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HellenicAmericanUniversity

**ETECT**

The English Teaching  
Competency Test

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HELLENIC AMERICAN UNION

An educational public charity

CENTER FOR EXAMINATIONS AND CERTIFICATIONS

**Sample Test**

**Paper 2: Language Awareness**

**FREE OF CHARGE**



## PAPER 2: LANGUAGE AWARENESS (SAMPLE)

This paper of the English Teaching Competency Test (ELECT) measures your awareness of language and grammatical knowledge. **All items are worth one point unless otherwise indicated.**

There are six sections in this paper, which cover the following areas:

Section 1	Verbs: Form and use	20 points
Section 2	General errors	10 points
Section 3	Pragmatic competence	10 points
Section 4	Semantic differences	20 points
Section 5	Grammatical terminology	10 points
Section 6	Reading comprehension	10 points

**Total 80 points**

Look at the IMPORTANT DIRECTIONS FOR MARKING ANSWERS. This test is not machine scored, so you must follow instructions carefully.

- Use a #2 (soft) pencil or a pen.
- Erase cleanly any answer you wish to change.
- Mark all answers in the test booklet.
- Make sure you write your answers clearly.
- Any item with more than one answer marked will be counted wrong.
- If you are not sure about an answer, you may guess.

**Please note:** Keep your eyes on your own test booklet and answer sheet. Candidates giving or receiving help or using notes or other aids will be disqualified and will not receive a score report.

You will have **two hours** to complete Paper 2.



## PAPER 2, SECTION 1: VERBS: FORM AND USE

20 POINTS

In this section, you will read 10 short dialogues. For each underlined verb

a: name the verb form

b: explain briefly its use in the given context

Each item is worth 2 points (a = 1pt; b = 1pt.)

*Example:*

**A:** Say Paul, can you watch my bags for me for a minute? I'll be right back.

**B:** Sure. Don't worry, they'll be safe with me.

a Name of verb form: .....

**Suggested answer:** negative form of the imperative

b Use of verb form: .....

**Suggested answer:** used as a command to reassure someone

1. **A:** Hey, why's everybody gathered there on the sidewalk?

**B:** Some guy is juggling on the street.

a. Name of verb form: .....

b. Use of verb form: .....

.....

2. **A:** How did the riots begin?

**B:** They're thought to have started after the government announced the price of bread would rise.

a. Name of verb form: .....

b. Use of verb form: .....

.....

3. **A:** Why didn't you go to Jim's wedding?

**B:** If I had been invited, I would have gone.

a. Name of verb form: .....

b. Use of verb form: .....

.....

**4. A: When are you going to look at my broken watch?**

**B: I promise you that I'll do it tomorrow.**

a. Name of verb form: .....

b. Use of verb form: .....

.....

**5. A: Before you go out, will you help me wash the dishes?**

**B: Sure. Just let me wash my hands first.**

a. Name of verb form: .....

b. Use of verb form: .....

.....

**6. A: Can you pass by the store on the way home and get us some milk?**

**B: I wish that I could, but I have to coach a soccer game right after work.**

a. Name of verb form: .....

b. Use of verb form: .....

.....

**7. A: How come you look so annoyed?**

**B: Well, while I was trying to sleep, one of the neighbors was playing loud music.**

a. Name of verb form: .....

b. Use of verb form: .....

.....

**8. A: Are you ready for your long trip?**

**B: Sure am! Can't believe that by this time tomorrow I will have arrived in Beijing!**

a. Name of verb form: .....

b. Use of verb form: .....

.....

**9. A: Hey, since you've been living in Athens, how many times have you visited the Acropolis?**

**B: Oh, I don't know, maybe three or four times. Why?**

a. Name of verb form: .....

b. Use of verb form: .....

.....

**10. A: How did the burglar get into your house, I wonder?**

**B: We're not sure, but he must have gotten in through the window.**

a. Name of verb form: .....

b. Use of verb form: .....

.....

**PAPER 2, SECTION 2: GENERAL ERRORS**

**10 POINTS**

In this section, you will read ten sentences that contain ONE grammatical or vocabulary error that has been underlined. For each error, briefly explain why it is an error.

**Example:**

The report must to be edited before it is sent off.

**Suggested answer:** Modal verbs such as “must” cannot be followed by “to”.

11. The trainer was disappointed that the teacher had a few pair work activities in her lesson.

.....  
.....  
.....

12. It has often said that teachers should reflect more on their lessons.

.....  
.....  
.....

13. Before the lesson, the teacher asked students to collect informations from the Internet.

.....  
.....  
.....

14. I will explain the students what the words mean before they read.

.....  
.....  
.....

15. When the teacher sees that everyone have finished, she goes over the exercise.

.....  
.....  
.....

**16. Even though people realize how harmful is to smoke, they do it anyway.**

.....  
.....  
.....

**17. The students knew for the first time that the present continuous can refer to future events.**

.....  
.....  
.....

**18. A student who comes always to class late should be punished.**

.....  
.....  
.....

**19. Despite that the student walked into class late, the teacher didn't say anything.**

.....  
.....  
.....

**20. I am looking forward to see the students' projects.**

.....  
.....  
.....

## PAPER 2, SECTION 3: PRAGMATIC COMPETENCE

10 POINTS

In this section, you will read ten short dialogs. In each dialog, identify the function expressed by the words in bold. In your booklet, circle the best answer to each question.

**Example:**

A: I'm tired after work and don't have energy to do anything.

B: **Why not try working out at a gym?** The exercise will do you good.

- a. complaining
- b. suggesting
- c. requesting

21. A: You just have to see these pictures of my daughter Jean.  
B: **Oh, she's absolutely adorable!** How old is she now?
- a. boasting
  - b. admiring
  - c. encouraging
22. A: Are you sure that the water here is safe to drink?  
B: **I can't say I'd bet my life on it.**
- a. reporting
  - b. reassuring
  - c. expressing uncertainty
23. A: Something must have happened to Sara. She's not answering.  
B: **Oh, that doesn't mean anything. She usually sleeps late.**
- a. blaming
  - b. predicting
  - c. reassuring
24. A: Everyone says that Mark got another job.  
B: **Really?! I just can't see him leaving the company willingly.**
- a. expressing remorse
  - b. expressing surprise
  - c. expressing disappointment
25. A: I was wondering if you'd like to go out for dinner.  
B: **Oh, I'll be working late tonight, I'm afraid.**
- a. complaining
  - b. announcing
  - c. declining an invitation

26. A: What do you think of your new apartment, Betty?  
B: **It's everything I could've wanted, really.**
- a. hypothesizing
  - b. expressing regret
  - c. expressing satisfaction
27. A: I'm not sure I can handle this project on my own.  
B: **Don't worry, whatever happens, we're here for you.**
- a. insisting
  - b. encouraging
  - c. sympathizing
28. A: Would you mind opening the window a little to get some fresh air?  
B: **Sure thing. Just a minute.**
- a. agreeing
  - b. offering
  - c. ordering
29. A: I'm so sorry I forgot our meeting time. I don't know what to say.  
B: **Actually, there's nothing you can say to make up for it. I sort of expected it, knowing you.**
- a. criticizing
  - b. refusing
  - c. instructing
30. A: I'm going out for a while to get some fresh air.  
B: **Do you mind if I join you?**
- a. offering
  - b. insisting
  - c. requesting permission

**PAPER 2, SECTION 4: SEMANTIC DIFFERENCES**

**20 POINTS**

In this section, you will read ten pairs of sentences. For each pair, briefly describe the difference in meaning between the two underlined words or phrases.

Each item is worth 2 points (a=1pt.; b =1pt).

**Example:**

a. Mary likes drinking coffee.

.....  
**Suggested answer:** Mary enjoys drinking coffee.

b. Mary would like a cup of coffee.

.....  
**Suggested answer:** Mary wants a cup of coffee.

31. a. The footballers play hard.

.....  
b. The footballers hardly play.

32. a. I saw her eating an apple.

.....  
b. I saw her eat an apple.

33. a. The students took their final exams.

.....  
b. The students passed their final exams.

34. a. Her husband reminded her to take her pills.

.....  
b. Her husband reminded her of her uncle Bill.

35. a. Do you think John likes to come to see me?

.....  
b. Do you think John is likely to come to see me?

.....  
36. a. My daughter cuts class far too often.

.....  
b. My daughter cut class far too often.

.....  
37. a. That employee must have been fired.

.....  
b. That employee must be fired.

.....  
38. a. The children left for school crying.

.....  
b. The children left at the school cried.

.....  
39. a. The Red Cross was founded in 1873.

.....  
b. The gold cross was found in 1873.

.....  
40. a. Price rises resulted from changes to the economy.

.....  
b. Price rises resulted in changes to the economy.  
.....

## PAPER 2, SECTION 5: GRAMMATICAL TERMINOLOGY

10 POINTS

In this section, you will read a passage in which certain grammatical phenomena have been underlined. For each item, find an example of the grammatical phenomenon from the underlined words and write the number of the word in the table below the text. There are six extra words underlined apart from the example.

**Example:**

The inspector (0) opened the fridge, removed (1) the previous day's leftovers and put them (2) into the microwave. ...

	Which of the underlined words in the text is an example of ...	Answer
<b>Example</b>	a noun?	0

When Stella left school she worked for (0) a time in a confectionery store, wreathed by the scent of sugar (1) she would come to find cloying and repulsive. She (2) served spotty brats and their (3) indulgent mothers, and each time she tipped a (4) mound of bull's eyes or twisted a paper bag, she felt diminished. She hated her (5) meaningless life, marked out by pennies' worth of boiled sweets, gaudily (6) striped, and the click of purses opened and closed, and the counting (7) of small copper change (8), and the daily, infuriating, condescension.

Stella learned of a position (9) as a lady's companion, and found that it included the task of reading aloud. She decided that this (10) would be a new captivity she might better endure. The lady, Mrs. Whitcombe, was a widow from the Great War who (11), as it happened, did not require much companionship (12). Stella was at liberty for at least half the day and developed over time a moony passivity, a sort of easy, wandering (13), dreamy suspension. She lost sight of her own life as a separate thing, and one day woke to discover (14) she had been a 'companion' for almost (15) twenty years and that the (16) old woman before her, now in her eighties, was withering away.

Adapted from: *Sorry* by Gail Jones

<http://www.randomhouse.co.uk/catalog/extract.htm?command=search&db=main.txt&eqisbndata=184655053X>

	<b>Grammar item</b>	<b>ONE example from text</b>
	Preposition	0
41.	abstract noun	
42.	uncountable noun	
43.	adverb of manner	
44.	3 <sup>rd</sup> person plural possessive adjective	
45.	relative pronoun	
46.	definite article	
47.	gerund	
48.	demonstrative pronoun	
49.	full infinitive	
50.	3 <sup>rd</sup> person singular subject pronoun	

## PAPER 2, SECTION 6: READING COMPREHENSION

10 POINTS

In this section, you will read two passages that are each followed by a set of questions. For each question, write your answer in the text booklet.

**Example:****When under attack - surrender, withdraw or counterattack?**

In an actual war, to be attacked means to have our survival threatened. Thus, we might choose between surrender, withdrawal, or counterattack. When we feel attacked by others in conversation, we often move into that same kind of survival mentality and automatically defend ourselves. But conversation is different from war. When we rush to defend ourselves against criticism, we give more power to the criticism and the person handing it out than is warranted.

While we might need to set some limits if someone is verbally abusive, I think we often ward off criticism far too soon, discarding anything that is valid, as well as what is invalid. The person's words may hurt, but they will hurt less, I think, if we ask questions, decide which pieces we agree with (if any) and which ones we don't agree with. We can just think about it - we don't have to fight it as if we were being attacked with a lethal weapon. I watch people's self-esteem increase simply from becoming less defensive in the face of criticism and judgment. Besides, we may find a priceless gem in with some junk.

Adapted from: <http://teenadvice.about.com/cs/peerpressure/a/blcriticism.htm>

**Example question:**

What two things might happen if one defends oneself too quickly from verbal criticism?

a: .....

**Suggested answer:** Giving too much power to the criticism and/or to the one criticizing

b: .....

**Suggested answer:** Dismissing good criticism with bad criticism

**TEXT 1****Contemporary Issue: Cyber bullying**

Cyber bullying is on the **rise** and both parents and teachers need to urgently address the issue to prevent long-term psychological effects on young people.

Unlike more traditional bullying, cyber bullying creates situations in which victims can be bullied anytime and from anywhere because most children have access to digital devices outside of school. As such, it is difficult to escape this type of bullying, as long as one makes use of a mobile phone or computer and, as a result, the victims are given little respite. In addition, the Internet allows children access to a much larger community than in the past. Hence, a bully can torment a victim in front of a virtual audience of many people, such as a group of peers on a social networking site. The Internet

also allows anonymity, meaning a bully can target a victim while shielded behind a computer screen or mobile phone. Finally, the asynchronous nature of electronically mediated communication allows for actions to be separated from consequences. In this manner, a person who bullies on a screen rather than face to face may not clearly understand how their behavior affects the victim. All of these unique aspects of cyber bullying, but in particular the latter, contribute to its potentially devastating effects on a child's psyche.

Given that peers from school are involved in most cyber bullying incidents, it is imperative that all educators attend a seminar on different anti-cyber bullying strategies, such as **curtailing** an offender's access to computers both at home and school, making an offender do a presentation about cyber bullying, or even taking away the offender's extracurricular activities.

People can speculate all they want as to why cyber bullying feels more distressing to victims than traditional bullying, with the larger audience, the around the clock availability of digital media, and the ease of dispersing embarrassing photos or videos all contributing to its impact. Without quick and immediate action, however, the future of our children's mental well-being is at stake.

Adapted from: <http://psychologyinaction.org/2010/12/08/is-bullying-going-digital-cyber-bullying-facts/>

**51. Why is it difficult to avoid cyber bullying?**

.....  
 .....

**52. According to the text, which aspect of cyber bullying is potentially the most dangerous, and why?**

**a. dangerous aspect:** .....

**b. reason why:** .....

**53. Without changing the surrounding text, suggest an alternative word or phrase to replace the following words bolded in the text:**

**a. rise** .....

**b. curtailing** .....

**TEXT 2****Emergency physicians express safety concerns about texting**

The nation's emergency physicians say they are seeing a dangerous trend that appears to go hand-in-hand with texting: a rise in injuries and deaths related to sending text messages at inappropriate times, such as while walking, driving, biking or rollerblading.

“People out walking are texting and they trip and fall on their faces – usually people in their 20s. We see a lot of face, chin, mouth and eye injuries from falls,” said Dr. Linda Adams, President of the American College of Emergency Physicians. Even worse are the injuries that result from the people texting who are involved in collisions with bikers, rollerbladers and others who may also be texting.

While many of these injuries turn out to be relatively minor, others are more deadly. “In March,” said Dr. Adams, “I saw a woman in her twenties step off the curb and get struck square by a pickup truck. She was unconscious and it appeared she'd suffered some injuries. You could tell she saw the truck at the last moment because her cell phone was dropped right where she was struck – just off the curb – and she was thrown about 20 or 30 feet. The truck stopped. The driver was devastated. I was amazed to hear she had even survived.”

Of course, it's not just the young who are vulnerable to cell-phone-related injuries. Dr. Cynthia Walsh, an emergency physician in California, reported treating a man in his 50s who was talking on the phone to his wife. “He was distracted and was killed as he crossed the road. “This issue is real,” said Dr. Walsh. “In Ireland, the government has developed advertising aimed at all age groups for this very reason.”

Because of the inevitable distractions and subsequent dangers related to texting and the use of other electronic devices, Dr. Lawrence has produced a leaflet with common-sense safety measures.

Adapted from <http://www.emergencycareforyou.org/YourHealth/InjuryPrevention/Default.aspx?id=1240>

**54. According to the article, what are the two main causes of text-related injuries?**

**a.** .....

**b.** .....

**55. What issue is Dr. Walsh referring to when she says, “This issue is real”?**

.....

.....

**56. Without changing the surrounding text, which words in the passage could be best replaced by:**

**a. together** .....

**b. directly hit** .....



**KEY**

**PAPER TWO: LANGUAGE AWARENESS (SAMPLE) KEY**

Please note: For the open-ended items, the answers provided are only suggested responses. There may be others.

**Paper 2, Section 1: Verbs: Form and use**

1. a. present continuous  
b. used to refer to an action happening at the moment
2. a. perfect infinitive  
b. The starting (of the riots) takes places before the action stated in the main verb.
3. a. past perfect (passive)  
b. used to express an unreal condition as part of the 3<sup>rd</sup> conditional
4. a. simple future/ future with 'will'  
b. promises, made at the moment of speaking and without forethought are expressed using the simple future (rather than with, say, BE going to + verb)
5. a. simple present  
b. used in time clauses (here with *before*) to refer to the future
6. a. past form of 'can' OR past subjunctive / modal verb  
b. used with 'wish' to express regret about being unable to perform some action
7. a. past continuous  
b. used to refer to one action taking place at the same time as another in the past
8. a. future perfect  
b. used to express the completion of an action **by** a certain point in the future. [cf. ...at this time tomorrow I'll be lying on a beach in Cancun – future continuous used to express an action that will be in progress **at** a certain point in time in the future.]
9. a. present perfect continuous  
b. used to express an action that began at some point in the past and is continuing up to the moment of speaking, with stress on the continuity of the action
10. a. must + perfect infinitive OR must + have + past participle [Not acceptable: must + present perfect]  
b. modal of probability used to express strong probability in the past

**Paper 2, Section 2: General errors**

11. Since the trainer is disappointed, it must mean there were not enough pair work activities, which means 'few' must be used since it means 'almost none'.
12. 'It' cannot say anything; the passive form must therefore be used here.
13. 'information' is an uncountable noun.
14. 'explain' TO someone

15. 'Everyone' takes a verb in the third person singular.
16. Every verb requires a subject in English.
17. 'know' is a stative verb; 'find out' means 'learned' and has a starting point.
18. Adverbs of frequency come immediately before action verbs.
19. 'Despite' is a preposition and prepositions are followed by nouns or gerunds.
20. 'Looking forward to' is followed by a gerund.

### **Paper 2, Section 3: Pragmatic competence**

21. b
22. c
23. c
24. b
25. c
26. c
27. b
28. a
29. a
30. c

### **Paper 2, Section 4: Semantic differences**

31. a. They play rough. OR They make a strong effort.  
b. They almost never play.
32. a. She had already started eating an apple when I saw her.  
b. I saw the whole action: I saw her eat the whole apple until only the core was left.
33. a. They sat for their exams.  
b. They succeeded in their exams.
34. a. Her husband helped her remember.  
b. She saw a resemblance between the two. / Her husband looked like her uncle Bill.
35. a. Do you think he enjoys visiting me?  
b. Is there a possibility that he may come?
36. a. She makes it a habit of skipping class.  
b. She used to skip class in the past.
37. a. It is highly likely that s/he was fired.  
b. He/she needs to be fired.

38. a. When they left for school, they were crying.  
b. They cried because they were left at school.
39. a. was established  
b. was discovered
40. a. The changes led to price increases.  
b. The price rises brought about changes.

**Paper 2, Section 5: Grammatical terminology**

	<b><i>Grammar item</i></b>	<b><i>ONE example from text</i></b>
	Preposition	0
41.	abstract noun	12
42.	uncountable noun	1
43.	adverb of manner	6
44.	3 <sup>rd</sup> person plural possessive adjective	3
45.	relative pronoun	11
46.	definite article	16
47.	gerund	7
48.	demonstrative pronoun	10
49.	full infinitive	14
50.	3 <sup>rd</sup> person singular subject pronoun	2

**Paper 2, Section 6: Reading comprehension**

51. a. Children have access to mobile phones and computers outside of school.
52. a. The cyber bully can send asynchronous messages that are not immediately received.  
b. The cyber bully acts without seeing the results of his/her actions on the victim.
53. a. increase  
b. limiting, restricting
54. a. tripping and falling on one's face (one person involved)  
b. colliding with people or objects and suffering injuries that are even worse (than to the face) (2 or more people, or person and object are involved)
55. The dangerous trend of a rise in injuries or death related to sending text messages.
56. a. hand-in-hand  
b. struck square









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