smell in association
 - D Loss of smell is associated
- 71 New techniques could diagnose autism in babies, while the brain is most malleable.
- A and enable effectively treated
 - B could enable more effective treatments
 - C enabling more effective treatment
 - D to enable treating more effectively
- 72 Some geneticists claim altering embryos should be accepted free from inherited diseases.
- A for babies produced
 - B for babies to be producing
 - C to produce babies
 - D to producing babies
- 73 Results from a study show that neighbors are more likely to be sociable people their own age.
- A as living on
 - B since to live in
 - C when living among
 - D while to live at
- 74 People feel tired after eating the neurons responsible for keeping a person alert.
- A as glucose inhibited food for
 - B because glucose in food inhibits
 - C glucose in food and inhibits
 - D to inhibit glucose in food
- 75 Some scientists believe that brain waves are regular fingerprints.
- A as distinctive to individuals as
 - B distinctively individual for
 - C individually distinctive such as
 - D so distinctive to individuals that
- 76 Many of the youngsters in Britain in front of the television.
- A having spent most of their day
 - B spend most of their day
 - C spending their day mostly
 - D would spend their day most
- 77 New fiber optics truly lifelike colors in future television and computer screens.
- A could help produce
 - B helping with the production of
 - C must have helped produce
 - D produced by helpful
- 78 In the US, physicians fresh out of medical school regularly work in the EU.
- A by far the most hours
 - B far more hours than those
 - C more hours by far than them
 - D more hours by far than
- 79 as well as controls on over-fishing can restore some key marine ecosystems.
- A Agriculture is significantly reduced
 - B Reducing significantly the agriculture
 - C Significant agriculturally reduced
 - D Significant reductions in agriculture
- 80 Researchers have found a clue as are so much greater than those of chimpanzees.
- A for the mental capacities of humans
 - B if the mental human capacities
 - C the human mental capacities
 - D to why human mental capacities

- 81 A promotion to the position of manager usually entails more responsibilities.
 A giving away
 B putting in
 C setting up
 D taking on
- 82 The Parliament voted to a ban on smoking in public places in England.
 A allocate
 B consent
 C impose
 D perform
- 83 Some doctors consider restrictions on what drugs doctors can an intrusion.
 A advise
 B impose
 C prescribe
 D transfer
- 84 The European Union uses some of its public budget to stem-cell research.
 A invest
 B devise
 C fund
 D subscribe
- 85 Diamonds have the highest known melting of any substance.
 A place
 B point
 C position
 D pressure
- 86 It is imperative that all merchandise be before it is shipped to the customer.
 A examined
 B distributed
 C exported
 D developed
- 87 There is evidence that personality traits are to birthdates.
 A aligned
 B conferred
 C joined
 D linked
- 88 Vitamin D causes various bone diseases.
 A deficiency
 B tendency
 C rarity
 D scarcity
- 89 The FBI is trying to the exact location of the hostages and kidnappers.
 A diffuse
 B dismiss
 C instill
 D pinpoint
- 90 The Chinese government considers its new Qunghai-Tibet railway a of engineering.
 A commotion
 B marvel
 C description
 D vision
- 91 There is a considerable environmental cost to carbon dioxide
 A deductions
 B emissions
 C formations
 D intermissions
- 92 Scientists collecting DNA from aboriginal populations aim to the hidden history within our genes.
 A disclose
 B dismay
 C disown
 D distend
- 93 Petroleum companies plan to reduce their by nearly 2 percent in February.
 A assembly
 B harvest
 C fabrication
 D output
- 94 The Antikythera Mechanism, an early astronomical computer, was designed to planetary motions.
 A facilitate
 B calculate
 C designate
 D propagate

- 95 As its icy environs shrink, the polar bear has become the symbol of Arctic
- A liability
 - B openness
 - C resistance
 - D vulnerability
- 96 With increasing environmental awareness, sales of vehicles rose 20 percent this year.
- A cut-price
 - B fuel-efficient
 - C power-outage
 - D price-conscious
- 97 South Africa's real estate is spreading to townships, benefiting homeowners and local communities.
- A boom
 - B boost
 - C decline
 - D tumble
- 98 Increasing urbanization creates a number of difficult issues that need to be
- A attended
 - B corrected
 - C positioned
 - D resolved
- 99 A pessimistic Annual Report is worrisome to management and a for investors.
- A concern
 - B discontent
 - C preoccupation
 - D remorse
- 100 The new mall has the formerly sedate rural community into a mini-metropolis.
- A transacted
 - B transferred
 - C transformed
 - D transported
- 101 According to officials, a major financial company is under for possible insider trading.
- A enquiry
 - B exploration
 - C investigation
 - D research
- 102 How the oil industry environmental issues is important to its future prosperity.
- A administers
 - B devises
 - C manages
 - D performs
- 103 Sensors capable of detecting an individual particle of light have many scientific and technological
- A applications
 - B amendments
 - C escalations
 - D expansions
- 104 According to various, people now recycle over 50% of the paper they use.
- A details
 - B estimates
 - C numbers
 - D proceedings
- 105 Improving diagnosis and finding more effective treatments for diseases are major challenges for doctors.
- A collective
 - B corrosive
 - C pervasive
 - D submissive
- 106 Japanese carmakers have come to their domestic markets through technological leadership.
- A dominate
 - B engage
 - C handle
 - D supervise
- 107 According to a recent study, Americans today exclusively in relatives, not in work associates.
- A confide
 - B contend
 - C contest
 - D converse
- 108 Scientists are now examining how our facial expressions our true feelings.
- A assess
 - B discern
 - C disclose
 - D instigate

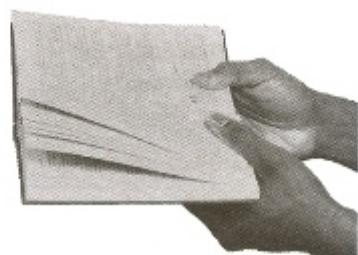
- 109 Evidence from lie detectors still remains inadmissible in most courtrooms.
- A derived
B redeemed
C salvaged
D undertaken
- 110 Research on the effects of radiation should be to the highest scientific standards.
- A conducted
B given
C obliged
D taken
- 111 A new study claims to have found a between daytime siestas and good health.
- A link
B joint
C tie
D union
- 112 Ecologists are trying to find environmentally safe ways to killer pests.
- A aggravate
B alleviate
C eradicate
D extricate
- 113 Economists believe that climate change may food prices higher.
- A compel
B drive
C induce
D rise
- 114 Smart cards and mobile phones are quickly as ways to pay with electronic cash.
- A emerging
B existing
C founding
D arriving
- 115 India the world market in mobile-phone subscriber growth.
- A encompasses
B forecasts
C outweighs
D overwhelms
- 116 Scientists have discovered that to certain chemicals may lead to obesity.
- A admission
B correspondence
C exposure
D relation
- 117 Advances in stem cell research are hopes in patients suffering from Alzheimer's.
- A accumulating
B granting
C raising
D supplying
- 118 Apples contain certain types of fiber needed to keep the digestive system
- A dispensing
B executing
C functioning
D proceeding
- 119 Scientists fear that an asteroid may with Earth in 2029.
- A collide
B dispel
C strike
D subside
- 120 logging is not the cause of all deforestation in Canada, according to officials.
- A illegal
B illegible
C illiterate
D ineligible

For items 121 – 127, choose the best answer based on the information given in the passage.

Inside the Cold War

By James Hammersmith

This text is adapted from a newspaper review.



During the cold war, America's leaders and intelligence services tried desperately to grasp the motivations and inner thought processes of their Russian rivals. In later years, historians, although benefited by hindsight and access to previously classified American documents, gleaned very little. Recently, however, some new insights have begun to emerge, thanks to the partial declassification of Soviet-era records. James Hammersmith's *Inside the Cold War* provides a profound, if scholarly, peek behind the veil of secrecy that has surrounded the way the Soviet Union made foreign policy decisions under Nikita Khrushchev, who reigned as leader from 1955 to 1964.

The book is an indispensable resource for anyone interested in learning about the cold war's most perilous phase, and how the world managed to survive it, relatively unscathed.

Hammersmith rehashes much of the research presented in his 1985 book covering the infamous 1962 Cuban missile crisis. That book was among the first serious scholarly works to make extensive use of declassified Soviet-era records. The present work takes advantage of a much larger trove of material declassified in 2007. Again, Hammersmith appears to be among the first scholars to plumb their depths. Hammersmith's thoughtful analysis reveals tantalizing clues to one of the cold war's most enduring mysteries: Why did Khrushchev, who often extolled the virtues of "peaceful coexistence" with the West, risk full-scale nuclear war by basing nuclear weapons in Cuba? How could Khrushchev be "a man of great warmth and totally belligerent," as President Richard Nixon once described him?

Hammersmith argues that Khrushchev had two goals: easing tensions with the West, and improving living conditions in the Soviet Union, which at the time were

appallingly low. Hammersmith says that Khrushchev "imagined a monumental accord with the United States, resulting in complete demilitarization of both super-powers, effectively ending the cold war, and which would allow him to focus on allocating resources to the Soviet civilian economy, rather than the East-West struggle." However, Khrushchev's strategy for achieving these goals was constantly shifting and evolving. At times, Khrushchev used diplomacy and offered to negotiate. At other times, he attempted to use the fear of nuclear annihilation to force concessions at the bargaining table.

Khrushchev's decision to send nuclear missiles to Cuba is a clear example of the latter approach. In locating nuclear weapons in such close proximity to America, Khrushchev sent an unequivocal message: President Kennedy would be negotiating with an equal.

Hammersmith notes that Khrushchev's risky Cuba strategy played into the hands of the American war hawks, who used this provocation as cover to justify their demands for a rapid build-up of American military power, and pilloried any politician who advocated peaceful overtures.

Hammersmith leaves open the question of whether American leaders at the time understood that Khrushchev's ultimate goal of peace with the West could have led to successful negotiations to end the cold war. Hammersmith pointedly faults American policymakers for their failure to recognize Khrushchev's overarching goal of eventual peace and coexistence. Khrushchev, too, is criticized for failing to understand that the West was unable to decipher his underlying message, as it was obfuscated by bluster and bravado.

Ultimately, it would take the rise of Mikhail Gorbachev and his reforms to bring the Soviet Union back to the bargaining table free of the brinkmanship that characterized Khrushchev's regime.

- 121 How does the reviewer say Soviet cold war policy has become better understood?
- A through the actions of American leaders
 - B through the study of US and Soviet rivalry
 - C through the research of Hammersmith
 - D through the work of an American historian
- 122 What is the main function of the second paragraph?
- A to criticize Khrushchev's personality
 - B to describe a book on the Cuban missile crisis
 - C to stress the significance of newly released documents
 - D to summarize Cold War issues
- 123 What is Hammersmith's overall opinion of Khrushchev?
- A He was unbalanced.
 - B He was a war-monger.
 - C He was irresponsible.
 - D He was rational.
- 124 According to Hammersmith, what did Khrushchev want most of all?
- A to have friendly relations with the United States
 - B to improve the Soviet economy
 - C to put pressure on the United States
 - D to strengthen Soviet defense
- 125 What was the end result of Khrushchev's risk-taking?
- A Americans increased weaponry.
 - B Americans recognized his interest in peace.
 - C It began a decrease in hostility.
 - D It helped end the Cold War.
- 126 What does the reviewer say about the lack of an agreement to end the cold war?
- A That the author blames Khrushchev for being unclear.
 - B That the author claims Americans misunderstood Khrushchev.
 - C That the author does not clearly state a reason.
 - D That the author lays the blame on American politicians.
- 127 What is the reviewer's opinion of *Inside the Cold War*?
- A It effectively clarifies the Cuban missile crisis.
 - B It is an exceptional critique of American foreign policy.
 - C It offers essential insight into the Khrushchev era.
 - D It successfully explains Khrushchev's power.

For items 128 – 134, choose the best answer based on the information given in the passage.

This article has been taken from a science magazine.



Society has often hoped for a quick and simple way of increasing intelligence. In 1993, Rauscher, Shaw, and Ky, researchers at the University of California, found that a group of 36 college undergraduates improved their spatial-temporal intelligence (the ability to visualize a shape and turn it over in their mind) after listening to 10 minutes of a Mozart sonata. Results showed that student IQ scores improved by 8-9 points and lasted for 10-15 minutes. The researchers' findings, which were later dubbed the "Mozart Effect", suggest that there is a neurological basis for it.

The original Mozart Effect researchers based their rationale on the Trion Model of the cerebral cortex. The cerebral cortex is a part of the brain that helps with, among other things, motor control, speech, memory, and auditory reception. Shaw showed that similar neural firing patterns occur when listening to music and when performing spatial tasks. Rauscher and Shaw hypothesized that listening to certain types of complex music may cause the production of new connections between neurons inside the cerebral cortex and thereby improve spatial performance.

Other researchers have been wary of the findings presented by Rauscher and colleagues. Instead, Mozart Effect critics have claimed the spatial intelligence increase to be nothing more than a shift in participants' arousal, which then produces better spatial test scores. In essence, their argument

is that listening to Mozart's music causes either an increase or decrease in someone's arousal and mood to a level that is more optimal for testing. Personal preference for the music heard in Mozart Effect testing may also be a possible influence on increasing spatial test scores.

The majority of Mozart Effect research has been conducted on college undergraduates. Although some media outlets have claimed that Mozart's music improves a baby's intelligence, as yet, no test involving the possible influence of this music on the spatial intelligence of infants has been conducted. Currently no testing has been done on different developmental levels or older adults and despite the hype, the claim that music heals common old-age ailments is completely unfounded.

The music used in the first Mozart Effect experiment was Mozart's *Sonata for Two Pianos in D-major, K.448*. For the sake of consistency, this has continued to be the primary piece used in Mozart Effect research, "It is not just this composition, and not just Mozart," says Rauscher. However, the researchers don't know why the *Sonata in D* works or which other pieces might. Would the music of Mozart's contemporary Johann Christian Bach work? Or even a 20th-century composer such as Igor Stravinsky? Critics take issue with this vagueness, saying that someone has to define what specific musical elements are required.

Unfortunately, problems with the research practices severely hinder the legitimacy of the results. In many studies an independent control group has not been used, and the influence of Mozart's music on children has not been examined. Additionally, no study has provided demographic descriptors of their participants, e.g., race, gender, and socioeconomic status. Nonetheless, if future research proves that music can build the neural network in children and has lasting benefits, the Mozart Effect will make its real encore.

- 128 What is the Mozart Effect?
- A a means to enhance mental ability
 - B an indicator of musical sensitivity
 - C a remedy for neurological problems
 - D a result of high intelligence
- 129 According to the researchers, what occurs because of the Mozart Effect?
- A Auditory reception is improved.
 - B Different areas of the brain are stimulated.
 - C Neural firing patterns are decreased.
 - D The number of neuron connections increases.
- 130 What do critics attribute Rauscher's findings to?
- A emotional response to Mozart's music
 - B experience with test taking procedures
 - C personal training in classical music
 - D the influence of certain types of music
- 131 Who has been tested?
- A adolescents
 - B babies
 - C the elderly
 - D young adults
- 132 What music has been used in the Mozart experiments?
- A a variety of Mozart pieces
 - B music by Mozart, Stravinsky and Bach
 - C a certain Mozart sonata
 - D various pieces of music
- 133 What does the author believe is one problem with Mozart Effect studies?
- A They do not use a varied experimental group.
 - B They focus on a specific socioeconomic background.
 - C They have taken only children into consideration.
 - D They use an inappropriate control group.
- 134 What does the author think about future research on the Mozart Effect?
- A It should be conducted on various population groups.
 - B It should focus on the permanent effects of music on children.
 - C It should focus on the types of music that produce the Mozart Effect.
 - D It should validate the effects of music on adults.

For items 135 – 140, choose the best answer based on the information given in the passage.

This text has been adapted from a language blog.



If you visit California, you can't help but notice the irritating "uptalk", which means using an interrogative tone even when making statements such as: "I never want to talk to you again (?)"

But uptalk has spread far beyond California and the dur-brained Valley Girls who are supposed to have invented it. An article in last week's *New York Observer* confirms that "high-rise terminals" have infected the East Coast, while

psychology professors writing in the Toronto-based *Globe and Mail* talk of an "epidemic" in Canada. We won't even talk about Australia.

In this country uptalk is still a burgeoning trend. John Humphrys has not yet stooped to introducing the "Today programme?" Nevertheless, it is spreading — especially among women — and, more worryingly, is being championed by the most cunning and manipulative section of society: and yes, I do mean children. They get it from the television, apparently. I, for one, am glad that I don't come home to a six-year-old who talks like Philip Seymour Hoffman imitating Truman Capote.

A few years ago I would have been able to say: I have some bad news for you six-year-olds. Because, back then, the view held by experts was that uptalk was a symptom of self-doubt: framing your statements as questions was thought to indicate a desire for approval. Research in 2001 confirmed this, finding that uptalk was "destroying the credibility of millions of professionals who are unknowingly

falling victim to this increasingly common form of speech". The study claimed that uptalk was the result of having either foreign parents or low self-esteem. The bottom line was that nobody could take you seriously as a boss when you pronounced "You're fired!" as "You're fired?"

But the experts have changed their minds; the prevailing wisdom now holds that incorporating high-rise terminals, or HRTs, into your speech is actually a means of controlling your interlocutors, of compelling a response, if only an internal one, and of establishing common ground. New studies show that people who use uptalk are not insecure wallflowers but powerful speakers who like getting their own way: teachers, talk-show hosts, politicians and facetious shop assistants.

Mark Liberman, a phonetician at the University of Pennsylvania, who monitored George W. Bush's speeches, points out that the President peppered his speeches with HRTs. Why? Not, apparently, because Bush's confidence was failing him. Rather, it has more to do with an aggressive need to direct conversation. Liberman quotes from a linguistics paper in which scientists counted the number of HRTs used in real-life conversations: "In four business meetings . . . the chairs used rise tones almost three times more often than the other participants did." In conversations between academic supervisors and their supervisees, the supervisors used rise tones almost seven times more often than the supervisees.

"So maybe the problem with 'Valley Girls' and other youth of the past couple of decades," continues Liberman, "is really that they're, like, totally self-confident and socially aggressive?" This news seems to have percolated down to primary schools ages ago. Parents: you are being had.

- 135 What does the writer imply about uptalk in Australia?
- A High rise terminals are used instead.
 - B It is extremely common.
 - C There is no evidence for it.
 - D The writer does not know if it exists.
- 136 Who does the writer say is leading the use of uptalk?
- A George Bush
 - B manipulative women
 - C Truman Capote
 - D young children
- 137 What did the 2001 study claim?
- A Employers did not know they used uptalk.
 - B Employers using uptalk had low self-esteem.
 - C Uptalk gave the impression of lack of confidence.
 - D Uptalk was widely used by employers.
- 138 What is currently thought about HRTs?
- A They are a way of hiding insecurity.
 - B They are becoming less popular.
 - C They are made use of by teachers.
 - D They are used to establish control.
- 139 What is Mark Liberman's main point?
- A Figures of authority use uptalk more frequently.
 - B Rise tones are now acceptable in academia and business.
 - C Rise tones indicate an aggressive character.
 - D The President of the USA now uses HRTs.
- 140 Why does the writer say that parents are "being had"?
- A They are being manipulated by their children.
 - B Their children have been influenced by 'Valley Girls'.
 - C Their children's education has deteriorated over the years.
 - D They may have extremely outgoing children.



**END OF THE GVR SECTION.
DO NOT CONTINUE TO THE NEXT SECTION.**

Choose ONE of the two writing tasks below. You should write between 225 and 250 words. Your essay will be marked down if it falls below this range. You have 30 minutes for this task. Your writing will be assessed on its range and accuracy of language, cohesion and coherence, and topic development.

Task A

Some employees nowadays have the opportunity to modify their work schedule to suit their needs. Some people believe that this flexi-time enables employees to work at different times of the day and week, taking time off when they need to. Others argue that not having a regular schedule can be disruptive to an employee's daily life. In your opinion, should employees be encouraged 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:
FLEXI-TIME**

- 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**

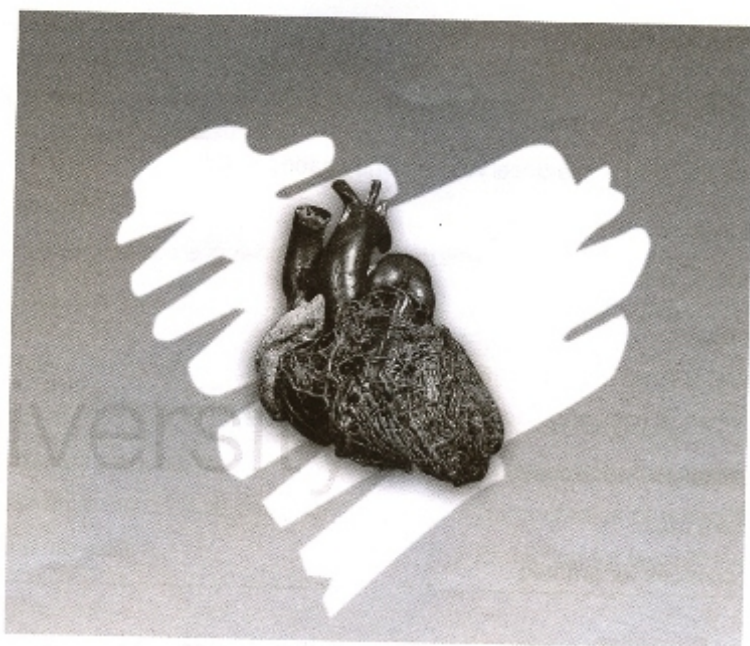
- No snobbishness
- No homesickness
- Contact with family
- Involvement with local community

TOPIC A: SECOND CHANCES

TASK 1: WARM-UP (1 minute)

TASK 2 (2 ½ minutes)

In this part of the speaking test, a picture and a short text related to it are used to introduce the topic. They are followed by a question to which you must respond.



"Without my heart transplant, I would not have lived to see my 18th birthday. Today I'm a college student and have wonderful plans for the future. Thank you for my new heart and my new life."

Jessica Schwarz (Heart recipient)

Question: In your opinion, should people be encouraged to become organ donors?

Consider the following points to help you develop your answer.

You will have 30 seconds to prepare your response.

- Whether the public knows enough about organ donation
- Whether organ recipients receive a second chance at life
- What might keep people from becoming organ donors

TOPIC A: SECOND CHANCES

TASK 3 (4 minutes)

In this part of the speaking test, you will be asked to respond to questions about 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 Apart from their health, do people deserve a second chance in life?
 - Personal happiness
 - Educational opportunities
 - Professional success
- 3 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
- 4 Do you think students should be given more than one chance to pass the university entrance exams? If so, how many?
 - Future at stake
 - Failure due to many factors
 - Chance to reflect on weaknesses
- 5 When should people be given a second chance? Explain.
 - At home / school
 - At work
 - By friends
- 6 Should politicians ever be given a second chance to correct their mistakes by being re-elected?
 - Seriousness and consequences of mistakes
 - Overall achievements
 - Options in election

TOPIC A: SECOND CHANCES**TASK 4: ROLE PLAY** (3 ½ 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 convicted criminals. Others point out that in addition to serving their prison sentence, prisoners should participate in rehabilitation programs to help them re-enter society because everybody deserves a second chance.

Question: What do you think?

Should convicted criminals participate in rehabilitation programs?

**For:
REHABILITATION**

- Focus on capacity to change
- A chance to recognize mistakes
- Provides alternatives to criminal behavior
- Education and life skills

**For:
PRISON SENTENCES ONLY**

- Respect for victims
- Social isolation necessary
- No guarantee of rehabilitation
- Protection for law-abiding citizens

The Advanced Level Certificate in English. Copyright 2011 Hellenic American University, Hellenic American Union. Sample Test. The listening section of the test (items 1 – 40) is divided into four parts. Instructions and examples are provided at the beginning of each part.

LISTENING – PART 1

In this part of the listening test (items 1-10), you will hear five extracts from radio broadcasts. Each extract is followed by two questions about what was said. The questions are written in your test booklet. For each question there are three answer choices, A, B, or C. Choose the answer choice which best answers each question and on the separate answer sheet, darken the appropriate circle. You will hear the extracts only **once**.

Now listen to an example. You hear:

W: So has Mr. Stewart recovered from his unexpected adventure?

M: Yes, yes. He's safely back with his family. But, you know, it sounds amusing for someone to accidentally drive six hundred kilometers, just because he took a wrong turn on the highway. But here's the serious point. He's 81. He got confused. It's not surprising given his age. And this is exactly my point – cars are dangerous weapons in the wrong hands. We have to remember that.

W: So you're advocating tighter controls for senior citizens behind the wheel – aren't they already tight enough?

Why has the woman been talking about Mr. Stewart?

The correct answer to the question is A.

Are there any questions before we begin?

Now we will start Part 1 of the Listening Test.

Extract 1

W: Well, your question brings up a number of issues, particularly when it comes to food. Food is *by far* the largest category aimed at children. Our surveys looked at what's being pushed, and it's generally fatty, sugary stuff – foods that don't exactly contribute to a healthy balanced diet ... and kids are exposed to this whenever they watch TV. One of our main concerns is just the sheer amount of what I'd call *unhealthy* food products that are being targeted at kids. From a nutritional point of view, it's *completely* irresponsible...

M: And just to add to what my colleague has said ... Looking at the bigger picture ... it brings up the question of whether it's *right* to pitch ads to kids, given that they can't really understand what's going on – young children can't necessarily distinguish between the ads that they see and the actual *programs* they're watching. In fact, many products deliberately use characters that resemble popular cartoon characters. So ... is it *okay* to do this to kids who don't understand how they're being used and manipulated?

W: Yes, exactly, they don't have a voice in all this, do they?

NUMBER 1. What is the discussion mainly about?

NUMBER 2. What opinion does the woman hold?

Extract 2

M: So then, being aware of how it manifests itself is important.

W: Absolutely. Awareness is the key. If people were aware of how they're reacting to stress, because – and a lot of research supports this – what really stresses us out isn't the big things, it's the millions of little things that happen every day. Like not being able to find a parking place; the person in the express grocery line with eleven items when they're only supposed to have ten ...

M: ... being put on hold for twenty minutes when you call customer service ...

W: ... or your computer suddenly doesn't work. There's a million small things going on all the time.

M: And these stress triggers, what did you call them, stressors? Your techniques are really about managing those, rather than managing stress per se ...

W: Well both, really. Stress is internal, it's our reaction to stressors, which are external – we've been talking about *social* stressors, not *physical* – but the point is that stress, whether due to social or physical stressors, is a reaction. I teach people to control their responses, starting with becoming aware of what causes them in the first place.

NUMBER 3. What is the main theme of the discussion?

NUMBER 4. What is the woman's main point?

Extract 3

W: Mr. Chambers, any idea why Farmland is so popular?

M: You know, I really don't see what all the fuss is about. I guess it's for the rest of the people out there who don't consider themselves hardcore gamers like me. There are lots of people wanting to socialize with their friends, and this is their way of doing it.

W: Do you think maybe it's caught on because fewer and fewer people actually farm? I wonder if farming has now become as fanciful as Space Invader games for millions of people.

M: Yeah, it's a fantasy. It's something they wish they could do but they can't do in a big crowded city. People just want to get back to something simpler. It almost reminds me of the organic movement – you know, they're very interested in where their foods come from these days. And in the same way, here you get to grow your own foods.

W: So Mr. Chambers, how are *your* crops doing this year?

M: I haven't been paying enough attention to them, so some of them are withering right now.

NUMBER 5. What are the speakers discussing?

NUMBER 6. How does Farmland make the man feel?

Extract 4

- M:** Yet another app. to download. I see. But do you really think it'll catch on?
- W:** Well everyone has a cell phone nowadays so the basic technology's there already. And it'll be more convenient than using cash or a credit card. In fact, if you think about how credit cards have replaced cash – some airlines and restaurants, for example, won't even accept cash payments.
- M:** But will it be all that convenient, though? I mean getting out my cell phone at the cash register won't be any easier than fishing out my credit card.
- W:** True. But you need to take into consideration just how many consumer products and services are handled online. By linking your cell phone to credit, you'll be able to use it wherever you are – at home, in the office or at the mall. And remember you can follow the transaction on your screen and get an immediate picture of the exact state of your current finances. You can't do that with a credit card or a ten-dollar bill.
- M:** I suppose not. So when do you see this technology being available for the average consumer?

NUMBER 7. What is the topic of the conversation?

NUMBER 8. What is the man's attitude?

Extract 5

- M:** Our biggest challenge is to persuade people that it's an affordable wine. Social sippers in America have kind of an old perception of Bordeaux. They think it is expensive, hard to pronounce, hard to be educated on and only for special occasions.
- W:** I can understand that. After all, when you look at the label, it's all decorous chateaus and complex hierarchies of quality. It all seems a bit snobbish.
- M:** Well, to try to overturn exactly these kinds of perceptions, we've been working on a largely digital campaign aimed at appealing to younger consumers.
- W:** Yes, I've come across it. It uses video ads in the taxis here in New York with geographical positioning technology to show passengers the closest shops that sell Bordeaux wines. Quite clever.
- M:** We've also struck a partnership with a social media site, that allows consumers to review individual wines and helps users find them. Under the agreement, reviews and recommendations from the site about Bordeaux wines, especially the cheaper ones under \$35, are being fed to the Bordeaux site so we get feedback. These days it's no surprise how many people check out a website before buying.

NUMBER 9. What is the conversation about?

NUMBER 10. What is the man trying to convince the audience about?

End of Part 1.

LISTENING – PART 2

In this part of the listening test (items 11 – 20) you will hear 10 conversations between a man and a woman. After each conversation, you will hear a question about what was stated or implied in each conversation. The questions are written in your test booklet. For each question there are three answer choices A, B, or C. On the separate answer sheet, darken the appropriate circle. You will hear each conversation only **once**.

Now listen to an example: You hear:

The following is a conversation between two colleagues.

- Man:** Oh come on! Is this why you aren't on speaking terms anymore?
- Woman:** I could've put up with anything else, but when he pulled strings and got the position I had applied for and – well, that was the last straw.
- Man:** No way! He couldn't have done that!

Why is the woman upset?

The correct answer to the question is C.

Are there any questions before we begin?

Now we will start Part 2 of the Listening Test.

NUMBER 11. The following is a conversation between two political analysts.

- Man:** It's interesting that as many as three parties are vying for the votes of the environmentalists. That should be enough choice to entice even habitual non-voters to vote.

Woman: But it's unlikely to bring them victory. The splits and bickering that've been taking place recently have left them divided.

Man: Well, if they overcome their differences and form a coalition, they might still be in the race.

What might bring victory to the environmentalists?

NUMBER 12. This conversation occurs between two members of parliament.

W: Gloria Smith is seeking to chair the ethics committee this year. After that tax scandal last year, I don't see how she stands a chance.

M: I wouldn't be too sure about that. The Minister holds her in high regard and that will definitely tip the scales in her favor.

W: True. But the opposition still won't stand for it.

What does the man believe is true about Gloria Smith?

NUMBER 13. The following is part of a conversation between graduate students in a science lab.

M: You know Douglas received the grant he applied for. His energy research is really coming into its own. I've got to hand it to him.

W: I know. It's really cutting edge stuff he's doing. I always thought he would make his mark on the field.

M: At this rate he'll be up for a Nobel before I finish my PhD!

What is true about Douglas' research?

NUMBER 14. The following conversation takes place in a manager's office.

Woman: Thanks for coming, Alan. I wanted to have a little chat with you. We've been at each others' throats too long.

Man: I think we just got off on the wrong foot. And I guess I do have a tendency to lose my temper easily.

Woman: Well, anyway. I'm glad we could clear the air like this.

Why did the woman want to speak to the man?

NUMBER 15. The following is a conversation between two colleagues.

W: You look worried. What's wrong?

M: I heard through the grapevine that the CEO is planning to quit. If he does that then the chances are the project that we've been working on for the past couple of months will be abandoned. I could be looking for a new post if I'm not careful.

W: I doubt your job will be on the line. In fact, you never know, they might appoint you as the new coordinator for the project!

Why is the man worried?

NUMBER 16. The following is a conversation between two colleagues.

M: So how are you fitting in as press secretary?

W: Well... it is a bit challenging. It's not so much when I have to give a statement. The toughest part's setting the ground rules for all the press conferences. You can't imagine how journalists get out of hand when they get a chance.

M: I can. I had thought about putting in for that position myself, but I don't think I could ever stand the pressure.

What does the woman think is difficult?

NUMBER 17. The following is a conversation between two colleagues.

M: I can't believe I was kept in the dark about Molly being transferred to our Chicago branch.

W: Just look on the bright side, at least this way she can't be angry with you for not letting her know what they were planning. After all, you've been colleagues for over seven years.

M: That wouldn't have made any difference. I'd have kept my mouth shut if I'd known. Don't they think I can be trusted?

Why is the man upset?

NUMBER 18. The following is a conversation between two environmentalists.

W: European Greens tend to write America off as an ally because they see the American public as relatively indifferent to global warming.

M: Well, in comparison with Japan, France and Spain, it's true the U.S. hasn't been pulling its weight. It did choose not to ratify the Kyoto protocol, after all.

W: But that's only the political face of America. I don't think the passionate argument about climate change going on inside the U.S. is obvious to the rest of the world.

What does the man think about the US policy on climate change?

NUMBER 19. This conversation takes place in the manager of a TV station's office.

W: Mr. Weimer, I can understand your concern, but you have to remember it's the viewers who have the final say.

M: I don't think you're listening to what I'm saying. Because of reality shows, there's been a 10 percent nosedive in acting roles on TV – that's over 3,500 jobs for the kind of people I'm representing.

W: Well, on the other side of the coin, there're more jobs for technicians. Perhaps you should represent *them*.

Who does the man represent?

NUMBER 20. The following is a conversation between two archeologists.

M: Let's check we're all on the same page here. I'm suggesting evidence from ceramics points to a date in the mid 4th century B.C.E.

W: Yes, I think we can take that for granted. My problem, if you remember, is that the temple itself is in a much earlier style, so we must be missing evidence from an earlier period.

M: Or I could go out on a limb and suggest that that style continued much later than previously supposed.

What do the two people agree on?

End of Part 2.

LISTENING – PART 3

In this part of the listening section (items 21 – 30), you will hear an interview held in a big international company. The interview is taped for the benefit of managers in training seminars. It is between a psychologist, Dr. Wilkins, who specializes in human resources, and a personnel officer.

The interview is broken up into five segments. You will hear each segment **twice**, followed by two multiple-choice questions, which are also written in your test booklet. For each question, there are three answer choices, A, B, or C. On the separate answer sheet, darken the appropriate circle.

Now we will hear the beginning of the interview, followed by an example.

You hear:

I: We're here with Dr Wilkins; she has a PhD. in psychology and is famous for her research on human resources. She's written a number of books on this topic and has been giving training seminars to international companies on how to enhance work performance. My first question to you Dr. Wilkins is what motivates employees to reach peak performance?

You read: What will the interview probably be about?

The correct answer to the question is C.

Now we will continue the interview. Are there any questions before we begin?

Now let's continue. Listen carefully to the interview.

W: Well, we all know that it's motivation which influences productivity. It isn't an easy task, however, to increase employee motivation because employees respond in different ways to their jobs and their organization's practices. Motivation is the set of processes that moves a person toward a goal. Thus, motivated behaviors are voluntary choices controlled by the individual employee.

I: I remember reading in your book that there are factors affecting work motivation including individual differences, job characteristics, and organizational practices. Could you possibly explain all this a little further?

W: Individual differences are the personal needs, values, and attitudes, interests and abilities that people bring to their jobs. Job characteristics are the aspects of the position that determine its limitations and challenges. Organizational practices are the rules, human resource policies, managerial practices, and reward systems of an organization. Supervisors must learn how these factors interact to affect employee job performance.

Now you will hear the piece again.

NUMBER 21. When does Dr. Wilkins say employees produce most?

NUMBER 22. What can be inferred about supervisors?

I: From what I've read, the theories of motivation are based on two approaches, the content approach and the process approach. What exactly are these approaches?

W: The content theories focus on the needs that motivate people. Maslow in 1954 published his theory on Motivation and Personality. He identifies five levels of need. A satisfied need is NOT a motivator. The most powerful need is the one that has not been satisfied. Level one – is the basic human needs – food, water and comfort – which the organization helps to satisfy with a paycheck. Level two – is the safety needs which

are desires for security and stability. The organization helps to satisfy employees' safety needs by benefits. Level three – is social needs, the desires for affiliation. They include friendship and belonging. The supervisor can help fulfill social needs by showing direct care and concern for employees.

I: In our company we encourage friendship among employees by organizing parties, sports teams and celebrations so as to build a strong bond among employees. But please continue, you were going to talk about level four.

Now you will hear the piece again.

NUMBER 23. According to Maslow which need motivates employees most?

NUMBER 24. How is friendship encouraged in the interviewer's company?

W: Level four - Esteem needs are the desires for self-respect and respect or recognition from others. The organization helps to satisfy employees' esteem needs by matching the skills and abilities of the employee to the job. The supervisor can help fulfill esteem needs by showing workers that their work is appreciated. Level five – Self-actualization needs – are the desires for self-fulfillment and the realization of the individual's full potential. The supervisor can help fulfill self-actualization needs by assigning tasks that challenge employees' minds while drawing on their aptitude and training.

I: No doubt you are referring to encouraging employees to develop their skills and continue their studies while they are at work. What about the process approach?

W: The process approach emphasizes how and why people choose certain behaviors in order to meet their personal goals. Process theories focus on external influences or behaviors that people choose to meet their needs. External influences are often readily accessible to supervisors.

I: I've noticed that employees will compare their rewards with the rewards received by others for their efforts. If they perceive that an inequity exists, they are likely to withhold some of their contributions, either consciously or unconsciously. For example, if someone thinks they are not getting enough pay for their work, they will try to get that pay increased or reduce the amount of work that they are doing. On the other hand, when a worker thinks they are being paid too much for the work they are doing, they tend to increase the amount of work.

Now you will hear the piece again.

NUMBER 25. How does the supervisor satisfy esteem needs?

NUMBER 26. According to the interviewer, how do well-paid employees react?

W: Workers not only compare their own inputs and outputs; they also compare their input/output ratio with the input/output ratio of other workers. If one work team believes they are doing more work than a similar team for the same pay, their sense of fairness will be violated and they will tend to reduce the amount of work they are doing. It is a normal human inclination to want things to be fair. Bowditch and Buono note that while equity theory was originally concerned with differences in pay, it may be applied to other forms of tangible and intangible rewards in the workplace. That is, if any input is not balanced with some fair output, the motivation process will be difficult. Supervisors must manage the perception of fairness in the mind of each employee. If subordinates think they are not being treated fairly, it is difficult to motivate them.

I: That seems logical, but Dr. Wilkins, I'd also like you to tell us a few things about reinforcement.

Now you will hear the piece again.

NUMBER 27. According to the interviewer, how do workers know that they are treated fairly?

NUMBER 28. What makes the motivation process difficult according to Dr. Wilkins?

W: Positive reinforcement creates a pleasant consequence by using rewards to increase the likelihood that a behavior will be repeated. Negative reinforcement occurs when a person engages in behavior to avoid unpleasant consequences or to escape from existing unpleasant consequences. Punishment is an attempt

to discourage a target behavior by the application of negative outcomes whenever it is possible. Extinction is the absence of any reinforcement, either positive or negative, following the occurrence of a target behavior. Reinforcement is based primarily on the work of B.F. Skinner, a psychologist, who experimented with the theories of operant conditioning. Skinner's work shows that many behaviors can be controlled through the use of rewards. In fact, a person might be influenced to change his or her behavior by giving him or her rewards. Employees who do an exceptionally good job on a particular project should be rewarded for that performance. It will motivate them to try to do an exceptional job on their next project. Employees must associate the reward with the behavior. In other words, the employee must know for what specifically he or she is being rewarded! The reward should come as quickly as possible after the behavior. The reward can be almost anything, but it must be something desired by the employee. Some of the most powerful rewards are symbolic; things that cost very little but mean a lot to the people who get them - like "Thank you."

Now you will hear the piece again.

NUMBER 29. What must employees do to increase their performance?

NUMBER 30. How does Wilkins describe symbolic rewards?

End of Part 3.

LISTENING – PART 4

In this part of the listening test (items 31 – 40), you will hear a talk in two parts, held at an environmental conference on the green house effect. You will hear each part only **once**. Each part is followed by five questions. The questions are written in your test booklet. For each question there are three answer choices A, B, or C. On the separate answer sheet, darken the appropriate circle. If you wish, you may take notes in the space provided below.

Now listen to the beginning of the talk followed by an example.

You hear:

Thank you Professor Hadley. Ladies and gentlemen, the climate changes. It always has done and it always will. In the past 2 million years the temperature has gone up and down like a yo-yo, as ice ages have alternated with warmer interglacial periods. Even on a smaller scale, in the last 10,000 years we've seen periods of relative cooling and warmth lasting from decades to centuries. Against such a noisy background, it's hard to detect the signal from any changes caused by humanity's increased economic activity.

You read: According to the speaker, what is difficult to measure?

The correct answer to the question is B.

Now we will continue the talk. Are there any questions before we begin?

Now, let's continue. Listen carefully to the talk. You may take notes.

However, it's undeniable that the climate seems particularly

changeable at the moment and thus, the measurement of humanity's effect is vitally important. Reacting to climate change depends on knowing what is going on. Fortunately, the past year has seen the publication of a series of results that help us to understand our current situation.

Now we are able to say with a high degree of certainty that the climate is warming. During this conference we have heard again and again that the 10 years from 1994 to 2004 were the warmest since measurements began. We've seen reports showing that the amount of sea ice has fallen by a staggering 8% in the past 30 years, and we've also learnt that Greenland's ice cap is melting more rapidly than ever. We've even heard about a link between increased sea-surface temperatures and the increased frequency of tropical storms.

The evidence, in other words, appears overwhelming. That said, there are still a number of uncertainties. For instance, the solar hypothesis isn't yet dead. There are a few researchers who agree with the data showing a warming trend, but who argue that this may be caused not by man but by nature, in the form of minute changes in the sun's heat output over 11-year cycles.

Another issue is that a second type of pollutant, aerosols,

promotes the formation of clouds. These reflect sunlight away from Earth and thus reverse the effect of greenhouse gases. Some have seen this as a possible counterbalance and, indeed, this has been noticed in several parts of the world.

Yet despite these two areas of doubt, human activity seems to be the most likely cause for warming. And the question is what, if anything, can or should be done about it.

One option, of course, is to do nothing. Indeed, it is often forgotten that parts of the world would benefit from a hotter climate. In particular, a gentle warming would extend the crop-growing season in places such as Canada, allowing for increased agricultural production. More importantly, the warming of the Arctic would lead to the melting of the ice, and this in turn would allow us to travel through areas which were once locked in ice. The clearing of sea ice might also permit oil-drilling in places that were previously inaccessible, such as Siberia. On the other hand, countries such as Holland would be flooded and coastal cities around the world would have to be abandoned.

Most experts then, agree that the primary danger lies in too sudden a warming, risking serious, unpleasant and in some cases irreversible changes to our planet and our way of life. We've heard a great deal of debate over the last few days here about how far the temperature can rise before things get really nasty, and how much carbon dioxide would be needed to drive the process. Unfortunately, most scientific models of the climate are not accurate enough to convince the people who make important decisions about the environment. Of course, the Kyoto protocol was a good start.

NUMBER 31. According to the speaker, what is the main point discussed so far during the conference?

NUMBER 32. According to the speaker, what does the solar hypothesis claim?

NUMBER 33. According to the speaker, what connection may aerosols have with greenhouse gasses?

NUMBER 34. What does the speaker say about the consequences of global warming?

NUMBER 35. According to the speaker, what are experts most concerned about?

I think of the Kyoto Protocol as a preliminary agreement and as such it will make only a small difference. But I would like to propose a way to improve upon it by supplementing it with technological fixes. We need to look at the current situation and how it can be stabilized. Let's call the difference between these two the 'stabilization zone'.

That zone can be divided into a number of steps, each

of which represents a way that carbon-dioxide emissions might be reduced. We do not need to eliminate them altogether, merely those in the stabilization zone. This task is, I feel, far more achievable than trying to stop greenhouse emissions altogether.

These steps are broad ways of curbing carbon dioxide emissions. Each of these steps can then be broken down into practical sub-steps. For instance, one step, the production of electricity without coal, might include sub-steps, such as nuclear power, or investing in renewable energy.

In order to achieve this, and thus limit greenhouse gasses, there initially needs to be an improvement in existing technologies, such as ways of generating electricity from renewable energy sources. We should also start building what might be called "emissions awareness", by which I mean the education of the public about the huge range of things that either generate or consume power, and how they can reduce their power consumption. In the long term, this may even be seen by some firms as a new business opportunity.

The approach also encourages changes in the way we think. Many environmentalists want to get away from fossil-fuel use and thus keep the carbon dioxide that they generate out of the atmosphere, though they would reject a move towards nuclear power. I think there could be a way to balance that way of thinking and ways to continue using fossil fuels.

In conclusion, the first step should be the simplest; reforestation. Simply replanting the equivalent of what is being lost would thus make a useful contribution. Indeed, the Kyoto protocol allows rich countries to pay poor ones to do just that. However, I would like to propose an addition to the Kyoto protocol, providing an incentive to rich countries not to cut the trees down in the first place. Changing that is something that even the most skeptical environmentalist would surely applaud.

NUMBER 36. What does the speaker propose should be done with the Kyoto protocol?

NUMBER 37. What are the steps the speaker mentions?

NUMBER 38. According to the speaker, what should the public be educated about?

NUMBER 39. What does the speaker suggest?

NUMBER 40. What does the speaker suggest rich countries pay poor countries to do?

End of Part 4. End of the Listening Test.

Listening Section

- 1 A
- 2 C
- 3 A
- 4 C
- 5 B
- 6 C
- 7 A
- 8 B
- 9 A
- 10 A
- 11 B
- 12 A
- 13 C
- 14 B
- 15 B
- 16 A
- 17 A
- 18 A
- 19 A
- 20 C
- 21 A
- 22 B
- 23 A
- 24 A
- 25 A
- 26 B
- 27 A
- 28 A
- 29 B
- 30 C
- 31 A
- 32 A
- 33 C
- 34 B
- 35 B
- 36 A
- 37 B
- 38 A
- 39 C
- 40 C

GVR Section

- 41 D
- 42 C
- 43 C
- 44 C
- 45 A
- 46 A
- 47 D
- 48 D
- 49 D
- 50 A
- 51 A
- 52 A
- 53 B
- 54 D
- 55 D
- 56 A
- 57 B
- 58 D
- 59 B
- 60 A
- 61 C
- 62 A
- 63 B
- 64 D
- 65 A
- 66 B
- 67 A
- 68 D
- 69 B
- 70 D
- 71 C
- 72 C
- 73 C
- 74 B
- 75 A
- 76 B
- 77 A
- 78 B
- 79 D
- 80 D

- 81 D
- 82 C
- 83 C
- 84 C
- 85 B
- 86 A
- 87 D
- 88 A
- 89 D
- 90 B
- 91 B
- 92 A
- 93 D
- 94 B
- 95 D
- 96 B
- 97 A
- 98 D
- 99 A
- 100 C
- 101 C
- 102 C
- 103 A
- 104 B
- 105 C
- 106 A
- 107 A
- 108 C
- 109 A
- 110 A
- 111 A
- 112 C
- 113 B
- 114 A
- 115 C
- 116 C
- 117 C
- 118 C
- 119 A
- 120 A

- 121 C
- 122 C
- 123 A
- 124 B
- 125 A
- 126 C
- 127 C
- 128 A
- 129 D
- 130 A
- 131 D
- 132 C
- 133 A
- 134 B
- 135 B
- 136 D
- 137 C
- 138 D
- 139 A
- 140 A

