

LEVEL B (B1 & B2)

November 2015

MODULE 1 Reading comprehension and language awareness

PART A - CHOICE ITEMS

ACTIVITY 1

1.1 Read the text and choose the best answer (A, B, or C) for items 1a-2a.

1a. This text

A. reports findings.

B. tries to persuade.

C. states facts.

2a. This text was probably written

A. many years ago.

B. for future events.

C. recently.

The screenshot shows the MSF UK website. The header includes the MSF UK logo and navigation links for 'EVENTS' and 'PRESS ROOM'. The main content area features the 'Doctors Without Borders' logo, which consists of a red stylized figure with arms raised. Below the logo, the text reads: 'Every year, Doctors Without Borders (DWB) provides medical care to millions of people in nearly 60 countries around the world. DWB provides help when people and their health systems face catastrophe during war or natural disasters. DWB also helps people who cannot get health treatment. Everyday, about 27,000 doctors, nurses, administrators and other professionals help with water supplies and provide medical care. The aim of DWB's programmes is to save the lives and lessen the suffering of people in crisis situations. Sometimes, DWB helps them rebuild their lives. In countries where we work, people might be confronted with different types of crises: war, epidemics, famine and hunger, natural disasters, and so on. However, more than half of DWB's programmes are for men, women and children who have been affected by war. That is, it provides medical care to people in war zones, who may be injured, wounded or who may have experienced different sorts of violence. DWB also provides medical care to refugees and to people who have to escape to camps when their lives are in danger. Today, in places like Chad, Colombia and the Sudan, DWB provides medical care in hospitals or hastily built clinics and treat infectious diseases. Teams of people working or volunteers helping DWB provide basic supplies such as blankets, sheets, or cooking pots when people have lost their homes and have nothing to help them survive.'

On the right side of the website, there are four photographs: 1. A flag with the MSF logo flying in front of a building. 2. A group of people in orange life jackets on a boat. 3. A group of people, including children, sitting on the ground. 4. A person in a white shirt examining a patient lying on a bed.

ATTENTION

- Try to answer all the questions.
- Mark your answers on Answer Sheet 1 [ΑΠΑΝΤΗΤΙΚΟ ΕΝΤΥΠΟ 1].
- Provide ONE answer for each item.
- You have **85 minutes** to complete this exam.

1.2 Read the text again, more carefully, and choose the best answer (A, B, or C) for items 3a-6a.

- 3a. Which of the following does DWB do?
 A. Helps people win wars. B. Treats those affected by war. C. Helps stop unjust wars.
- 4a. Most frequently, DWB's activities are a response to
 A. natural disasters. B. war. C. pollution.
- 5a. Why do the refugees leave their homes?
 A. To get medical treatment. B. To find a better job. C. To save themselves.
- 6a. To whom does DWB give basic supplies?
 A. To the volunteers. B. To the jobless. C. To the homeless.

ACTIVITY 2

Read the text below and match the meaning of each underlined word (7a-11a) with options A-F. There is one option you do not need.

A. defended	B. started	C. managed	D. studied	E. learned	F. worked
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The screenshot shows the website of Wangari Maathai. At the top, there is a navigation bar with links: Home, Contact Us, SEE WHERE WE WORK, and DONATE. Below this is a green header with the logo of 'the green belt movement' and a map of Africa. The main content area features a large title 'Wangari Muta Maathai' and a photograph of her holding a plant. To the right of the photo is a sidebar with links: Biography, The Nobel Peace Prize, Key Speeches & Articles, Books, Taking Root Documentary, and Wangari Maathai Institute. The main text describes her as a Kenyan Nobel Prize Winner who founded the Green Belt Movement to protect the environment by planting trees. It mentions her education at the University of Pittsburgh and her work as a lecturer in Kenya. It also notes her fight for teachers' rights and her work for the Ministry of the Environment. The text concludes by mentioning her own organization's campaign for a greener environment and equal rights for women, and her life in a country that did not recognize women's civil rights.

ACTIVITY 3

Read the text below and for each gap (12a-16a) choose the best option (A-H). Use each option only once. There are three options you do not need.

A.	us	B.	them	C.	by	D.	away
E.	our	F.	their	G.	a week	H.	with

The British-Hellenic Forum proudly presents the 28th annual Charity Bazaar

Saturday, 28th November 1015

4.00-8.00pm

At the Town Square

The Christmas Bazaar is only a few days (12a) ____!

Even in these difficult times, let's try and make this event a great success. (13a) ____ your help we'll be able to help many poor people. It is your support that will make a difference in (14a) ____ lives.

Come and help (15a) ____ on the day of the Bazaar. There is a lot to do!

Handicraft items made (16a) ____ volunteers!

Homemade cookies, candies, cakes and other

Christmas treats

Traditional Greek delicacies!

See you there!

christmas bazaar

Contact:

charitybazaar@gmail.com

Adults 10€ / Children 5€

ACTIVITY 4**4.1** Read the text below and choose the best answer (A, B, or C) for items 17a-19a.

- 17a. This text was probably written by
 A. an actor. B. a drama critic. C. a theatre director.
- 18a. The title of the text is incomplete. The best completion option is:
 A. A School Performance. B. Classical Greek Texts. C. The American stage.
- 19a. What is the aim of this text?
 A. To review the play. B. To inspire reading of the classics. C. To support young actors.

Theatre EVENTS at our Foundation

Homer on stage:

This is a moving performance of Homer's Iliad: Book One, by teen actors at the Onassis Cultural Center in New York. It confirms that Homer's epic poem has universal meanings. This performance is meaningful for young people living in Harlem or the Bronx, where there is real-life violence.

Before their performance, the teenage actors visited the Heroes and Myths of an Ancient Greece exhibition in the Center's galleries. There they saw the ancient vases with the figures of the heroes whose lives they would perform on stage.

The teenagers, who gave a brilliant performance, were from the Drama Academy of the School of the Arts in Harlem, N.Y. They took part in the 2015 Forum Theatre's program, in which students from different drama school clubs and academies were invited to perform. The aim of the 2015 Forum Theatre has been to make classical works speak to as many people as possible in this day and age.

The man who founded The USA Forum Theater is none other than Paul Afleck, a Classics professor at the City University of New York. Actually, when the student actors interviewed him, he talked about his love for the ancient texts. "America needs the Greek classics", he said. "They are not only for the educated, white Anglo-Saxon American, but for Americans from all socio-cultural and ethnic backgrounds." And he continued: "Greek classics can tell us a lot about American society and the future of our world. Yes, there is much to criticise about the ancient world —slavery, war, dictatorship— but we can still learn from them. Homer has wise things to say to everyone and, above all, the Iliad is still a really good story".

4.2 Read the text again and decide if statements 20a-25a are True (A), False (B), or Not Stated (C).

STATEMENTS		A	B	C
		TRUE	FALSE	NOT STATED
According to the text:				
20a.	The performance described here is exclusively for teenagers.			
21a.	The exhibition on Ancient Greece was held in the same building.			
22a.	The Forum Theatre has never done a classical play before.			
23a.	The work of the Forum theatre is aimed at all Americans.			
24a.	The Iliad shows that a lot has changed since the time that it was written.			
25a.	The actors at first disliked the Iliad.			

ACTIVITY 5**5.1** Read the text and choose the best answer (A, B, or C) for items 26a-28a.

- 26a.** This article probably is likely to have appeared in a magazine for
 A. the general public. B. educators. C. economists.
- 27a.** A good alternative title for this text could be
 A. Humanitarian aid. B. Refugees in exile. C. Children in need of hope.
- 28a.** The attitude of the writer toward the refugees is
 A. charitable. B. liberal. C. caring.

10\$ A WEEK CAN KEEP A REFUGEE CHILD OFF THE STREETS

by Gordon Brown

Just days ago, Abdul al-Kader, with his four-year-old daughter draped over his shoulders, was photographed standing at a dangerous intersection in Beirut, trying to sell biro pens to feed his family. The photo of this Syrian refugee, tweeted by a Norwegian named Gissur Simonarson, immediately went viral. Within a day or two, £100,000 was raised to help Abdul and his two little daughters. When asked what he would do with the money, Abdul said he would use it to educate his children and their friends.

The story of Abdul and his children highlights an obvious truth: thousands of Syrian exiles are desperate to return home as soon as it is safe. It is desperation that is forcing them to embark on life-threatening voyages. And they are not alone. An astonishing 30 million children are displaced around the world: two-thirds to other parts of their countries, and the rest forced to flee from their homelands altogether.

Some refugees are victims of natural disasters – for example, the one million children recently made homeless by the earthquake in Nepal. Others are displaced by climate change. But the main reason for the rising number of refugees is violent conflict. Five years ago, war and fighting displaced roughly 5,000 children per day. Today, that number is more than 20,000! And, because the average time a refugee is away from his or her homeland is ten years, millions of refugee children could go without education for most of their childhood years.

That scenario is so unacceptable that it forces us to act. While food, medicine, and shelter come first, education must be a high priority. I found that out just a few weeks ago, while visiting a refugee centre in Beirut, where mothers pleaded with me to get their children into school. They understood that while nutrition and health care are vital to survival, education –which enables young people to prepare and plan for the future– is what gives them hope.

To address this, plans are underway for a humanitarian fund that can provide money to keep schools operating through an emergency or to build new ones in refugee camps and settlements. Indeed, the real test for such a fund is in countries where services are at a breaking point and more than two million children –the majority with no schooling– are languishing in shacks, tents, huts, and squalid camps.



Last week, the “Global Business Coalition for Education” and the charity “Their World” outlined a way forward that is economical and can be implemented immediately. The plan is simple: double shifts in existing schools, with local children attending during the first half of the day, and refugee children attending during the second half. The plan could ensure that one million refugee children are not condemned to lose their chance at an education. What is missing in places like Jordan, Lebanon, and Turkey are not classrooms or trained teachers –there are plenty locally and among adult Syrian refugees– but the money to pay for them.

The sums are not large relative to the scale of the problem. For just over \$500 a year, or \$10 per child per week, we can provide school places that would allow parents and children to do what they would like to do –be educated in their region.

5.2 Read the text again carefully, and choose the best answer (A, B, or C) for items 29a-35a.

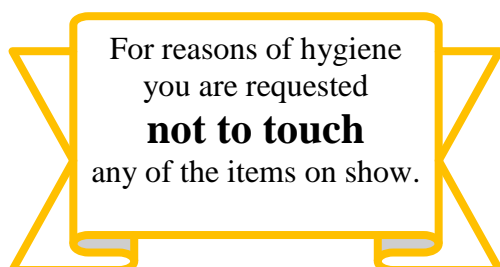
- 29a. What started the campaign in which a hundred thousand pounds were raised in a couple of days?
 A. A child's picture. B. A photo on YouTube. C. A refugee's image.
- 30a. The tweet had an impact because
 A. it was started by a Norwegian. B. it contained a cute photo. C. it reached many people.
- 31a. Syrian refugees want to educate their kids because they'd like to
 A. have their homes restored. B. go back to their country one day. C. be safe and sound .
- 32a. There are millions of children in the world that have to abandon
 A. their home. B. their cultural heritage. C. their families.
- 33a. Besides war, children around the world have to flee because of
 A. bad educational conditions. B. home violence. C. natural disasters.
- 34a. This article, about the refugees' drama, announces a scheme for raising money to
 A. build new refugee camps. B. provide schooling for kids. C. create civilised living conditions.
- 35a. The overall idea is that schools in countries with refugee settlements
 A. have evening classes. B. operate with \$500 year. C. run classes with trained teachers.

ACTIVITY 6

Read items 36a-41a below and decide where these notices might be seen. Use each of the options (A-H) below only once. There are two options you do not need.

A.	Hospital	B.	Department store	C.	A bakers shop	D.	Gourmet restaurant
E.	Pub	F.	Museum	G.	Post office	H.	Bank

36a.



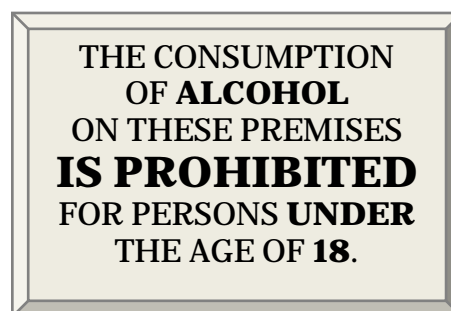
37a.



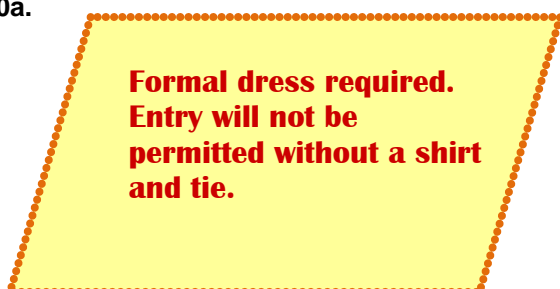
38a.



39a.



40a.



41a.



ACTIVITY 7

7.1 Read the text below and choose the best answer (A, B, or C) for items 42a-43a.

- 42a. Most likely, the text below is from
 A. an autobiography. B. a history book. C. a reference book.
- 43a. Judging from this chapter's beginning the theme of this book is about USA's
 A. Negro revolution. B. racial conflict. C. ethnic cleansing.

Malcolm X

Chapter 1: Nightmare



When my mother was pregnant with me, she told me later, a party of hooded Ku Klux Klan riders galloped up to our home in Omaha, Nebraska, one night. Surrounding the house, waving their shotguns and rifles, they shouted for my father to come out. My mother went to the front door and opened it. Standing where they could see her pregnant condition, she told them that she was alone with her three small children and that my father was away, preaching in Milwaukee. The Klansmen shouted warnings at her that we had better get out of town or else. The Klansmen then galloped round the house, shattering every window with the butt of their guns. Finally, they rode off into the night, their torches flaring, as suddenly as they had come.

My father was enraged when he returned. He decided to wait until I was born - which would be soon - and then the family would move. I am not sure why he made this decision, for he was not a frightened Negro, as most then were, and many still are today. My father was a big, six-foot-four, very black man. He had only one eye. How he had lost the other one I have never known. He was from Reynolds, Georgia, where he had left school after the third or maybe fourth grade. My father believed that freedom, independence and self-respect could never be achieved by the Negro in America, and that therefore the Negro should leave America to the white man and return to his African land of origin.

Among the reasons my father had decided to risk and dedicate his life to help spread this philosophy among his people was that he had seen four of his brothers die by violence, three of them were killed by white men, including one by lynching. What my father could not know then was that of the remaining three, including himself, only one, my Uncle Jim, would die in bed, of natural causes. Northern white police were later to shoot my uncle Oscar. And my father was finally himself to die by the white man's hands.

-4-

7.2 Read the text again and choose the best answer (A, B, or C) for items 44a-50a.

- 44a. When the Klansmen saw the author's mother
 A. they fired at her. B. they threw her out. C. they threatened her.
- 45a. What can we guess about the author's father?
 A. He was a proud man. B. He was a weak man. C. He was a violent man.
- 46a. The author's father doubted that Negroes in America could
 A. survive on their own there. B. gain their rightful place there. C. be free from slavery there.
- 47a. The author's uncles –all but one– were
 A. tortured. B. executed. C. murdered.
- 48a. Judging by the fact that the author's father went around preaching his philosophy, we understand that he
 A. was a priest. B. needed to spread his ideas. C. had dedicated his life to God.
- 49a. What was different about Uncle Jim from the rest of the family?
 A. He was not a violent man. B. He did not die violently. C. He was killed by black men.
- 50a. Judging by the text, Malcolm X, who is an important historical figure in the USA, is probably best known as
 A. a human rights activist. B. a notorious judge. C. a teacher in an all-white school.

PART B - SHORT ANSWERS**ACTIVITY 1**

Use the correct form of the words in parentheses to complete the items 1b-5b, as in the example.

BREAKFAST ROUND THE GLOBE

	<p>Greece Most Greeks (EX) <u>usually</u> (usual) have a small breakfast, consisting of a roll, bread and cheese, maybe with honey and a cup of coffee.</p>
	<p>Hong Kong (1b) _____ (tradition), families in Hong Kong continue the Chinese custom of visiting a tea house every morning and typically ordering a whole pot of Chinese tea for the whole family.</p>
	<p>Malaysia Many Malaysian breakfast dishes consist of noodles, rice, or another type of carbohydrate as the main dish. Breakfast also includes a (2b) _____ (various) of soups, noodles and porridge.</p>
	<p>Singapore For office (3b) _____ (employ) or people on the go in the morning hours, breakfast is often a simple something, like a sandwich or a bun, cereal, that they eat at home or on their way to work.</p>
	<p>Brazil The (4b) _____ (nation) breakfast in Brazil is a simple affair. It consists of tropical fruit juices (mango, pineapple, melon), typical beverages, along with the all-popular coffee drinks.</p>
	<p>United Kingdom The huge traditional English breakfast of eggs, bacon, beans, sausages and so on is in (5b) _____ (real) not commonly had by most British people – except maybe when they're on holiday.</p>

ACTIVITY 2

Think of **ONE** word that can go with **BOTH** sentences (6b-10b) in each set. The first letter of the word is given.

- 6b.** a) By the **w**_____, I am sorry I missed your performance a couple of weeks ago.
b) There is no **w**_____ I'm going to lend you any more money!

- 7b.** a) Wait at the station – I'll come and **p**_____ you up.
b) Take your **p**_____ - you can have anyone you like.

- 8b.** a) I know these are hard times but we'll just have to **m**_____ the best of them.
b) Sorry I let you down, I promise to **m**_____ it up to you one day.

- 9b.** a) The play is divided into five **a**_____
b) He always **a**_____ like an adolescent – and he's nearly 50!

- 10b.** a) I always have the guide book at **h**_____ when I need to refer to something.
b) Sorry, but could you give me a **h**_____ with this suitcase. It's too heavy for me.

**ΣΑΣ ΥΠΕΝΘΥΜΙΖΟΥΜΕ ΟΤΙ ΠΡΕΠΕΙ ΝΑ ΜΕΤΑΦΕΡΕΤΕ ΟΛΕΣ ΤΙΣ ΑΠΑΝΤΗΣΕΙΣ ΣΤΟ ΕΝΤΥΠΟ 1
ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**