



## **READING COMPREHENSION TEST (90 minutes)\***

**There are two parts.**

**Each question carries one mark.**

**4 questions = 4 marks**

## **INSTRUCTIONS TO CANDIDATES**

Read the instructions for each part of the reading exam carefully.

Then read the texts and answer the questions.

At the end of the test you will have five minutes **to transfer your answers to the answer sheet.**

(\*This is a model exam that includes only one example and two items per task in the Reading Comprehension part. The time set for this part takes into account full tasks and items according to ACLES exam structure.)



## **Part One**

(Adapted from <https://theconversation.com>)

### **How people react to the threat of disease could mean COVID-19 is reshaping personalities** 4th may 2020 (746 words)

The effects of the coronavirus pandemic will be “imprinted on the personality of our nation for a very long time,” predicted Anthony Fauci, director of the National Institute of Allergy and Infectious Diseases. No doubt in the future people will mourn those who’ve died and remember the challenges of this period. But how would COVID-19 shape people’s personalities – and into what?

I am a psychology researcher interested in how people’s minds shape, and are shaped by, their life circumstances. Human beings are born into this world ready to deal with basic problems – forming close relationships, maintaining status in groups, finding mates and avoiding disease. **(0) \_A\_** Psychological research suggests that concerns about COVID-19 and social distancing are likely to affect how much people want to socialize with others, what they desire in partners and relationships, and their preferences for more conventional thinking over openness to new experiences.

#### **Psychological traits to keep you safe**

Infectious diseases have always posed a threat. As a result, human beings have evolved a physiological immune system designed to detect and defend against pathogens. This is the realm of antibodies, white blood cells and fevers.

But combating disease requires a lot of physiological effort. **(1)\_\_\_** These physiological defenses are also a reactive strategy with risks. At worst, the immune system can fail, leading to disability or even death. But it can also weaken and become ineffective or even paradoxically work against you, leading to autoimmune disorders.

To deal with pathogen threats in a proactive and less costly way, human beings also have evolved psychological mechanisms to detect and defend against the threat of infectious disease prior to infection. This system is vigilant to cues that signal the possibility of infection. **(2)\_\_\_** Reactions such as the disgust you’d feel upon the sight of a decaying carcass, for example, reflect these evolved systems that motivate you to steer clear of germs.

Although spending time with others is generally beneficial to mental and physical health, when there’s a risk of infectious disease, it might have a downside. Interacting with others increases exposure to deadly pathogens and could decrease survival. This, after all, is the impetus for social distancing practices.

Like the physiological immune system, the psychological behavioral immune system is flexible – when you perceive some infection risk, it triggers responses to minimize the danger. One such response is withdrawing from other people and becoming less social.

An outbreak also affects how people date and mate. Of all social activities, sexual acts are obviously the most physically intimate, making one most vulnerable to exposure to transmitted diseases (nonsexual as well as sexual). An outbreak also signals a world that is dangerous and more uncertain, potentially coloring your views of suitable partners.

#### **COVID-19’s influence**

Cultural norms and practices provide guidelines for how to behave to prevent the spread of disease. Whereas prior to COVID-19 a person sneezing in public might receive a polite “gesundheit,” now it elicits fear. Break the “six feet” rule and you risk an angry exchange, or worse.

The risk of coronavirus is highlighting people’s ability and willingness to follow guidelines for the sake of the community, promoting individuals’ collectivistic side. At the same time, the trade-off is less curiosity,



experimentation and willingness to deviate from the status quo – all behaviors that in the face of COVID-19 can increase exposure to pathogens and decrease survival.

The U.S. is only a couple months into social distancing. But COVID-19 is already shaping behavior. People are less social. Dating patterns are disrupted. Effects are emerging even in people's closest, most established relationships.

Overall the psychological literature supports Fauci's conclusion that COVID-19 will have enduring effects on the basic ways in which Americans interact with others and the world. Living during a period with a high risk of infection is likely to shape how people view themselves in relation to their community, their feelings and behaviors about dating and sex, their preferences toward conventional thinking and behaviors and their risk-taking in general.

The longer the coronavirus threat lingers, the more these changes may reflect not just changes in momentary behaviors, but changes to more enduring aspects of people's personalities.

## Part One

Read an article about the impact of COVID19 in human behaviour patterns. Four sentences have been removed from the extract. Choose from the B-D the sentence which fits each gap 1-2.

There is one extra sentence which you do not need to use.

0 is an example

- A. ~~People are adaptable, though, and react to the circumstances they find themselves in.~~
- B. These findings are not limited to experimental settings.
- C. This can be a costly trade-off for a body, leaving fewer resources for other life demands, including growth and reproduction.
- D. When activated, it triggers strong cognitive, emotional and behavioral reactions to help you avoid pathogens – and the people and situations that may harbor them.

Transfer your answers to the answer sheet.

0. A	1.	2.
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## **Part Two**

(690 Adapted from <https://www.sciencedaily.com>)

### **Children with a migration background often misdiagnosed as having an 'impairment of language acquisition' (611 words)**

Around 45% of children in Austrian day nurseries have a first language other than German. Those who are experiencing difficulty in learning the second language are often diagnosed as having a suspected "impairment of language acquisition." In fact, this often merely reflects the fact that they have not yet fully acquired the second language. A research team of linguists led by Brigitte Eisenwort from the "Outpatient clinic for children with suspected language acquisition impairments" at MedUni Vienna's Department of Pediatrics and Adolescent Medicine has now investigated the problem in the context of a case study. This study applied the "Vienna Model," which incorporates medical students who are native speakers of the child's first language to facilitate more accurate diagnosis. The study has now been published in the journal *Neuropsychiatrie*.

In 2019, an average of around 2.1 million Austrian inhabitants came from a migration background. Due to the changing demographic due to migration over the last few decades, more and more children are growing up multilingual. Many of them display problems in learning their second language (German) and are often diagnosed as having a suspected "impairment of language acquisition," whereas the real problem is that they have not yet fully acquired their second language. This is due to the similarity between the manifesting features, which can only be differentiated by specialists.

Seeking a more accurate diagnosis, many of these children with a migration background attend the Outpatient Clinic for Children with Suspected Language Acquisition Impairments at MedUni Vienna's Department of Pediatrics and Adolescent Medicine, which has capacity to assess four children per week. The clinic uses the "Vienna Model" of language assessment, which means that medical students, who are native speakers of the child's mother tongue, support MedUni Vienna linguists in analysing the child's language competence in their first language. This has the advantage that specific cultural aspects can be identified as well as grammatical skills. "While, in principle, we could also use native speakers studying other subjects to help us, involving medical students has the great advantage that it simultaneously gives them experience in doctor-patient communications and furnishes them with background knowledge about developmental disorders and in particular language acquisition impairments as part of their studies," explains study leader Brigitte Eisenwort.

Of around 40 children assessed in 2019, around half were found to have no clinically relevant language acquisition impairment. Instead, the problem lay with disruptive sociolinguistic factors, such as limited input in their mother tongue, for example.

Says Eisenwort: "Many children with a migration background receive a restricted input in their mother tongue, since the parents themselves had acquired a mother tongue that was suppressed for political reasons, for example, and therefore were unable to pass on a rich vocabulary or, in the process of migration, no longer have any need for complex sentence structures and sophisticated vocabulary, so that they are no longer able to pass these on to their children."

According to Eisenwort, a key factor in assessing a child is to first take a detailed language history and then assess the child in both or all languages. Eisenwort suggests that an important measure for improving language competence in the majority language would be to give children the opportunity to communicate with native German-speakers in small groups. The next research project, which will start shortly, is a joint project with the Acoustics Research Institute of the Austrian Academy of Sciences (ÖAW) looking at "Viennese children with a native language other than German," in which the focus will be on phonetic and phonological skills of children who grow up bilingual with a Bosnian-Croatian-Serbian mother tongue



## Part Two

Read an article about issues related to language acquisition. For questions 1 to 2 choose the answer (A, B, C or D) that fits best according to the text.

0 is an example.

0. The message underlying the first paragraph is that

- A. previous case studies should have been conducted by medical students.
- B. the figures published were somewhat misleading.
- C. **former detection of issues concerning language learning was lacking.**
- D. one in two children in Austrian nurseries have a speech impediment.

1. According to the text, the involvement of medical students in the diagnosis of impairment of language acquisition

- A. represents a setback for doctor-patient communication.
- B. determines doctor-patient communication.
- C. provides insight into doctor-patient communication.
- D. withholds doctor-patient communication.

2. According to Eisenwort,

- A. children of migrant parents aren't exposed to a comprehensive model of their native language.
- B. parents lost their fluency when arriving in Austria.
- C. political factors are to blame for the prohibition on using a second language.
- D. since parents need a refined language to communicate, they usually teach it to their children.

0. C	1.	2.
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Transfer your answers to the answer sheet.



## LISTENING COMPREHENSION TEST ( 30/40 minutes)\*

There are two parts.

Each question carries one mark.

4 questions = 4 marks

## INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the listening exam carefully.

Then listen to the recording and answer the questions. You will hear each recording twice.

At the end of the test you will have five minutes to **transfer your answers to the answer sheet.**

(\*This is a model exam that includes only one example and two items per task in the Listening Comprehension part. The time set for this part takes into account full tasks and items according to ACLES exam structure.)



You have 50 seconds to read this exercise before the recording begins.

**Part One**

(Adapted from <http://www.5minutehistory.com>)

You will hear Wayne Armstrong talking about the history of supermarkets. For questions 1-2, choose the appropriate answer (A, B, C or D), which fits best according to what you hear.

Before you listen to this part you will have one minute to read the exercise

An example (0) has been done for you.

0. The narrator seems to believe that the information provided in the 1st paragraph

- A. has relative value.
- B. is probably old news for the listener.
- C. shows supermarket shopping habits are unpredictable.
- D. **will likely catch the listener unaware.**

1. Mr Aston closed down his business because of

- A. a miscalculation in the extent of the demand it would create.
- B. an unfortunate choice of venue.
- C. his preconceptions over the average citizen's spending power.
- D. the large scale of his financial investment.

2. Before supermarkets came into existence, the shopping experience involved

- A. strengthening social bonds.
- B. a decrease in personal interaction.
- C. complete dependence on customer loyalty.
- D. an impoverishment of regular customers.

0. D	1.	2.
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**Transfer your answers to the answer sheet.**



You have 40 seconds to read this exercise before the recording begins.

**Part Two**

(Adapted from <https://www.youtube.com/watch?v=6aKUQr4YTqE&t=11s>)

You will hear a talk about the history behind one of the most renowned and important artworks in European history: the Ghent Altarpiece. For questions 1-3 complete the sentences with one or two words.

Before you listen to this part you will have forty seconds to read the exercise.

An example (0) has been done for you.

Before World War II, a section of the Ghent Altarpiece went missing and payment was demanded. As a gesture of (0) **GOOD FAITH**, the thief gave back part of the panel he'd taken.

A former salt mine serving now as a (1)\_\_\_\_\_ housed thousands of stolen works of art, the Belgian piece among them.

The man who provided the Monuments Men with key information on stolen art had been a former (2)\_\_\_\_\_ in the Nazi army.

0. <b>GOOD FAITH</b>	1.	2.
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Transfer your answers to the answer sheet.





**WRITING TEST (max. 120 minutes)**

There are two parts.

Each part carries 10 marks.

Total marks: 20

**INSTRUCTIONS TO CANDIDATES**

Read the instructions for each part carefully. Then answer the questions.

- Part 1: A letter.

- Part 2: An article.

If you use the draft sheet, **do not forget to transfer your answers to the answer sheet.**



## **Part One**

Write 220-260 words on the separate answer sheet.

You recently booked a concert package through a UK-based event agency to attend “What’s love got to do with it?”, a tribute to Tina Turner. The concert was held at the Bournemouth Pavilion Theatre, in Bournemouth (UK) on Friday, 19<sup>th</sup> March, this year.

The trip was £500 and included:

- A premium ticket for the concert.
- Return Ryan-Air ticket from Zaragoza to Stansted airport.
- London taxi transfer to & from Stansted airport to Bournemouth.
- One night at the Royal Bath Hotel.

The trip was not up to your expectations:

- The London taxi arrived half an hour late to collect you at Stansted airport.
- The hotel room was not ready when you arrived.
- There was poor visibility from your seat at the concert.

**Write a letter to the event agency outlining your complaints and asking for a refund.**

## **Part Two**

Write 220-260 words on the separate answer sheet.



How does it feel going back home after your Erasmus experience? - Did it live up to your expectations?

In order to celebrate the 10th anniversary of our Erasmus Magazine International (EMI) we are looking for articles from students who are about to finish their Erasmus programme to share their feelings and opinions about this life-changing experience. Tell us:

- what you most enjoyed about your degree programme.
- what this experience gave you other than the academic knowledge.
- what aspects you would most like to see improved for the coming generations.

The most original article will be published in our forthcoming issue and will also give you the chance to win a free ticket home!

All articles must be submitted in English as it is EMI official language.

**Write an article.**



### **SPEAKING TEST (25 minutes)**

There are two parts.

Each part carries 10 marks.

Total marks: 20

### **WARM-UP QUESTIONS**

What are the benefits of studying abroad?

Where do you see yourself in five years' time?

What are the benefits of having a fixed routine?

What new skill would you like to learn?



## **Part One**

### **MONOLOGUE candidate A**

**You have 2 minutes to prepare your talk. You can take notes or make a brief plan of what you are going to say.**

**Talk to the examiners for about 4 minutes. You can use your notes during your talk, but you cannot read off your handout. Your talk will be recorded.**

While visiting an exhibition in your city, you are approached by an English-speaking journalist to do an interview for the mind-blowing documentary “Seven Worlds. One Planet”. You have been asked to give your opinion on the following statement:

Urban living and quality of life don't always go hand-in-hand.

**Give your reasoned opinion, taking into account the following issues and suggest one possible course of action.**

- sprawling metropolis vs. rural area development.
- green areas, recreation grounds and town halls' budgets.
- New licences to build massive shopping centres on the outskirts contradicting the 'shop small and local' trend.

### **MONOLOGUE candidate B**

**You have 2 minutes to prepare your talk. You can take notes or make a brief plan of what you are going to say.**

**Talk to the examiners for about 4 minutes. You can use your notes during your talk, but you cannot read them off the paper. Your talk will be recorded.**

You have been asked to take part in a panel discussion for the annual congress of the Online News Association (ONA), a non-profit membership organization for digital journalists. Connecting journalism, technology and innovation, to be held online in English.

**Prepare a talk** on how people stay up-to-date with current events and which are the main online sources they use. You have been asked to outline the following points:

- favourite sources, for online users, when it comes to keeping updated.
- strengths and weaknesses of the sources.
- the impact of technology on online access to news and information.

## Part Two

### INTERACTION: COLLABORATIVE TASK 1

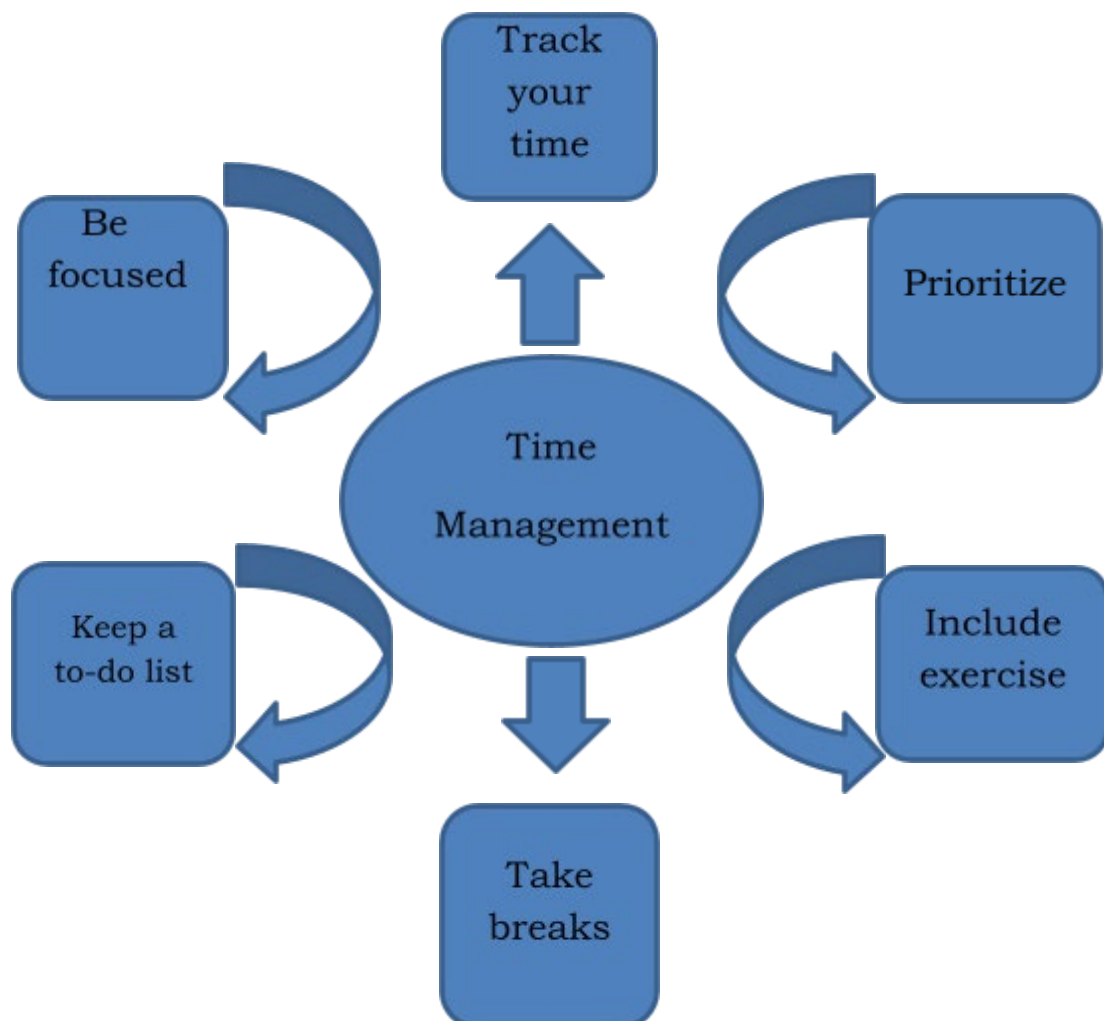
Discuss the following topic together for up to 6 minutes.

You have 2 minutes to look at the task.

On a monthly basis your school of languages publishes an online video discussion (4-6 minutes) in each of the languages it offers. This month it is the English Section's turn and the topic revolves around the following quote:

“Until we can manage time, we can manage nothing else”. *Peter F. Drucker*

**Discuss** some of the factors that boost productivity, in detail, **and try to agree on which two** can make the biggest difference:





## ANSWER SHEET

NAME: \_\_\_\_\_

\* LEVEL C1

### READING COMPREHENSION

How people react to the threat of disease...

EXERCISE 1		
Item	Student's answer	Teacher's assessment
0	A	
1		
2		
TOTAL		/2

Children with a migration background...

EXERCISE 2		
Item	Student's answer	Teacher's assessment
0	C	
1		
2		
TOTAL		/2

### LISTENING COMPREHENSION

The History of Supermarkets

EXERCISE 1		
Item	Student's answer	Teacher's assessment
0	D	
1		
2		
TOTAL		/2

The Ghent Altarpiece

EXERCISE 2		
Item	Student's answer	Teacher's assessment
0	GOOD FAITH	
1		
2		
TOTAL		/2

Reading comprehension mark:	/4	Listening comprehension mark:	/4
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### WRITING 1

Global assessment	Examiner I	/ 20			
Analytical assessment	Examiner II	TA / 5	CC / 5	G / 5	V / 5

### WRITING 2

Global assessment	Examiner I	/ 20			
Analytical assessment	Examiner II	TA / 5	CC / 5	G / 5	V / 5

If you use the draft sheet for the writing exercise, do not forget to transfer your answers to the answer sheet.