

THE UNIVERSITY OF MICHIGAN

**ECPE**

**9 PRELIMINARY  
TESTS  
&  
2 SAMPLE TESTS  
WITH  
ANSWERS**



# Guide for Taking and Scoring the ECPE Sample Test

## Introduction

This ECPE Sample Test contains a full version of the ECPE test. Additional information about the ECPE is available at [CambridgeMichigan.org](http://CambridgeMichigan.org).

## How to Take the Test

When you take the sample test you should follow these steps.

1. You will need:
  - a. the **sample test**
  - b. the **answer sheet**
  - c. a **piece of paper** for the writing section
  - d. **access to the audio** for the listening section
  - e. **pencils**
  - f. a **timing device** such as a clock or stopwatch
  - g. at least three hours of uninterrupted time
2. Start with the writing section. Read the instructions. Then read the essay topics and begin writing. You should write your essay on a separate piece of paper. After 30 minutes, stop writing.
3. Turn to the general instructions on page 3 of the sample test. Read the instructions and fill out the answer sheet according to the instructions.
4. Turn to the listening section instructions on page 4. Once you start each section of the audio, do not pause or stop it. Play the audio files in the order presented. Mark your answers directly on the separate answer sheet, not in the test booklet. The listening section takes 35–40 minutes total.

5. Turn to the grammar, cloze, vocabulary, reading (GCVR) section instructions on page 11. You have 75 minutes for this section.
6. Use the sample speaking prompt provided to take the speaking test.

## Scoring the Test

### Listening and GCVR

1. Compare your answers with the answer key. If your answer matches the answer key then award yourself one point. If your answer does not match the answer key do not award yourself a point.
2. Add up all of your correct answers in the listening section. This is your listening section score.
3. Add up all of your correct answers in the GCVR section. This is your GCVR section score.
4. Read the Interpreting Your Scores section below for an explanation of what your sample test listening and GCVR scores mean.

### Writing

When you have taken the sample writing test, you need to rate your essay. Please follow the instructions below.

1. Refer to the ECPE writing rating scale and writing benchmarks on the CaMLA website. The writing rating scale describes five levels of ability under three separate categories: Rhetoric, Grammar/Syntax, and Vocabulary. Your essay is awarded a numeric score derived from scores assigned to each of these three ECPE writing scoring criteria.
2. Read your essay and then refer to the performance descriptions at each point of the ECPE Writing Rating Scale as well as the benchmarks to determine three individual scores.



- A teacher or expert user of English may be able to help you decide which level best describes your ability at each of the score points.
- Read the Interpreting Your Scores section of this guide for an explanation of what your writing score means.

## Speaking

When you have been able to take the sample speaking test, you need to rate your speaking. Please follow the instructions below.

- Refer to the ECPE speaking rating scale and speaking test materials on the CaMLA website. The speaking rating scale describes five levels of ability scale under three separate categories: Discourse and Interaction, Linguistic Resources, and Delivery and Intelligibility. Your speaking performance is awarded a numeric score derived from scores assigned to each of these three ECPE speaking scoring criteria. You should refer to the performance descriptions at each point of the ECPE Speaking Rating Scale to determine six individual scores.
- You should read the descriptions of the different levels on the ECPE Speaking Rating Scale and decide which level best describes your speaking on the sample test. If you recorded your test, you should listen to yourself speaking. The teacher or expert user of English who conducted your speaking test may be able to help you decide which level best describes your ability at each of the score points.
- Read the Interpreting Your Scores section of this guide for an explanation of what your speaking score means. The table below is a sample of how the six individual scores are awarded during an ECPE Speaking Test.

## Interpreting Your Scores

When the ECPE is taken under examination conditions, the listening section and the grammar, cloze, vocabulary, reading (GCVR) section are scored electronically using Item Response Theory (IRT). This method ensures that the ability required to pass a section, or to receive a high score, remains the same from year to year. IRT scores are not the same as number-right scores or percentage scores, but there is very high correlation between the number of correct answers provided and the IRT scores.

### Listening Section

- Scores 38 and above:** If you have strictly followed the instructions for taking the sample test, you are likely to pass the listening section of the ECPE under examination conditions.
- Scores 34–37:** You have a chance of passing the listening section of the ECPE under examination conditions but you may benefit from more lessons or more practice before you register for the examination.
- Scores 33 and below:** You are unlikely to pass the listening section of the ECPE under examination conditions and should spend more time improving your English before taking the examination.

### Grammar, Cloze, Vocabulary, and Reading (GCVR) Section

- Scores 90 and above:** If you have strictly followed the instructions for taking the sample test, you are likely to pass the GCVR section of the ECPE under examination conditions.
- Scores 78–89:** You have a chance of passing the GCVR section of the ECPE under examination conditions but you may benefit from more lessons or more practice before you register for the examination.
- Scores 77 and below:** You are unlikely to pass the GCVR section of the ECPE under examination conditions and should spend more time improving your English before taking the examination.

### Sample of the ECPE Speaking Score Collection Sheet

	Discourse and Interaction	Linguistic Resources	Delivery and Intelligibility
<b>Stages 1, 2, &amp; 3</b> 1. Introduction 2. Explaining and Recommending 3. Consensus Reaching	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
<b>Stages 4 &amp; 5</b> 4. Presenting and Convincing 5. Justifying and Defending	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

## Writing Section\*

- **Scores 11 and above:** If you have strictly followed the instructions for taking the sample test, you are likely to pass the writing section of the ECPE under exam conditions.
- **Scores 9–10:** You have a chance of passing the writing section of the ECPE under exam conditions, but you may benefit from more lessons or more practice before you register for the examination.
- **Scores 8 and below:** You are unlikely to pass the writing section of the ECPE under examination conditions and should spend more time improving your English before taking the examination.

## Speaking Section\*

- **Scores 23 and above:** If you have strictly followed the instructions for taking the sample test, you are likely to pass the speaking section of the ECPE under exam conditions.
- **Scores 19–22:** You have a chance of passing the speaking section of the ECPE under exam conditions, but you may benefit from more lessons or more practice before you register for the examination.
- **Scores 18 and below:** You are unlikely to pass the speaking section of the ECPE under examination conditions and should spend more time improving your English before taking the examination.

\* This guidance is provided assuming only one rater for each performance. In an official ECPE administration, the writing and speaking sections are assessed by at least two examiners.

## Passing the ECPE Overall

ECPE section scores are reported in five bands. The levels of performance, from highest to lowest, are:

ECPE Reporting System Band Scores	
	Scaled Score Per Section
Honors (H)	840–1000
Pass (P)	750–835
Low Pass (LP)	650–745
Borderline Fail (BF)	610–645
Fail (F)	0–605

ECPE test takers who achieve an average score of 650 or higher will be awarded a certificate. Additionally, those who achieve a score of 840 or higher in all four sections will be awarded a Certificate of Competency with Honors.

Look at all your scores on the sample test sections.

- If your score is 23 or higher on the speaking section, 11 or higher on the writing section, 38 or above on the listening section, and 90 or above on the GCVR section, you are likely to pass the ECPE under exam conditions.
- If your score is 19 or higher on the speaking section, 9 or higher on the writing section, 34 or above on the listening section, and 78 or above on the GCVR section, you have a chance at passing the ECPE under exam conditions.

If you are able to meet the passing standards on the sample test, then you are probably ready to take the ECPE.

## Important Points to Note

1. Although the sample test is designed to be similar in difficulty to the ECPE and will give you a reasonable idea of how you should expect to score on the exam, there is no guarantee that your score on the sample test will be the same as the score you receive when you take the ECPE.
2. The writing and speaking section scores you receive when you take an ECPE under examination conditions are determined by raters who have been trained and certified according to CaMLA standards. It is possible that when you review your own writing performance or have your performance on the writing and speaking sections evaluated by someone who is not a certified CaMLA evaluator, the scores assigned might be different from those that would have been assigned by certified raters and examiners.

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

This test may be machine scored, so you must follow instructions carefully.

- Mark all your answers on the 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 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, then middle initial (MI). Use capital letters.
- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
- **NATIVE LANGUAGE:** print your native language.
- **TODAY'S DATE:** print the month, day, and year.

Look at the TOP LEFT of your answer sheet. Use capital letters to fill in the following information in the blocks. Use the same spelling you used on your registration form:

- **LAST NAME:** print your main family name in the blocks, one letter per block. There are 13 blocks. If your last name is longer than 13 letters, print only the first 13 letters.
- **FIRST:** print the first 6 letters of your first name.
- **MI:** print the initial of your middle name.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the letter that is the same as the letter you have printed in the block above.
- Darken the circle completely so that you cannot see the letter inside.
- Do this for all the letters of your last name, first name, and your middle initial.
- Darken only one circle in each of the columns.

Look at the BOTTOM LEFT of your answer sheet.

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a one-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last two digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).

- **LANG. (LANGUAGE):** print the code number for your native language (the examiner will tell you the number). Darken the circles.
- **CENTER NO.:** print the test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **FORM:** Darken the circle corresponding to the number of the form listed on your test booklet.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1978, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

PRINT YOUR NAME IN THE BLOCKS PROVIDED.  
BLACKEN THE CORRESPONDING CIRCLE

LAST NAME													FIRST NAME						MI		
S	A	N	T	O	S								J	O	A	O					C
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

  

BIRTHDATE		LANG	REG. NO.						FORM							
Jan	Feb	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	0	1	2	3	4	5	6	7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When instructed to, open your test booklet and check to see that it is complete. Check the pages quickly. You should have 5 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand, and a proctor will give you a replacement.

This Preliminary Test was designed by the English Language Institute, University of Michigan, to screen applicants for the Examination for the Certificate of Proficiency in English (ECPE). It contains examples of the grammar, cloze, vocabulary, and reading comprehension sections of the ECPE. It does not contain examples of the writing, listening, or interactive oral communication sections of the ECPE.

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## INSTRUCTIONS

There are 35 multiple choice problems in this test: 10 grammar, 10 cloze, 10 vocabulary, and 5 questions about a reading passage. You will have 30 minutes to answer all 35 problems. Do not begin this test until you have read the instructions and examples below and the test administrator has answered any questions you may have.

In each example below, the correct answer is underlined. For the actual problems, fill in the circle on your answer sheet that corresponds to your answer choice. For each problem, there are 4 possible answer choices. Only one is correct. 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. Answer all problems. Unanswered problems will be counted wrong. Completely fill in the circle that corresponds to the answer you have chosen. If you change your mind about an answer, erase your first mark completely. Do **NOT** mark your answers in this test booklet. Do not make any stray marks on your answer sheet.

**GRAMMAR**

Choose the word or phrase that best completes the sentence or the conversation.

"What is that thing?"

"That \_\_\_\_\_ a spider."

- a. to call
- b. calls
- c. called
- d. is called**

**CLOZE**

Read the passage, then select the word that best fills the blank in both grammar and meaning.

Long ago roads were only trails for people and animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern \_\_\_\_\_ is often called a superhighway.

- a. way
- b. road**
- c. travel
- d. walk

**VOCABULARY**

Choose the word or phrase that most appropriately completes the sentence.

The first things we study in school are very \_\_\_\_\_.

- a. sturdy
- b. shifty
- c. trusty
- d. elementary**

**READING**

Read the passage, then answer the questions following it according to the information given in the passage.

Viruses may be considered as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

The writer says that viruses are alive because they . . .

- a. have a complex atomic structure.
- b. move.
- c. multiply.**
- d. have a regular molecular structure.

Please observe silence. Do not leave before the end of the time period. Please remain in your seat until the test administrator dismisses the group. Remember, you have 30 minutes to complete all 35 problems. If you have any questions during the test, you should raise your hand, and a proctor will help you.

1. This show \_\_\_\_\_ towards children of all ages and even adults.
  - a. is directing
  - b. is directed
  - c. directed
  - d. directs
2. The problem of pollution is a \_\_\_\_\_ topic.
  - a. hotly debating
  - b. debating hotly
  - c. debated hotly
  - d. hotly debated
3. Everyone has the right to their own \_\_\_\_\_.
  - a. believing
  - b. believes
  - c. believe
  - d. beliefs
4. Sally is talented \_\_\_\_\_ beautiful.
  - a. except
  - b. besides
  - c. as well as
  - d. in addition to
5. He has no reason \_\_\_\_\_ angry.
  - a. of being
  - b. for he is
  - c. that he is
  - d. for being
6. We can leave for the airport \_\_\_\_\_ Bill finishes packing his suitcase.
  - a. until
  - b. since
  - c. once
  - d. afterwards
7. My computer was broken so she \_\_\_\_\_ use hers.
  - a. let me
  - b. lets me
  - c. let me to
  - d. lets me to
8. \_\_\_\_\_ for the competition left her exhausted.
  - a. Preparing
  - b. To prepare
  - c. Having prepared
  - d. Prepared
9. The higher the mountain, the more difficult \_\_\_\_\_ to climb.
  - a. is
  - b. it is
  - c. is it
  - d. is that
10. \_\_\_\_\_ from traveling for ten hours, Henry decided to stop for the night.
  - a. Having been tired
  - b. Had tired
  - c. Tired
  - d. Tiring

Igor Korsikov is credited with inventing the helicopter in the 1930s. Early attempts at helicopter design can be (11) back to the days of Leonardo da Vinci in 1486, (12) some people attribute the idea to a Chinese Flying Top designed by Ko Hung around 320 AD. Da Vinci's notes and drawings (13) his belief that a large spiral screw (14) literally pull his flying machine into the air as it turned. Although in (15) his design worked, it would not have functioned if built on a full-sized scale. Ultimately, however, da Vinci's perception that vertical flight was possible was not only correct but also (16) of its time.

Between the mid 1700s until the early 1900s, many designs and proposals for helicopters were put forward. The majority, however, never progressed (17) the initial stages of design, (18) at the time, there was no engine powerful enough to lift a full-sized machine. A breakthrough came at the end of the nineteenth century, when the internal combustion engine was (19). This made it possible for scientists to develop full-sized helicopters with sufficient power to fly.

Following the appearance of the combustion engine, helicopter design improved by (20) and bounds. Today, modern helicopters still follow the basic models built in the 1930s and 1940s.

- |     |                            |                                  |
|-----|----------------------------|----------------------------------|
| 11. | a. related<br>b. traced    | c. explained<br>d. drawn         |
| 12. | a. and<br>b. so            | c. when<br>d. although           |
| 13. | a. insist<br>b. deny       | c. reveal<br>d. allow            |
| 14. | a. did<br>b. had           | c. would<br>d. to                |
| 15. | a. theory<br>b. case       | c. practice<br>d. fact           |
| 16. | a. behind<br>b. out        | c. popular<br>d. ahead           |
| 17. | a. at<br>b. over           | c. beyond<br>d. on               |
| 18. | a. because<br>b. although  | c. work<br>d. plan               |
| 19. | a. invented<br>b. inspired | c. discontinued<br>d. discovered |
| 20. | a. jumps<br>b. leaps       | c. outs<br>d. bounds             |

**VOCABULARY****VOCABULARY****VOCABULARY**

21. John was driving much too fast, so I tried to \_\_\_\_\_ him to slow down.
- persuade
  - insist
  - convey
  - assert
22. He failed the course because he had \_\_\_\_\_ reading skills.
- deterrent
  - reluctant
  - insufficient
  - maladjusted
23. Mary went to the doctor because she was suffering from extreme \_\_\_\_\_.
- fatigue
  - eminence
  - squalor
  - depletion
24. The president didn't \_\_\_\_\_ to lower taxes.
- accept
  - allow
  - agree
  - select
25. We added more memory to our computer for \_\_\_\_\_ performance.
- amended
  - enhanced
  - rectified
  - distended
26. With a bit of \_\_\_\_\_ Joan might agree to take on the project.
- coaxing
  - taunting
  - vexing
  - dusting
27. He's an excellent professor. We find his lectures very \_\_\_\_\_.
- infinite
  - eminent
  - illuminating
  - augmenting
28. That \_\_\_\_\_ man cannot stop looking at himself in the mirror.
- overt
  - vain
  - futile
  - magnified
29. If John leaves, the company will have trouble finding a replacement of his \_\_\_\_\_.
- equality
  - periphery
  - amplitude
  - caliber
30. Though his team continues to lose, Henry still \_\_\_\_\_ supports them.
- sordidly
  - interchangeably
  - eventually
  - staunchly

*This passage about thiamine comes from multiple medical and scientific publications.*

One of the risks of alcoholism is depletion of nutrients like thiamine and folic acid. Thiamine, found in foods such as cereals, lean meats, dairy products, fruit, and eggs, is needed to regulate the body's metabolism. Depletion of thiamine can lead to the development of Wernicke's syndrome, a condition characterized by severe confusion, lack of balance, and paralysis of certain eye muscles. Folic acid helps in the synthesis of the cell's genetic material and maturation of certain blood cells, and deficiency can lead to anemia. These vitamin deficiencies are thought to be caused not only by poor diet but also by alcohol-induced damage to the digestive tract.

Recognizing these risks, scientists in Great Britain have proposed "medicating" beer by adding thiamine to it. They claim fortification of beer or other alcohol would be among the most direct measures yet taken to address problems associated with alcohol abuse. Supporters point out that in addition to helping heavy drinkers avoid certain diseases, such a measure could reduce the burgeoning national health care bill. Additionally, they argue that fortifying food products is hardly unprecedented. They point out, for example, that bakers routinely add thiamine to bread to make up for its loss during production. However, the proposal is not without its detractors. Brewers, pub owners, and drinkers' organizations tend to oppose the move. Among their concerns is that supplements could change the taste of beer. Some even suggest that to add vitamins to beer might encourage more people to drink too much in the mistaken belief that if one beer is good for you, ten beers are better.

31. What is the main purpose of the passage?
  - a. to discuss causes of a medical condition
  - b. to discuss a controversial medical theory
  - c. to compare two types of medical treatments
  - d. to discuss a proposal to solve a medical problem
32. What is one effect of thiamine depletion?
  - a. anemia
  - b. genetic damage
  - c. problems with vision
  - d. damage to digestive tract
33. What does the word "medicating" at the beginning of the second paragraph mean?
  - a. discouraging alcohol consumption
  - b. increasing alcohol content
  - c. changing the taste
  - d. supplementing with a vitamin
34. According to the passage, the pub owners advocate that . . .
  - a. increased beer consumption improves one's health.
  - b. beer and other food products be fortified.
  - c. current methods for beer production be maintained.
  - d. the national health care bill be reduced.
35. What position does the author of this passage advocate? The author . . .
  - a. is neutral.
  - b. supports medicating beer.
  - c. opposes medicating beer.
  - d. offers an alternative proposal.

# Examination for the Certificate of Proficiency in English

# Preliminary Test 1

## Preliminary Examination for the Certificate of Proficiency in English

### ANSWER KEY

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

# ECPE

Examination for the  
Certificate of  
Proficiency in  
English

## PRELIMINARY TEST 2

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

This test may be machine scored, so you must follow instructions carefully.

- Mark all your answers on the 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 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, then middle initial (MI). Use capital letters.
- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
- **NATIVE LANGUAGE:** print your native language.
- **TODAY'S DATE:** print the month, day, and year.

Look at the TOP LEFT of your answer sheet. Use capital letters to fill in the following information in the blocks. Use the same spelling you used on your registration form:

- **LAST NAME:** print your main family name in the blocks, one letter per block. There are 13 blocks. If your last name is longer than 13 letters, print only the first 13 letters.
- **FIRST:** print the first 6 letters of your first name.
- **MI:** print the initial of your middle name.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the letter that is the same as the letter you have printed in the block above.
- Darken the circle completely so that you cannot see the letter inside.
- Do this for all the letters of your last name, first name, and your middle initial.
- Darken only one circle in each of the columns.

Look at the BOTTOM LEFT of your answer sheet.

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a one-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last two digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).

- **LANG. (LANGUAGE):** print the code number for your native language (the examiner will tell you the number). Darken the circles.
- **CENTER NO.:** print the test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **FORM:** Darken the circle corresponding to the number of the form listed on your test booklet.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1978, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

PRINT YOUR NAME IN THE BLOCKS PROVIDED.  
BLACKEN THE CORRESPONDING CIRCLE.

LAST NAME													FIRST NAME						MI																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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This Preliminary Test was designed by the English Language Institute, University of Michigan, to screen applicants for the Examination for the Certificate of Proficiency in English (ECPE). It contains examples of the grammar, cloze, vocabulary, and reading comprehension sections of the ECPE. It does not contain examples of the writing, listening, or interactive oral communication sections of the ECPE.

## INSTRUCTIONS

There are 35 multiple choice problems in this test: 10 grammar, 10 cloze, 10 vocabulary, and 5 questions about a reading passage. You will have 30 minutes to answer all 35 problems. Do not begin this test until you have read the instructions and examples below and the test administrator has answered any questions you may have.

In each example below, the correct answer is underlined. For the actual problems, fill in the circle on your answer sheet that corresponds to your answer choice. For each problem, there are 4 possible answer choices. Only one is correct. 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. Answer all problems. Unanswered problems will be counted wrong. Completely fill in the circle that corresponds to the answer you have chosen. If you change your mind about an answer, erase your first mark completely. Do **NOT** mark your answers in this test booklet. Do not make any stray marks on your answer sheet.

**GRAMMAR**

Choose the word or phrase that best completes the sentence or the conversation.

"What is that thing?"

"That \_\_\_\_\_ a spider."

- a. to call
- b. calls
- c. called
- d. is called**

**CLOZE**

Read the passage, then select the word that best fills the blank in both grammar and meaning.

Long ago roads were only trails for people and animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern \_\_\_\_\_ is often called a superhighway.

- a. way
- b. road**
- c. travel
- d. walk

**VOCABULARY**

Choose the word or phrase that most appropriately completes the sentence.

The first things we study in school are very \_\_\_\_\_.

- a. sturdy
- b. shifty
- c. trusty
- d. elementary**

**READING**

Read the passage, then answer the questions following it according to the information given in the passage.

Viruses may be considered as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

The writer says that viruses are alive because they . . .

- a. have a complex atomic structure.
- b. move.
- c. multiply.**
- d. have a regular molecular structure.

Please observe silence. Do not leave before the end of the time period. Please remain in your seat until the test administrator dismisses the group. Remember, you have 30 minutes to complete all 35 problems. If you have any questions during the test, you should raise your hand, and a proctor will help you.

1. "Why are you laughing so hard?"  
"\_\_\_\_\_ the jokes he's been telling."
  - a. Because of
  - b. In light of
  - c. As a result
  - d. Due to
2. Using a foreign language is often the key \_\_\_\_\_ fluent in it.
  - a. in become
  - b. for become
  - c. to becoming
  - d. becoming
3. \_\_\_\_\_ time, I eat lunch around noon.
  - a. Most of
  - b. The most
  - c. Of the most
  - d. Most of the
4. When he wants to, John \_\_\_\_\_ be very funny.
  - a. has to
  - b. might
  - c. could
  - d. can
5. My father said that he ought to \_\_\_\_\_ me to play the piano when I was younger.
  - a. teach
  - b. have taught
  - c. had taught
  - d. taught
6. Before Sally was 25 years old, she \_\_\_\_\_ four children.
  - a. has had already
  - b. had already had
  - c. has already had
  - d. already has had
7. The professor was surprised that Shelley's Spanish was so \_\_\_\_\_.
  - a. impressive
  - b. impressed
  - c. impressing
  - d. impression
8. What qualifications \_\_\_\_\_ in order to become president?
  - a. have someone
  - b. must have someone
  - c. must someone have
  - d. someone must have
9. \_\_\_\_\_ economists' predictions, the stock market still has not recovered.
  - a. Although
  - b. Despite
  - c. Regardless
  - d. On the contrary
10. This project is \_\_\_\_\_ for the level of this class.
  - a. too much really hard
  - b. much too really hard
  - c. really much too hard
  - d. really hard too much

Although the term “greenhouse effect” makes one think of global warming and environmental problems, without it, the Earth would be too cold to support life. How does the greenhouse effect (11) our planet warm? As sunlight (12) the Earth’s surface, some of it is (13) back, and some of it is trapped by our atmosphere. This absorbed energy warms the planet. A real greenhouse works on a (14) principle. A greenhouse is a building for plants, and (15) glass walls and a glass ceiling. The glass surfaces (16) the sun’s energy to enter and also function to keep the captured heat from rising and escaping. To understand how the natural greenhouse effect can (17) a planet’s climate, consider two other planets, Venus and Mars. The air on Venus is very thick and traps a great deal of heat. The resulting surface temperature (18) around 900 degrees Fahrenheit, (19) is too hot for life to survive. On the other hand, the air on Mars is very thin and cannot retain heat energy very well. (20) , the planet has an average temperature of about -80 degrees Fahrenheit, which is too cold to support life. Earth seems to have the perfect mixture of proper atmosphere and greenhouse effect that are just right for life.

- |     |             |                 |
|-----|-------------|-----------------|
| 11. | a. on       | c. to           |
|     | b. keep     | d. become       |
| 12. | a. arrives  | c. shines       |
|     | b. reflects | d. reaches      |
| 13. | a. returned | c. reflected    |
|     | b. getting  | d. escaped      |
| 14. | a. similar  | c. same         |
|     | b. routine  | d. main         |
| 15. | a. with     | c. surrounds    |
|     | b. has      | d. both         |
| 16. | a. make     | c. allow        |
|     | b. admit    | d. absorb       |
| 17. | a. affect   | c. show         |
|     | b. keep     | d. predict      |
| 18. | a. gets     | c. rises        |
|     | b. is       | d. goes         |
| 19. | a. which    | c. it           |
|     | b. so       | d. that         |
| 20. | a. However  | c. Constantly   |
|     | b. Although | d. Consequently |

21. We've already discussed the advantages, but what are the \_\_\_\_\_ to the plan?
- disputes
  - drawbacks
  - dismissals
  - backlogs
22. The proposal was accepted in a \_\_\_\_\_ vote.
- conscious
  - monotonous
  - unanimous
  - homogeneous
23. By driving too fast, Jack \_\_\_\_\_ having an accident.
- threatened
  - endangered
  - encouraged
  - risked
24. Joe is \_\_\_\_\_ worrier.
- an infinite
  - a chronic
  - a potent
  - an interim
25. I want to thank Jane for her \_\_\_\_\_ help on this project.
- inhibited
  - inexorable
  - invaluable
  - inconclusive
26. It's difficult to drive in the city because of all the traffic \_\_\_\_\_.
- condensation
  - congestion
  - magnification
  - embodiment
27. I don't practice the piano every day. I guess I just don't have enough \_\_\_\_\_.
- maintenance
  - progression
  - adherence
  - discipline
28. He speaks in a \_\_\_\_\_ fashion, very slowly and unevenly.
- stumbling
  - clamping
  - bluffing
  - barging
29. The government \_\_\_\_\_ a campaign to stop kids from smoking.
- mounted
  - bolted
  - surged
  - flanked
30. Eric's apartment is so clean! There's not a \_\_\_\_\_ of dust anywhere.
- speck
  - crumb
  - fragment
  - blot

*This passage is from a news article about human evolution.*

Based on their study of ancient bones, a group of evolutionary scientists is offering a new explanation for how humans evolved as creatures with large brains. These scientists studied the chemical composition of the bones of early modern humans, who lived in Europe about 20,000 to 28,000 years ago, and of Neanderthals, who lived in the same area from 28,000 to 130,000 years ago. Among other things, they analyzed the levels of carbon and nitrogen isotopes found in these bones. The isotopes are thought to be the chemical signature of a diet rich in fish and seafood. Their findings suggest that while Neanderthals were mainly meat-eaters, early modern humans derived up to half of their dietary protein from fish.

Fish contains a plentiful supply of omega fatty acids, which are crucial to brain development. Two of these fatty acids that seafood contains in high levels—docosahexaenic acid (DHA) and arachidonic acid (AA)—make up 60 per cent of the brain's structural material. The former is vital for the development of neuron membranes, the latter for the construction of blood vessels in the brain. These chemicals, however, are scarce in other foods, even in meat. Thus, the researchers who conducted this study argue that the early modern humans' diet provided them with an evolutionary edge over the smaller-brained Neanderthals who for a while co-existed with them but then died out. It provided them with excess energy and nutrients that could be directed towards brain growth.

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31. What does the author say about arachidonic acid?
  - a. It is plentiful in both fish and meat.
  - b. It makes up 60% of the brain's structural material.
  - c. It is necessary for the development of neuron membranes.
  - d. It helps to build blood vessels in the brain.
32. According to this passage, a major difference between Neanderthals and early modern humans was that . . .
  - a. Neanderthals ate more fish.
  - b. Neanderthals died out later.
  - c. early modern humans ate more fish.
  - d. early modern humans had a poorer diet.
33. What does "edge" near the end of the second paragraph refer to?
  - a. advantage
  - b. speed
  - c. weapon
  - d. food
34. This research explores the link between . . .
  - a. evolution and science.
  - b. meat and fish.
  - c. diet and lifestyle.
  - d. nutrition and brain development.
35. What did the researchers conclude about a diet rich in fish and seafood?
  - a. It is better than a diet containing a lot of fatty acids.
  - b. It led to the evolution of bigger brains.
  - c. It can add dangerous chemicals to the body.
  - d. It does not provide as many nutrients as a diet rich in meat.

# Examination for the Certificate of Proficiency in English

# Preliminary Test 2

## Preliminary Examination for the Certificate of Proficiency in English

### ANSWER KEY

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

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

This test may be machine scored, so you must follow instructions carefully.

- Mark all your answers on the 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 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, then middle initial (MI). Use capital letters.
- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
- **NATIVE LANGUAGE:** print your native language.
- **TODAY'S DATE:** print the month, day, and year.

Look at the TOP LEFT of your answer sheet. Use capital letters to fill in the following information in the blocks. Use the same spelling you used on your registration form:

- **LAST NAME:** print your main family name in the blocks, one letter per block. There are 13 blocks. If your last name is longer than 13 letters, print only the first 13 letters.
- **FIRST:** print the first 6 letters of your first name.
- **MI:** print the initial of your middle name.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the letter that is the same as the letter you have printed in the block above.
- Darken the circle completely so that you cannot see the letter inside.
- Do this for all the letters of your last name, first name, and your middle initial.
- Darken only one circle in each of the columns.

Look at the BOTTOM LEFT of your answer sheet.

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a one-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last two digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).

- **LANG. (LANGUAGE):** print the code number for your native language (the examiner will tell you the number). Darken the circles.
- **CENTER NO.:** print the test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **FORM:** Darken the circle corresponding to the number of the form listed on your test booklet.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1978, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

PRINT YOUR NAME IN THE BLOCKS PROVIDED.  
BLACKEN THE CORRESPONDING CIRCLE.

LAST NAME			FIRST NAME						MI	
S	A	N	T	O	S	J	O	A	O	C

  

BIRTHDATE		LANG	CENTER NO	REG. NO	SEX
Jan	0378	82	001	100265	M

When instructed to, open your test booklet and check to see that it is complete. Check the pages quickly. You should have 5 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand, and a proctor will give you a replacement.

This Preliminary Test was designed by the English Language Institute, University of Michigan, to screen applicants for the Examination for the Certificate of Proficiency in English (ECPE). It contains examples of the grammar, cloze, vocabulary, and reading comprehension sections of the ECPE. It does not contain examples of the writing, listening, or interactive oral communication sections of the ECPE.

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## INSTRUCTIONS

There are 35 multiple choice problems in this test: 10 grammar, 10 cloze, 10 vocabulary, and 5 questions about a reading passage. You will have 30 minutes to answer all 35 problems. Do not begin this test until you have read the instructions and examples below and the test administrator has answered any questions you may have.

In each example below, the correct answer is underlined. For the actual problems, fill in the circle on your answer sheet that corresponds to your answer choice. For each problem, there are 4 possible answer choices. Only one is correct. 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. Answer all problems. Unanswered problems will be counted wrong. Completely fill in the circle that corresponds to the answer you have chosen. If you change your mind about an answer, erase your first mark completely. Do **NOT** mark your answers in this test booklet. Do not make any stray marks on your answer sheet.

**GRAMMAR**

Choose the word or phrase that best completes the sentence or the conversation.

"What is that thing?"

"That \_\_\_\_\_ a spider."

- a. to call
- b. calls
- c. called
- d. is called**

**CLOZE**

Read the passage, then select the word that best fills the blank in both grammar and meaning.

Long ago roads were only trails for people and animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern \_\_\_\_\_ is often called a superhighway.

- a. way
- b. road**
- c. travel
- d. walk

**VOCABULARY**

Choose the word or phrase that most appropriately completes the sentence.

The first things we study in school are very \_\_\_\_\_.

- a. sturdy
- b. shifty
- c. trusty
- d. elementary**

**READING**

Read the passage, then answer the questions following it according to the information given in the passage.

Viruses may be considered as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

The writer says that viruses are alive because they . . .

- a. have a complex atomic structure.
- b. move.
- c. multiply.**
- d. have a regular molecular structure.

Please observe silence. Do not leave before the end of the time period. Please remain in your seat until the test administrator dismisses the group. Remember, you have 30 minutes to complete all 35 problems. If you have any questions during the test, you should raise your hand, and a proctor will help you.

1. "Can you tell them your answer anytime?"  
"No, there's a special date \_\_\_\_\_ we must respond."
  - a. when by
  - b. when that
  - c. by which
  - d. by which when
2. Since he lost his job, Sam cannot afford many of the products that he \_\_\_\_\_ regularly.
  - a. was used to buying them
  - b. had used to buying
  - c. used to buy
  - d. was used to buy
3. The people \_\_\_\_\_ for the bus looked tired and upset.
  - a. waited
  - b. waiting
  - c. are waiting
  - d. have been waiting
4. To forget your homework is one thing, \_\_\_\_\_ to tell your teacher that your dog ate it is another!
  - a. but
  - b. so
  - c. besides
  - d. because
5. My birthday is soon. Do you want to celebrate \_\_\_\_\_ me?
  - a. by
  - b. to
  - c. of
  - d. with
6. Very few people are used to \_\_\_\_\_ an airplane.
  - a. fly
  - b. flying
  - c. flown
  - d. flew
7. \_\_\_\_\_ he cancelled tomorrow's class, let's go to the museum.
  - a. After
  - b. Once
  - c. Since
  - d. When
8. One problem that \_\_\_\_\_ is flooding.
  - a. concerns us
  - b. we concern
  - c. is concern to us
  - d. we are concerned
9. In the early 1960s, \_\_\_\_\_ successful.
  - a. only rarely were transplants
  - b. transplants were rarely only
  - c. transplants rarely only were
  - d. were transplants rarely only
10. \_\_\_\_\_ so rocky, we would have walked barefoot on it.
  - a. The beach wasn't
  - b. The beach hadn't been
  - c. Hadn't the beach been
  - d. Had the beach not been

Mushroom hunting in Michigan can be a dangerous sport. At least two people were (11) last spring for liver damage (12) ingestion of the “false morel,” or Gyromitra mushroom. Also called the “beefsteak” and “elephant’s ear” mushroom, it (13) the chemical mono-methylhydrazine, which in (14) people can be poisonous and (15) fatal. Monomethylhydrazine, a component of rocket fuel, can cause liver damage and has caused cancer in laboratory animals.

The false morel, which grows all over the state, is not easily (16) with the true morel, considered a gourmet mushroom. The true morel is beige, has a cap that is pitted (17) the surface of a sponge, and is hollow on the (18). False morels are wrinkled like the (19) of a prune, are orange or reddish-brown in color, and multi-chambered inside.

People usually know what they’re collecting, but don’t (20) the danger. Because an individual’s tolerance levels may change or chemical levels in the mushroom may vary, people who have been eating the mushrooms for thirty years will suddenly have a very negative reaction.

- |     |                 |                   |
|-----|-----------------|-------------------|
| 11. | a. hospitalized | c. dead           |
|     | b. reported     | d. killed         |
| 12. | a. called       | c. by             |
|     | b. following    | d. before         |
| 13. | a. composes     | c. ingests        |
|     | b. contains     | d. damages        |
| 14. | a. addition     | c. some           |
|     | b. minutes      | d. turn           |
| 15. | a. get          | c. even           |
|     | b. some         | d. create         |
| 16. | a. separated    | c. confused       |
|     | b. modified     | d. differentiated |
| 17. | a. like         | c. on             |
|     | b. around       | d. to             |
| 18. | a. inside       | c. top            |
|     | b. center       | d. ground         |
| 19. | a. shape        | c. bunch          |
|     | b. surface      | d. color          |
| 20. | a. collect      | c. emphasize      |
|     | b. cause        | d. realize        |

21. Even at very high temperatures, this material still \_\_\_\_\_ its shape.
- reforms
  - reserves
  - resolves
  - retains
22. Bob's role in organizing the party was \_\_\_\_\_. He didn't do much at all.
- minor
  - indifferent
  - lenient
  - abstract
23. The softball team was \_\_\_\_\_ by another loss.
- disinterested
  - disheartened
  - compressed
  - repulsed
24. She went to prison for printing \_\_\_\_\_ money.
- unreal
  - fictitious
  - counterfeit
  - simulated
25. The introductory history class was \_\_\_\_\_ mainly of first-year students.
- involved
  - composed
  - implicated
  - encompassed
26. Even though Bob and Bill are good friends, they're \_\_\_\_\_ when they play soccer.
- aggregates
  - contrasts
  - counterparts
  - rivals
27. Ellen lost her purse and was \_\_\_\_\_ asking everyone to help her find it.
- frantically
  - glaringly
  - obscurely
  - unspeakably
28. I'd like to buy a used car in \_\_\_\_\_ condition.
- apt
  - worthy
  - reasonable
  - considerable
29. He saved a lot of money through \_\_\_\_\_ financial planning.
- impudent
  - prudent
  - precarious
  - conducive
30. Joe is such a good student. His low chemistry grade is just \_\_\_\_\_.
- an excursion
  - a malocclusion
  - a delusion
  - an aberration

*This passage about bio-based plastics comes from a research article.*

Soybeans or cereal grains, such as wheat or corn, usually make people think of food. However, some agricultural researchers are now working to make plastics out of such foods. The type of plastic products researchers say can be made from plant material is limited only by the imagination.

Depending on how it's formulated, the plastic can be either thin or thick, malleable or hard. Uses for this new material could range from bottles, to plastic-coated paper, to car parts. For example, one prototype plastic is made in a lab with a machine that mixes and heats the material and then squeezes it out like giant spaghetti strands. Researchers speculate that anything now made from traditional petroleum-based plastic could, in the future, be produced from compounds using plant material. They are already developing some plastics using both grain starches and soybean proteins, the latter of which seems to make stronger, more elastic products than grain starches do. Researchers hope that eventually all the petroleum in plastics can be replaced with bio-based materials that are environmentally friendly. These plastics would join other new bio-based products such as adhesives, fiberboard, diesel fuels, and soy-oil based inks. Utilizing bio-based plastics would also create a new use for agricultural products, thus benefiting farmers.

An important factor in the fate of bio-based plastics is their cost. For industry, cost is the principal driving force that determines whether a new technology is adopted. If soy-based plastics can be made more inexpensively than petroleum-based plastics, they are more likely to be considered a viable alternative. Though this is not the case yet, scientists hope that with time, bio-based plastics will become more common. As a result, the cost will come down, as is the case with most new products such as computers and cellular phones.

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31. What is the main purpose of this passage?
  - a. to demonstrate the manufacturing process of bio-based plastics in a lab
  - b. to explain how the cost of computers and cellular phones can be reduced
  - c. to illustrate a new application of plant products
  - d. to argue that bio-based products are more durable than petroleum-based products
32. Why does the author use the example of spaghetti strands? To illustrate . . .
  - a. one form bio-based plastic can take.
  - b. possible uses of bio-based plastics.
  - c. how strong bio-based plastics can be.
  - d. how many different products can be made from bio-based plastics.
33. Why does the author mention computers and cellular phones? As an example of products that . . .
  - a. are environmentally friendly.
  - b. can be made from bio-based materials.
  - c. created whole new industries.
  - d. became cheaper as they became more widely used.
34. What are the advantages of bio-based plastics?
  - a. They will reduce the costs of computers and cellular phones.
  - b. They will replace petroleum as a fuel.
  - c. They benefit the agricultural industry.
  - d. They benefit the petroleum industry.
35. According to the passage, what must happen to make industry adopt plant-based plastics? They must become . . .
  - a. more environmentally friendly.
  - b. more durable.
  - c. less malleable.
  - d. less expensive.

# Examination for the Certificate of Proficiency in English

# Preliminary Test 3

## Preliminary Examination for the Certificate of Proficiency in English

### ANSWER KEY

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

Keep your eyes on your own test. Examinees giving or receiving answers or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded. Examinees with cell phones should check them in with the proctor now.

Look at the TOP RIGHT 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, then middle initial (MI). Use capital letters.
- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
- **NATIVE LANGUAGE:** print your native language.
- **TODAY'S DATE:** print the month, day, and year.

Look at the TOP LEFT of your answer sheet. Use capital letters to fill in the following information in the blocks. Use the same spelling you used on your registration form:

- **LAST NAME:** print your main family name in the blocks, one letter per block. There are 12 blocks. If your last name is longer than 12 letters, print only the first 12 letters.
- **FIRST:** print the first 7 letters of your first name.
- **MI:** print the initial of your middle name.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the letter that is the same as the letter you have printed in the block above.
- Darken the circle completely so that you cannot see the letter inside.
- Do this for all the letters of your last name, first name, and your middle initial.
- Darken only one circle in each of the columns.

Look at the BOTTOM LEFT of your answer sheet.

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a one-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last two digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).
- **LANG. (LANGUAGE):** print the code number for your native language (the examiner will tell you the number). Darken the circles.
- **CENTER NO.:** print the test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **FORM:** Darken the circle corresponding to the number of the form listed on your test booklet.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1978, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

PRINT YOUR NAME IN THE BLOCKS PROVIDED.  
BLACKEN THE CORRESPONDING CIRCLE

LAST NAME												FIRST NAME			MI		
S	A	N	T	O	S							J	O	A	O		C

  

BIRTHDATE			SEX	LANG	CENTER NO.		REG. NO.	FORM							
Jan	0	3	7	8	M	8	0	0	1	0	0	2	6	5	1

This test may be machine scored, so you must follow instructions carefully:

- Do not bend or fold your answer sheet.
- Mark all your answers on the separate answer sheet, not in the test booklet.
- Use a number 2 (soft) pencil.
- Your mark must be dark enough to be picked up by the scanning machine. The scanner cannot see very light marks.
- Do not make any other marks on your answer sheet.
- 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.

When instructed to, open your test booklet and check to see that it is complete. Check the pages quickly. You should have 5 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand, and a proctor will give you a replacement.

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**INSTRUCTIONS**

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**GRAMMAR**

Choose the word or phrase that best completes the sentence or the conversation.

"What is that thing?"

"That \_\_\_\_\_ a spider."

- a. to call
- b. calls
- c. called
- d. is called

**CLOZE**

Read the passage, then select the word that best fills the blank in both grammar and meaning.

Long ago roads were only trails for people and animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern \_\_\_\_\_ is often called a superhighway.

- a. way
- b. road
- c. travel
- d. walk

**VOCABULARY**

Choose the word or phrase that most appropriately completes the sentence.

The first things we study in school are very \_\_\_\_\_.

- a. sturdy
- b. shifty
- c. trusty
- d. elementary

**READING**

Read the passage, then answer the questions following it according to the information given in the passage.

Viruses may be considered as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

The writer says that viruses are alive because they ...

- a. have a complex atomic structure.
- b. move.
- c. multiply.
- d. have a regular molecular structure.

Please observe silence. Do not leave before the end of the time period. Please remain in your seat until the test administrator dismisses the group. Remember, you have 30 minutes to complete all 35 problems. If you have any questions during the test, you should raise your hand, and a proctor will help you.

1. \_\_\_\_\_ you hear the news? Sarah won the contest!
  - a. Wouldn't
  - b. Haven't
  - c. Didn't
  - d. Don't
2. I've tried all day \_\_\_\_\_ I can't undo the mess that she made.
  - a. so
  - b. unless
  - c. instead
  - d. yet
3. Many people are used to \_\_\_\_\_ groceries from the same store each week.
  - a. buy
  - b. buying
  - c. bought
  - d. have bought
4. The committee changed its recommendations because \_\_\_\_\_ the previous ones were too difficult for most people to follow.
  - a. that felt that
  - b. it felt that
  - c. they felt it
  - d. felt that
5. Things happened differently \_\_\_\_\_ I had expected.
  - a. as
  - b. than
  - c. like
  - d. so
6. Now that he has started law school, Eric \_\_\_\_\_ give up his volunteer work.
  - a. has had
  - b. was to
  - c. has been
  - d. has had to
7. Attending every class is important \_\_\_\_\_ in college.
  - a. for the success
  - b. succeeding
  - c. for success
  - d. to be succeeding
8. \_\_\_\_\_ at night, there isn't much traffic in the city.
  - a. When late
  - b. It's late
  - c. From late
  - d. Late
9. Hey John, \_\_\_\_\_ what time the baseball game starts, do you?
  - a. you don't know
  - b. you do know
  - c. do you know
  - d. don't you know
10. Learning is a lifelong process through \_\_\_\_\_ must go.
  - a. it everyone
  - b. everyone
  - c. which everyone
  - d. that everyone

It is common knowledge that rainfall in the mountains directly influences nearby river levels. (11) recent research has revealed that some efforts are not seen until fifty years after the rain has fallen. A study by a civil engineering professor investigated the (12) it takes for precipitation to travel from mountains to valleys (13) underground aquifers, or water passages.

Using a computer model, this scientist (14) on the water levels of a major river in the Rio Grande Valley in New Mexico. His model showed that a drought that occurred in the 1950s could be partly to (15) for current low water levels. The model assumed a fifty-year wet climate cycle followed by an abrupt change in which precipitation was cut in half. For decades, there was no change in the base flow of the Rio Grande, (16) after fifty years that dry cycle (17) up in the river.

Previously, (18) such as how much water to store and (19) from reservoirs have been based on a conservative view, because it has been hard to predict streamflows years (20). However, if additional research supports this study, the much-delayed impact of droughts on underground water levels would have significant implications for water management.

- |                   |              |
|-------------------|--------------|
| 11. a. Yet        | b. Although  |
| c. While          | d. Since     |
| 12. a. amount     | b. speed     |
| c. time           | d. route     |
| 13. a. throughout | b. resulting |
| c. flowing        | d. through   |
| 14. a. researched | b. focused   |
| c. decided        | d. predicted |
| 15. a. blame      | b. explain   |
| c. account        | d. attribute |
| 16. a. so         | b. but       |
| c. indeed         | d. which     |
| 17. a. ended      | b. came      |
| c. showed         | d. opened    |
| 18. a. problems   | b. decisions |
| c. research       | d. methods   |
| 19. a. give       | b. keep      |
| c. maintain       | d. release   |
| 20. a. away       | b. before    |
| c. after          | d. ahead     |

21. Mark is so \_\_\_\_\_. One minute he's happy and the next minute he's sad.
- uneven
  - moody
  - diverse
  - disrupted
22. The house sold for a large \_\_\_\_\_.
- size
  - cost
  - quantity
  - amount
23. My teacher asked me to \_\_\_\_\_ on the topic I chose for the report.
- explain
  - elaborate
  - advance
  - develop
24. Her excellent performance in the movie \_\_\_\_\_ her as a star.
- reviewed
  - recognized
  - established
  - originated
25. Mary was \_\_\_\_\_ by the painting's beauty and happily gazed at it for an hour.
- stranded
  - dismayed
  - paralyzed
  - stunned
26. Neither of them is at home during the day because their work schedules \_\_\_\_\_.
- overlap
  - overcome
  - overrun
  - overwhelm
27. There were a number of \_\_\_\_\_ errors in Bob's report.
- glimmering
  - burning
  - glaring
  - shimmering
28. The little girl was on her best \_\_\_\_\_ at the expensive restaurant.
- style
  - actions
  - attitude
  - behavior
29. Our \_\_\_\_\_ on the train was so small that the trip was very uncomfortable.
- compartment
  - component
  - caravan
  - cabinet
30. She spent the small \_\_\_\_\_ that she got from her aunt very carefully.
- inheritance
  - legitimacy
  - heirloom
  - heritage

***This passage about the blanket octopus comes from science magazines and radio broadcasts.***

A tiny bird trying to mate with a fighter jet may be the most accurate way to describe the suicidal sex life of the male blanket octopus. Until recently, little was known about this species except that there is an extreme size difference between the male and female. The adult male is the size of a peanut, but the female can grow up to about the size of a football. Similar to other octopus species, the blanket octopus has a round body equipped with gills for breathing, two large eyes, and long arms lined with suction disks. Although the males are small, they are not harmless. Only recently have scientists observed poisonous tentacles apparently stolen from jellyfish hanging from their suction disks. The male octopus compensates for his small size by using these tentacles to fend off predators.

Male blanket octopi, unlike the females, never spend time on the sea floor, making it difficult for them to find a female. They spend most of their lives hovering in the water. If a male does meet a female, his special reproductive arm breaks off and crawls into the female's gill cavity. The arm can exist there for months until the female's eggs have matured. The male, however, dies shortly after separation. The type of size dimorphism observed in the blanket octopus can also be found in several barnacle and fish species. In these cases, however, the males tend to live as tiny parasites reduced to little more than sperm generators. It is unclear why the blanket octopus has developed as it has. One theory suggests that the male's small size allowed it to mature faster, giving it a competitive edge. Others believe that were it to increase in size, it would no longer be able to use the jellyfish stingers as a defense.

31. What has previously been known about the blanket octopus?
  - a. its reproductive processes
  - b. the size proportion of male to female
  - c. its defense mechanisms
  - d. its parasitic qualities
32. What is the source of the poisonous tentacles?
  - a. jellyfish
  - b. the octopus gill cavity
  - c. the sea floor
  - d. suction disks
33. How does a male blanket octopus use the tentacles?
  - a. to attract females
  - b. to fertilize females
  - c. to protect himself
  - d. to find food
34. How does the male blanket octopus reproduce?
  - a. The reproductive arm fertilizes the mature eggs on the sea floor.
  - b. His reproductive arm separates and enters the female.
  - c. The reproductive arm hovers in the water until it finds a mature female.
  - d. He crawls into the female's gill cavity.
35. What is unusual about the male blanket octopus's reproductive arm?
  - a. It has a gill cavity.
  - b. It helps the male to find a female.
  - c. It is extremely small compared to the other arms.
  - d. It separates from the male's body.

**Answer Key**

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

Keep your eyes on your own test. Examinees giving or receiving answers or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded. Examinees with cell phones should check them in with the proctor now.

Look at the TOP RIGHT 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, then middle initial (MI). Use capital letters.
- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
- **NATIVE LANGUAGE:** print your native language.
- **TODAY'S DATE:** print the month, day, and year.

Look at the TOP LEFT of your answer sheet. Use capital letters to fill in the following information in the blocks. Use the same spelling you used on your registration form:

- **LAST NAME:** print your main family name in the blocks, one letter per block. There are 12 blocks. If your last name is longer than 12 letters, print only the first 12 letters.
- **FIRST:** print the first 7 letters of your first name.
- **MI:** print the initial of your middle name.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the letter that is the same as the letter you have printed in the block above.
- Darken the circle completely so that you cannot see the letter inside.
- Do this for all the letters of your last name, first name, and your middle initial.
- Darken only one circle in each of the columns.

Look at the BOTTOM LEFT of your answer sheet.

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a one-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last two digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).
- **LANG. (LANGUAGE):** print the code number for your native language (the examiner will tell you the number). Darken the circles.
- **CENTER NO.:** print the test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **FORM:** Darken the circle corresponding to the number of the form listed on your test booklet.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1978, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

PRINT YOUR NAME IN THE BLOCKS PROVIDED.  
BLACKEN THE CORRESPONDING CIRCLE

LAST NAME												FIRST NAME			MI		
S	A	N	T	O	S							J	O	A	O		C

  

BIRTHDATE			SEX	LANG	CENTER NO.		REG. NO.	FORM
Jan	0	3	78	M	82	001	100265	1

This test may be machine scored, so you must follow instructions carefully:

- Do not bend or fold your answer sheet.
- Mark all your answers on the separate answer sheet, not in the test booklet.
- Use a number 2 (soft) pencil.
- Your mark must be dark enough to be picked up by the scanning machine. The scanner cannot see very light marks.
- Do not make any other marks on your answer sheet.
- 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.

When instructed to, open your test booklet and check to see that it is complete. Check the pages quickly. You should have 5 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand, and a proctor will give you a replacement.

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The writer says that viruses are alive because they ...

- a. have a complex atomic structure.
- b. move.
- c. multiply.
- d. have a regular molecular structure.

Please observe silence. Do not leave before the end of the time period. Please remain in your seat until the test administrator dismisses the group. Remember, you have 30 minutes to complete all 35 problems. If you have any questions during the test, you should raise your hand, and a proctor will help you.

1. I'm trying to call the theater to find out when the movie starts, but I \_\_\_\_\_ any luck so far.
  - a. should not have
  - b. had not had
  - c. can not have
  - d. have not had
2. He was calmly exploring the sea floor \_\_\_\_\_ noticing his oxygen tank was nearly empty.
  - a. after
  - b. since
  - c. before
  - d. while
3. The Olympics \_\_\_\_\_ for athletes from all over the world to compete with each other.
  - a. possibly make
  - b. make possible
  - c. make it possibly
  - d. make it possible
4. "How do you think I should prepare for my speaking test?" "Well, what I do is to pretend I'm an examiner. Then I ask \_\_\_\_\_ questions that we have practiced in class."
  - a. myself
  - b. ourselves
  - c. them
  - d. you
5. \_\_\_\_\_ the difficulty of the material, the teacher took extra time teaching it to her students.
  - a. Because recognizing
  - b. By recognizing
  - c. Recognizing
  - d. To recognize
6. "Is the museum open on Sundays?"  
"Let's call them \_\_\_\_\_ and find out."
  - a. in
  - b. up
  - c. by
  - d. over
7. The towers of the new bridge are 56 meters \_\_\_\_\_ the old one.
  - a. as high as those of
  - b. as high as
  - c. higher than of
  - d. higher than those of
8. I wish we \_\_\_\_\_ the scenic route, but we had to get there quickly.
  - a. will have taken
  - b. could take
  - c. could have taken
  - d. have taken
9. There were four people on the committee, \_\_\_\_\_ representing a different department.
  - a. which
  - b. each
  - c. that
  - d. who
10. Have you been feeling \_\_\_\_\_ the weather lately?
  - a. below
  - b. over
  - c. beside
  - d. under

Over one hundred brightly colored and diverse frog species have recently been identified on the tropical island of Sri Lanka. The new species were identified by noticeable differences in physical features, habitat, development, and genetic (11). Some are tiny and dwell on the ground, whereas others are large and (12) trees. Five of the new species lay eggs in homespun baskets suspended (13) water, so that when the eggs (14) the tadpoles have no difficulty (15) their first swim. The remaining new frog species give birth to their young by producing eggs on the forest (16). These frogs bypass the tadpole stage and emerge as miniature (17) of their parents.

Frogs and other amphibians are important indicators of ecological balance; therefore a decline in their numbers would be considered a warning that (18) of the natural environment for a particular area is needed. (19) that Sri Lanka has already lost 95% of its forests, measures to protect the remaining forest fragments are (20). Since many frogs produce chemicals that could have practical applications in health care and medical treatment, they are a potential source of new drugs. Thus, ensuring that frogs are protected by preserving and restoring their habitat is very important.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 11. a. similarities<br>c. make-up | b. modifications<br>d. levels     |
| 12. a. lodge<br>c. establish      | b. inhabit<br>d. reside           |
| 13. a. above<br>c. from           | b. onto<br>d. through             |
| 14. a. emerge<br>c. hatch         | b. reproduce<br>d. arrive         |
| 15. a. going<br>c. taking         | b. doing<br>d. getting            |
| 16. a. ceiling<br>c. canopy       | b. floor<br>d. nest               |
| 17. a. sizes<br>c. species        | b. versions<br>d. samples         |
| 18. a. prevention<br>c. reduction | b. consumption<br>d. preservation |
| 19. a. Given<br>c. Indeed         | b. Such<br>d. Once                |
| 20. a. crucial<br>c. prohibited   | b. insistent<br>d. trivial        |

21. My grandmother is always telling me interesting \_\_\_\_\_ about her childhood adventures.
- summaries
  - adaptations
  - anecdotes
  - variations
22. Not all scientists agree why dinosaurs became \_\_\_\_\_.
- absent
  - extinct
  - negated
  - expelled
23. Who do you think the baby \_\_\_\_\_, her mother or her father?
- resembles
  - compares
  - reminds
  - likens
24. We \_\_\_\_\_ together to try to keep warm.
- huddled
  - hitched
  - gripped
  - spindled
25. The \_\_\_\_\_ from the earthquake damaged the building.
- knock
  - smash
  - shove
  - jolt
26. Joseph \_\_\_\_\_ in school because he studies a great deal.
- supersedes
  - surpasses
  - excels
  - ensues
27. Jane was \_\_\_\_\_ from the other scientists for her breakthrough in cancer research.
- observed
  - identified
  - recognized
  - distinguished
28. It's difficult for a family of four to \_\_\_\_\_ on such a low salary.
- perpetrate
  - subsist
  - generate
  - preserve
29. That \_\_\_\_\_ dog doesn't do anything his owner asks him to.
- expedient
  - transient
  - mischievous
  - prudent
30. James is so quiet and shy! I don't remember him being so \_\_\_\_\_.
- withdrawn
  - affected
  - protected
  - hidden

***This passage about hunger comes from several sources.***

It is well known that in many countries around the world people become ill and die from an inadequate food supply. A lesser known but equally troubling problem, however, is referred to as 'hidden hunger,' which does not cause feelings of hunger in the stomach but instead causes damage to the immune system, birth defects, and slower brain activity due to a lack of vitamin and mineral nutrients.

According to a recent report from the United Nations, 'hidden hunger' is having an alarming effect on developing countries, even those where people have enough to eat. An insufficient amount of iron in the diet can lower the intelligence quotient (IQ) of children by five to seven points and an iodine deficiency cuts it by 13 more points. As a result, the collective brainpower of entire nations is diminished as the number of children with mental incapacities grows. Iron deficiency in adults affects productivity. It is estimated that the Gross Domestic Product in the most affected countries has been lowered by 2 percent. An Indian study showed that when iron was added to the diets of tea leaf pickers, their productivity increased by 20 percent.

The report encourages governments to enrich common foods with nutrients during processing. Even if people are instructed to take a vitamin pill daily, many will not comply. Adding nutrients to everyday foods such as soy sauce, salt, and cooking oil is the most efficient way to reach the majority of the population. In the United States, cases of two serious birth defects dropped by about 20 percent after the government began adding folic acid, a nutrient found in nuts, to flour. The tragedy of hidden hunger is that it can be easily solved. Enriching foods with nutrients is a simple process that costs only a few cents per person per year.

31. What is 'hidden hunger'?
  - a. feeling hunger pains
  - b. not getting enough to eat
  - c. a damaged immune system
  - d. not getting enough nutrients
32. According to the passage, what lowers productivity?
  - a. slower brain activity
  - b. iron deficiency in adults
  - c. damage to the immune system
  - d. folic acid deficiency in children
33. What does the United Nations recommend?
  - a. adding iron to tea
  - b. adding nutrients to food
  - c. encouraging people to take vitamin pills
  - d. encouraging people to use more everyday foods like salt
34. What was the result of adding folic acid to a common food?
  - a. It increased productivity.
  - b. It lowered rates of birth defects.
  - c. It increased the consumption of flour.
  - d. It solved the problem of hidden hunger.
35. In paragraph 3, what reason does the author give for calling hidden hunger a tragedy?
  - a. It can be avoided.
  - b. It affects so many people.
  - c. So many people aren't aware of it.
  - d. It affects only developing countries.

**Answer Key**

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



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"What is that thing?"

"That \_\_\_\_\_ a spider."

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- b. calls
- c. called
- d. is called

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Read the passage, then select the word that best fills the blank in both grammar and meaning.

Long ago roads were only trails for people and animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern \_\_\_\_\_ is often called a superhighway.

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Choose the word or phrase that most appropriately completes the sentence.

The first things we study in school are very \_\_\_\_\_.

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- b. shifty
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- d. elementary

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- c. multiply.
- d. have a regular molecular structure.

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1. I would not have pursued that course of action if I \_\_\_\_\_ what would happen.
  - a. had known
  - b. knew
  - c. know
  - d. have known
  
2. "What should we do with this new data?"  
"Well, \_\_\_\_\_ previous case, I think Denise should analyze them first."
  - a. as that
  - b. as in
  - c. as in the
  - d. in the
  
3. For many years, I was happy with the way my life \_\_\_\_\_.
  - a. is going
  - b. has gone
  - c. was going
  - d. has been going
  
4. "Do you think Dr. Fisher will be here soon?"  
"Yes, I called the airport this morning and I confirmed \_\_\_\_\_ be on time."
  - a. his flight to
  - b. with the flight that it
  - c. about his flight to
  - d. that his flight would
  
5. I'm sorry, \_\_\_\_\_ I'd like to come to your party, I just can't.
  - a. as much as
  - b. so much
  - c. more than
  - d. as much
  
6. Recent statistics \_\_\_\_\_ that the economy is improving.
  - a. shown
  - b. showing
  - c. have shown
  - d. have showed
  
7. "What movie did you see last night?"  
"I saw \_\_\_\_\_ everyone's been talking about."
  - a. the one of which
  - b. the one
  - c. which one
  - d. one of which
  
8. You should wear \_\_\_\_\_ clothing when handling these chemicals.
  - a. protect
  - b. protected
  - c. protection
  - d. protective
  
9. Dr. Briggs' recommendation was different \_\_\_\_\_ Dr. Simpson.
  - a. than that of
  - b. that of
  - c. than of
  - d. than
  
10. I can't find my keys, but I remember \_\_\_\_\_ them into the house.
  - a. have brought
  - b. brought
  - c. bringing
  - d. to bring

Researchers have been perplexed by the increasing prevalence of allergies in children. While many \_\_\_(11)\_\_\_ appear to contribute to the \_\_\_(12)\_\_\_ of allergies, sensitization to common allergens has been shown to reduce the risk of allergies persisting from childhood into adulthood. For example, one recent study shows that exposure early in life to cats and dogs may protect children against allergies \_\_\_(13)\_\_\_ pets, dust mites, ragweed, and grass, among other things. Some allergists had \_\_\_(14)\_\_\_ thought that repeated exposure to pets in infancy would \_\_\_(15)\_\_\_ the likelihood of developing pet allergies. \_\_\_(16)\_\_\_, it is now believed that endotoxins, substances \_\_\_(17)\_\_\_ in the mouths of cats and dogs, may \_\_\_(18)\_\_\_ help to prevent allergies. When a pet licks a child during play, endotoxins are transferred from the animal's tongue to the child. Endotoxins are \_\_\_(19)\_\_\_ to help the human immune system \_\_\_(20)\_\_\_ resistance towards some allergens in the environment. The bottom line is that living too clean a life may contribute to the increasing number of children with allergies.

- |                    |                 |
|--------------------|-----------------|
| 11. a. ideas       | b. factors      |
| c. issues          | d. concerns     |
| 12. a. development | b. sickness     |
| c. resistance      | d. evolution    |
| 13. a. of          | b. by           |
| c. with            | d. towards      |
| 14. a. previously  | b. already      |
| c. usually         | d. later        |
| 15. a. improve     | b. increase     |
| c. enrich          | d. assist       |
| 16. a. However     | b. Furthermore  |
| c. Moreover        | d. Nevertheless |
| 17. a. placed      | b. developed    |
| c. introduced      | d. found        |
| 18. a. also        | b. actually     |
| c. not             | d. finally      |
| 19. a. determined  | b. analyzed     |
| c. assumed         | d. thought      |
| 20. a. destroy     | b. maintain     |
| c. produce         | d. contribute   |

21. He didn't know the song's \_\_\_\_\_, but he tried to sing along anyway.
- lyrics
  - echo
  - repetition
  - paraphrase
22. They were \_\_\_\_\_ from the cold.
- bustling
  - shivering
  - wandering
  - insulating
23. Please \_\_\_\_\_ the instructions that we gave you yesterday, because they are incorrect.
- inhibit
  - endorse
  - dispense
  - disregard
24. The characters in the story were well-developed, but the \_\_\_\_\_ was too simple.
- formula
  - formation
  - plot
  - equation
25. The glass vase \_\_\_\_\_ when it fell to the ground.
- thrust
  - crushed
  - shattered
  - stumbled
26. A higher \_\_\_\_\_ of people now exercise than used to be the case.
- element
  - group
  - section
  - proportion
27. The rope was \_\_\_\_\_ tightly around the tree.
- crossed
  - wound
  - circled
  - layered
28. The iron fence is beginning to \_\_\_\_\_ because the paint has worn off.
- stain
  - distort
  - detach
  - rust
29. The growing city \_\_\_\_\_ on the farmland.
- pursued
  - obsessed
  - encroached
  - manifested
30. I \_\_\_\_\_ the books so high that they fell down.
- stacked
  - compiled
  - mounted
  - bunched

***This passage about birds comes from multiple scientific articles.***

Brood parasitism, an unusual practice among birds, involves one species laying its eggs in another species' nest, leaving the host to raise the intruder's young. For instance, female European Cuckoos lay their eggs only in the nests of other birds. A cuckoo egg usually closely mimics the eggs of the host, one of whose eggs is often removed by the cuckoo. The host may recognize the intruder's egg and abandon the nest, or she may stay and raise the young. Soon after the cuckoo hatches, if there are any host bird's young in the nest, the cuckoo will toss them out, using a scoop-like depression in its back. The host parents are then left to raise the young cuckoo.

Brown-headed cowbirds are another brood parasitic species. They have been known to parasitize over 200 other species of birds. Their eggs do not closely mimic host eggs, and they do not oust host eggs and young from their nests. Instead, cowbirds tend to hatch earlier than hosts and grow faster, thus crowding out and reducing the food intake of the host's young.

Some host species have learned, however, to reject invader eggs. Scientists do not fully understand how these rejector species have developed, or why some species still accept invader eggs even when the eggs look different. Some scientists believe that acceptors are birds that do not want to risk damaging or accidentally removing one of their own eggs when trying to eject an invader. Others believe that beak size influences rejection, allowing birds with large beaks to eject invader eggs more easily. Still other scientists claim that chance plays a big role in deciding which birds will be acceptors and which will be rejectors.

31. What do European Cuckoos and brown-headed cowbirds have in common?
  - a. They are both rejector species.
  - b. Their eggs do not closely mimic host eggs.
  - c. They lay their eggs in the nests of other birds.
  - d. They have been known to parasitize over 200 other species.
32. What is the "scoop-like depression" mentioned at the end of paragraph one used for?
  - a. to remove host birds' young
  - b. to remove host birds' eggs
  - c. to remove a parasite's young
  - d. to remove a parasite's egg
33. What is one difference between European Cuckoos and brown-headed cowbirds?
  - a. Cuckoos raise their own young.
  - b. The baby cuckoo eats the host birds' eggs.
  - c. The baby cuckoo crowds out host bird babies.
  - d. The baby cuckoo ejects host birds' young from nests.
34. What advantage do young cowbirds have in another bird's nest?
  - a. They toss out the host birds' young.
  - b. They develop faster than the host birds' young.
  - c. They are very similar to the host birds' young.
  - d. The mother cowbird removes one of the host birds' eggs.
35. According to the passage, birds with large beaks...
  - a. tend to accept invader eggs.
  - b. are able to remove invader eggs.
  - c. tend to damage their own eggs.
  - d. are rejected by birds with small beaks

**Answer Key**

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

# ECPE

Examination for the  
Certificate of  
**Proficiency** in  
English

PRELIMINARY  
TEST 7



Keep your eyes on your own test. Examinees giving or receiving answers or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded. Examinees with cell phones, pagers, or other electronic devices should check them in with the proctor now.

Look at the TOP RIGHT 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, then middle initial (MI). Use all capital letters.
- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
- **NATIVE LANGUAGE:** print your native language.
- **TODAY'S DATE:** print the month, day, and year.

Look at the TOP LEFT of your answer sheet. Use capital letters to fill in the following information in the blocks. Use the same spelling you used on your registration form:

- **LAST NAME:** print your main family name in the blocks, one letter per block. There are 12 blocks. If your last name is longer than 12 letters, print only the first 12 letters.
- **FIRST NAME:** print the first 7 letters of your first name.
- **MI:** print the initial of your middle name.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the letter that is the same as the letter you have printed in the block above.
- Darken the circle completely so that you cannot see the letter inside.
- Do this for all the letters of your last name, first name, and your middle initial.
- Darken only one circle in each of the columns.

Look at the BOTTOM LEFT of your answer sheet.

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a one-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last two digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).
- **LANG (LANGUAGE):** print the 2-digit code number for your native language (the examiner will tell you the number). Darken the circles.
- **CENTER NO.:** print the 3-digit test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **FORM:** Darken the circle corresponding to the number of the form listed on your test booklet.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1978, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

PRINT YOUR NAME IN THE BLOCKS PROVIDED.  
BLACKEN THE CORRESPONDING CIRCLE

LAST NAME												FIRST NAME			MI	
S	A	N	T	O	S							J	O	A	O	C

BIRTHDATE: DAY: 03, YEAR: 78, SEX: M, LANG: 03, CENTER NO.: 001, REG. NO.: 100265, FORM: 0

This test may be machine scored, so you must follow instructions carefully:

- Do not bend or fold your answer sheet.
- Mark all your answers on the separate answer sheet, not in the test booklet.
- Use a number 2 (soft) pencil.
- Your mark must be dark enough to be picked up by the scanning machine. The scanner cannot see very light marks.
- Do not make any other marks on your answer sheet.
- 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.

When instructed to, open your test booklet and check to see that it is complete. Check the pages quickly. You should have 5 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand and a proctor will give you a replacement.



**GRAMMAR, CLOZE, VOCABULARY, AND READING SECTION INSTRUCTIONS**

There are 35 multiple-choice problems in this test: 10 grammar, 10 cloze, 10 vocabulary, and 5 questions about a reading passage. You will have 30 minutes to answer all 35 problems. Do not begin this test until you have read the instructions and examples below and the test administrator has answered any questions you may have.

In each example below, the correct answer is underlined. For the actual problems, fill in the circle on your answer sheet that corresponds to your answer choice. For each problem, there are four possible answer choices. Only one is correct. 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. Answer all problems. Unanswered problems will be counted wrong. Completely fill in the circle that corresponds to the answer you have chosen. If you change your mind about an answer, erase your first mark completely. Do **NOT** mark your answers in this test booklet. Do not make any stray marks on your answer sheet.

**GRAMMAR**

Choose the word or phrase that best completes the conversation or sentence.

“What is that thing?”

“That \_\_\_\_\_ a spider.”

- a. to call
- b. for calling
- c. be called
- d. is called**

**CLOZE**

Read the passage, then select the word or phrase that fills the blank in both meaning and grammar.

Long ago roads were only trails for people and animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern **(1)** is often called a superhighway.

- 1. a. way
- b. road**
- c. travel
- d. walk

**VOCABULARY**

Choose the word or phrase that most appropriately completes the sentence.

The first things we study in school are very \_\_\_\_\_.

- a. sturdy
- b. shifty
- c. trusty
- d. elementary**

**READING**

Read the passage, then answer the questions following it according to the information given in the passage.

Viruses may be considered as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

The writer says that viruses are alive because they...

- a. have a complex atomic structure.
- b. move.
- c. multiply.**
- d. have a regular molecular structure.

1. \_\_\_\_\_ great at math, but she can also speak three languages.
    - a. Although Lisa is
    - b. Not only Lisa is
    - c. Whereas is Lisa
    - d. Not only is Lisa
  2. Henry is, \_\_\_\_\_ often than not, lucky at cards.
    - a. quite
    - b. very
    - c. most
    - d. more
  3. It seemed like \_\_\_\_\_ concept to learn.
    - a. a somewhat confusing
    - b. confusing somewhat
    - c. somewhat confusing
    - d. a confusing somewhat
  4. I never bought a telephone answering machine. They're just not \_\_\_\_\_ useful.
    - a. that
    - b. too
    - c. that far
    - d. that much
  5. It's important to always be \_\_\_\_\_ with one's neighbors.
    - a. consider
    - b. considered
    - c. considering
    - d. considerate
  6. Many studies have shown that smokers have a shorter life span, \_\_\_\_\_ nonsmokers.
    - a. as compared to
    - b. as comparing
    - c. in compared to
    - d. in comparison
  7. If I bought a new car I \_\_\_\_\_ have to borrow money.
    - a. will
    - b. would
    - c. should
    - d. could
  8. Everyone who came to the last two meetings \_\_\_\_\_ at the reception today.
    - a. were
    - b. have been
    - c. are
    - d. was
  9. I really enjoy gardening after it \_\_\_\_\_.
    - a. rains
    - b. rained
    - c. had rained
    - d. was raining
  10. Doctors recommend starting each day \_\_\_\_\_ a healthy breakfast.
    - a. with eating
    - b. while eating
    - c. by eating
    - d. to eat
-

# CLOZE

# CLOZE

# CLOZE

Global warming may be threatening one of the world's most important crops: rice. Increased nighttime temperatures are associated with significant declines in crop (11), according to a study conducted by researchers at the International Rice Institute. The researchers analyzed twelve years of rice production along with twenty-five years of temperature data.

This study, a direct measurement of yields produced under normal field conditions, using (12) that good farmers normally employ, has (13) previous simulations and suggests that temperature increases due to global warming will make it increasingly difficult to feed the Earth's growing population. Average (14) temperatures, which increased 0.35 degrees Celsius over the (15) of the study, have little effect on rice production. (16), a strong correlation exists between warmer nighttime temperatures, which have risen an average of 1.1 degrees, and decreasing rice yields. Although the (17) cause of this relationship is (18), researchers speculate that plants work harder to maintain themselves in response to the warmer nights and (19) divert energy from growth. Thus, an average increase of just one degree Celsius can (20) in a ten percent reduction in yields. Similar findings have been reported for corn and soybean yields in the United States.

11. a. yields  
b. records  
c. mass  
d. amount
12. a. ones  
b. habits  
c. behaviors  
d. practices
13. a. done  
b. improved  
c. confirmed  
d. had
14. a. nighttime  
b. daytime  
c. higher  
d. lower
15. a. average  
b. course  
c. results  
d. measurement
16. a. However  
b. Despite  
c. Furthermore  
d. Fortunately
17. a. final  
b. base  
c. underlying  
d. known
18. a. clear  
b. surprising  
c. unknown  
d. near
19. a. instead  
b. consequently  
c. days  
d. to
20. a. result  
b. respond  
c. react  
d. reduce

# VOCABULARY

# VOCABULARY

# VOCABULARY

21. He always \_\_\_\_\_ back to his childlike manner when he's around his mother.
- revolves
  - retains
  - reverts
  - restores
22. The man \_\_\_\_\_ under the weight of the large desk he was carrying.
- paced
  - strangled
  - staggered
  - rippled
23. George's only \_\_\_\_\_ is that he's too friendly.
- blame
  - fault
  - error
  - restraint
24. Not much happened on our trip. It was rather \_\_\_\_\_.
- unspeakable
  - unthinkable
  - unlikely
  - uneventful
25. Young children often ask many questions because they are naturally \_\_\_\_\_.
- intriguing
  - inquisitive
  - ingenious
  - captivating
26. The mother \_\_\_\_\_ lovingly at her new baby.
- glowered
  - gawked
  - gazed
  - gaped
27. No matter what she tried, nothing would \_\_\_\_\_ Jane's fear of flying.
- withdraw
  - dismiss
  - repel
  - dispel
28. Sandy's father helped her remove a small \_\_\_\_\_ of wood from her finger.
- splinter
  - morsel
  - flake
  - drop
29. We knew he was sad because a tear slowly \_\_\_\_\_ down his cheek.
- gushed
  - leaked
  - tumbled
  - trickled
30. She had \_\_\_\_\_ reaction to the medicine and broke out in a rash.
- a converse
  - a reverse
  - an adverse
  - an inverse
-

*This passage about the ancient ruler Hammurabi comes from several sources.*

During his reign as the ruler of the ancient kingdom of Babylon, Hammurabi codified a set of laws that came to be known as the Code of Hammurabi. The Code was inscribed on an eight-foot-high stone stele and was displayed for all to read and obey. The monument is engraved in the Babylonian language of Akkadian, in 51 columns, using cuneiform script. At the top of the stele, Hammurabi is pictured receiving the code from the sun god Shamash. Though not the first legal code, originating as it does from earlier Sumerian traditions, the Code was the first publication of laws governing a society. Earlier systems of law, not written down, could be more easily manipulated to suit the rulers who dictated them. “Written in stone” is a legal concept that originates from the Code and still applies today in the way that Hammurabi intended; that is, that a society’s laws should exist unchanged over time.

The Code contains rules that cover topics as diverse as trade, family law, and criminal law, with the notable exception of religion. Assault and theft, marriage and divorce, debt and repayment are all described, along with strict punishments without exceptions for special circumstances. The expression “an eye for an eye” has its origins in the Code and exemplifies its severity and emphasis on individual responsibility. On the other hand, the Code is seen by some modern-day commentators as humane for its time. It did not allow for vigilante justice, but rather demanded a trial by judges, along with witnesses who could vouch for someone’s innocence. It also protected all classes of Babylonian society, including women, the poor, and even slaves.

31. What is a stele?
  - a. a code of law
  - b. a religious artifact
  - c. a type of cuneiform engraving
  - d. a stone monument
32. According to the passage, how is the Code of Hammurabi different from other laws of the time?
  - a. It was based on the worship of Shamash.
  - b. It was the first Sumerian code.
  - c. It was publicly displayed.
  - d. It included laws concerning religious beliefs.
33. What is one key feature of the punishments in the Code?
  - a. They don’t apply to everyone.
  - b. The judges decide them.
  - c. No exceptions are made.
  - d. They are only given in special circumstances.
34. In the middle of the second paragraph, what does **an eye for an eye** illustrate?
  - a. the origins of the Code
  - b. the diversity of the Code
  - c. the strictness of the Code
  - d. the permanence of the Code
35. What can you infer about the society before the Code was established?
  - a. All members were treated fairly.
  - b. People did not understand the laws.
  - c. There were no laws.
  - d. Enforcement of laws was arbitrary.



Answer Key

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

# ECPE Examination for the Certificate of Proficiency in English

## PRELIMINARY TEST 8



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- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
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- **TODAY'S DATE:** print the month, day, and year.

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Look at the BOTTOM LEFT of your answer sheet.

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- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **FORM:** Darken the circle corresponding to the number of the form listed on your test booklet.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1978, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

PRINT YOUR NAME IN THE BLOCKS PROVIDED.  
BLACKEN THE CORRESPONDING CIRCLE

LAST NAME												FIRST NAME			MI		
S	A	N	T	O	S							J	O	A	O		C

  

BIRTHDATE			SEX	LANG	CENTER NO.						REG. NO.	FORM	
Jan	Feb	03	78	M	0	0	1	0	0	2	6	5	1

This test may be machine scored, so you must follow instructions carefully:

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**GRAMMAR**

Choose the word or phrase that best completes the conversation or sentence.

“What is that thing?”

“That \_\_\_\_\_ a spider.”

- a. to call
- b. for calling
- c. be called
- d. is called**

**CLOZE**

Read the passage, then select the word or phrase that fills the blank in both meaning and grammar.

Long ago roads were only trails for people and animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern **(1)** is often called a superhighway.

1. a. way                      c. travel  
**b. road**                      d. walk

**VOCABULARY**

Choose the word or phrase that most appropriately completes the sentence.

The first things we study in school are very \_\_\_\_\_.

- a. sturdy
- b. shifty
- c. trusty
- d. elementary**

**READING**

Read the passage, then answer the questions following it according to the information given in the passage.

Viruses may be considered as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

The writer says that viruses are alive because they...

- a. have a complex atomic structure.
- b. move.
- c. multiply.**
- d. have a regular molecular structure.

1. "What happened to your long hair?"  
"I was tired of it, so I had it cut \_\_\_\_\_."  
a. to short  
b. shorten  
c. short  
d. shortened
  2. The committee's proposal \_\_\_\_\_ funding for the next three years will be very controversial.  
a. we increase  
b. we will increase  
c. that we increase  
d. what we increase
  3. John is very lazy \_\_\_\_\_ to the other students.  
a. as comparison  
b. comparing  
c. as comparing  
d. in comparison
  4. Doctors recommend \_\_\_\_\_ vegetables every day.  
a. that eating  
b. that to eat  
c. eating  
d. to eat
  5. Detroit has \_\_\_\_\_ the Motor City.  
a. been known long as  
b. known as long been  
c. as long been known  
d. long been known as
  6. They decided that they \_\_\_\_\_ a good time, despite the final result.  
a. would have had  
b. have had  
c. might have  
d. had had
  7. If we \_\_\_\_\_ this obstacle, we need to work harder.  
a. are overcoming  
b. are to overcome  
c. were to overcome  
d. will overcome
  8. Cindy plays the violin \_\_\_\_\_ well that many schools have offered her scholarships.  
a. so  
b. too  
c. as  
d. very
  9. A teacher needs to be patient \_\_\_\_\_ her students.  
a. by  
b. with  
c. to  
d. at
  10. The laws of this country apply to everyone, \_\_\_\_\_ you are rich or poor.  
a. either  
b. whether  
c. both  
d. including
-

# CLOZE

# CLOZE

# CLOZE

Pistachios originated in the Middle East, where they grew wild in the high desert regions. Trees take seven to ten years to (11) and are alternate bearing, producing a heavy crop one year and a lighter crop the (12). Pistachios grow in grape-like clusters and are encased in a thin shell and an outer skin, or hull. When pistachios ripen, the hull (13) rosy and the shell within splits naturally, (14) they are ready for harvest. In traditional harvesting, the nuts fall to the ground and remain there a few days before being gathered. However, if the nuts are not hulled and dried (15) 12 to 24 hours, the shell becomes discolored. Traditionally, pistachios were dyed red to cover (16).

In California in the 1880s, Iranian pistachio trees were planted experimentally. California now has over 100,000 acres of pistachio orchards and is second (17) to Iran in worldwide production. Growers in California have even improved on the traditional harvesting procedures: pistachios are mechanically shaken from the trees onto a catching frame, never (18) the ground. They are then (19) into containers and rushed to the processing plant where hulling, drying, and sorting are completed. Later the nuts are roasted, salted, and (20) dyed.

Today pistachio farming is a major California industry.

11. a. mature  
b. complete  
c. harvest  
d. plant
12. a. alternate  
b. later  
c. better  
d. next
13. a. develops  
b. switches  
c. starts  
d. turns
14. a. indicating  
b. concluding  
c. while  
d. until
15. a. immediately  
b. by  
c. lasting  
d. within
16. a. throughout  
b. errors  
c. themselves  
d. blemishes
17. a. time  
b. place  
c. only  
d. producer
18. a. getting  
b. avoiding  
c. touching  
d. colliding
19. a. planted  
b. stored  
c. prepared  
d. loaded
20. a. never  
b. sometimes  
c. thus  
d. very

# VOCABULARY

# VOCABULARY

# VOCABULARY

21. The woman announced her \_\_\_\_\_ for office at the political convention.
- reputation
  - prominence
  - advancement
  - candidacy
22. Some regions in the world experience great temperature \_\_\_\_\_.
- diversions
  - modifications
  - fluctuations
  - conversions
23. She lost money when she \_\_\_\_\_ 50 dollars that her team would win.
- estimated
  - wagered
  - conjectured
  - inferred
24. It is best that a judge be as \_\_\_\_\_ as possible when deciding cases.
- intentional
  - equalized
  - perceptible
  - impartial
25. The tall grass \_\_\_\_\_ in the gentle breeze.
- whisked
  - swayed
  - rocked
  - whipped
26. She did \_\_\_\_\_ well and thus won the contest.
- exceptionally
  - exclusively
  - explicitly
  - extensively
27. While Sam was poor as a child, now he's quite \_\_\_\_\_.
- affluent
  - enriched
  - austere
  - eloquent
28. Henry \_\_\_\_\_ this article in the *Modern Language Journal*.
- construed
  - co-authored
  - co-authorized
  - consigned
29. Please let me state my opinion without \_\_\_\_\_ your ideas on me.
- insisting
  - intruding
  - presuming
  - imposing
30. Was there any concrete evidence \_\_\_\_\_ Steve to the crime?
- assembling
  - committing
  - linking
  - acknowledging

*This passage about whales comes from multiple Web sources.*

Diving deep into the ocean is difficult for humans, although whales do it easily. The deepest a human has dived into the ocean without SCUBA gear is to 450 feet below the surface, which required him to hold his breath for about two minutes. Humans are unable to go much deeper because at a certain point the external pressure becomes so great it crushes the ribcage and lungs. Furthermore, lack of oxygen also prevents humans from staying under water for long periods. It is amazing, then, that whales can dive to depths of up to 10,000 feet and remain there for as long as two hours.

Several adaptations enable the whale to do this, among them the construction of its ribcage. Unlike humans, whales have fewer “true” ribs, ribs joined directly to the breastbone, and more “floating” ribs, which are attached only to the preceding rib by cartilage. This flexible design allows the whale’s ribcage to fold under pressure instead of breaking, and for its lungs to collapse without rupturing capillaries. Also, during a dive, the whale’s heart slows to as low as 3 to 5 beats a minute. Arteries constrict, reducing blood flow to many of the whale’s less vital organs, thus conserving oxygen and maintaining blood pressure in the brain and heart.

Humans emerging too suddenly from dives can suffer from “the bends,” when small bubbles of nitrogen gas form in body fluids and obstruct blood flow, leading to death. Because whales collapse their lungs, air is pushed from the lungs into the windpipe, which is lined with thick membranes, making it difficult for nitrogen bubbles to pass into the bloodstream or other tissues. Together, these and other adaptations enable whales to dive to such depths.

31. What are “floating” ribs? Ribs that are ...
  - a. not attached to other ribs.
  - b. not attached to the breastbone.
  - c. made of cartilage.
  - d. not able to fold under pressure.
32. What is the main purpose of this passage?
  - a. to explain why whales can do something that humans cannot
  - b. to explain how humans and whales adapted
  - c. to explain what happens at great depths
  - d. to explain how the human respiratory system works
33. When a whale dives, what contributes to the conservation of oxygen?
  - a. Blood pressure increases.
  - b. Blood flow decreases.
  - c. The lungs collapse.
  - d. The ribcage folds.
34. Compared to whales, humans have...
  - a. weaker capillaries.
  - b. thicker membranes in the windpipe.
  - c. fewer floating ribs.
  - d. slower heartbeats.
35. How does the whale’s ribcage differ from that of a human?
  - a. The whale’s ribcage contains fewer vital organs.
  - b. The whale’s ribcage can bend without breaking.
  - c. Whales have fewer ribs than humans.
  - d. The whale’s ribs are not attached to the breastbone.



Answer Key

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

# ECPE Examination for the Certificate of Proficiency in English

**PRELIMINARY TEST 9**



Keep your eyes on your own test. Examinees giving or receiving answers or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded. Examinees with cell phones, pagers, or other electronic devices should check them in with the proctor now.

Look at the TOP RIGHT 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, then middle initial (MI). Use all capital letters.
- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
- **NATIVE LANGUAGE:** print your native language.
- **TODAY'S DATE:** print the month, day, and year.

Look at the TOP LEFT of your answer sheet. Use capital letters to fill in the following information in the blocks. Use the same spelling you used on your registration form:

- **LAST NAME:** print your main family name in the blocks, one letter per block. There are 12 blocks. If your last name is longer than 12 letters, print only the first 12 letters.
- **FIRST NAME:** print the first 7 letters of your first name.
- **MI:** print the initial of your middle name.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the letter that is the same as the letter you have printed in the block above.
- Darken the circle completely so that you cannot see the letter inside.
- Do this for all the letters of your last name, first name, and your middle initial.
- Darken only one circle in each of the columns.

Look at the BOTTOM LEFT of your answer sheet.

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a one-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last two digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).
- **LANG (LANGUAGE):** print the 2-digit code number for your native language (the examiner will tell you the number). Darken the circles.
- **CENTER NO.:** print the 3-digit test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **FORM:** Do not fill in this space.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1978, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

This test may be machine scored, so you must follow instructions carefully:

- Do not bend or fold your answer sheet.
- Mark all your answers on the separate answer sheet, not in the test booklet.
- Use a number 2 (soft) pencil.
- Your mark must be dark enough to be picked up by the scanning machine. The scanner cannot see very light marks.
- Do not make any other marks on your answer sheet.
- 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.

When instructed to, open your test booklet and check to see that it is complete. Check the pages quickly. You should have 5 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand and a proctor will give you a replacement.

**GRAMMAR, CLOZE, VOCABULARY, AND READING SECTION INSTRUCTIONS**

There are 35 multiple-choice problems in this test: 10 grammar, 10 cloze, 10 vocabulary, and 5 questions about a reading passage. You will have 30 minutes to answer all 35 problems. Do not begin this test until you have read the instructions and examples below and the test administrator has answered any questions you may have.

In each example below, the correct answer is underlined. For the actual problems, fill in the circle on your answer sheet that corresponds to your answer choice. For each problem, there are four possible answer choices. Only one is correct. 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. Answer all problems. Unanswered problems will be counted wrong. Completely fill in the circle that corresponds to the answer you have chosen. If you change your mind about an answer, erase your first mark completely. Do NOT mark your answers in this test booklet. Do not make any stray marks on your answer sheet.

**GRAMMAR**

Choose the word or phrase that best completes the conversation or sentence.

“What is that thing?”

“That \_\_\_\_\_ a spider.”

- a. to call
- b. for calling
- c. be called
- d. is called**

**CLOZE**

Read the passage, then select the word or phrase that fills the blank in both meaning and grammar.

Long ago roads were only trails for people and animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern (1) is often called a superhighway.

1. a. way                      c. travel  
       **b. road**                    d. walk

**VOCABULARY**

Choose the word or phrase that most appropriately completes the sentence.

The first things we study in school are very \_\_\_\_\_.

- a. sturdy
- b. shifty
- c. trusty
- d. elementary**

**READING**

Read the passage, then answer the questions following it according to the information given in the passage.

Viruses may be considered as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

The writer says that viruses are alive because they...

- a. have a complex atomic structure.
- b. move.
- c. multiply.**
- d. have a regular molecular structure.

1. "Didn't I see you at Moira's party?"  
"No. You must be \_\_\_\_\_ for somebody else."
    - a. mistook me
    - b. mistaking me
    - c. mistaken
    - d. mistaking her
  2. "Wow, tuition went up 20 percent this year!"  
"Really? To what \_\_\_\_\_ will you have to cut down on your other expenses?"
    - a. extensive
    - b. extension
    - c. extent
    - d. extends
  3. \_\_\_\_\_ been to London before, I wasn't really interested in going again.
    - a. Had
    - b. To have
    - c. Having
    - d. If I had
  4. The best we can do is \_\_\_\_\_ to resolve the problem as soon as possible.
    - a. trying
    - b. having tried
    - c. tried
    - d. try
  5. I was so upset, feeling \_\_\_\_\_ for what I had done.
    - a. regretted
    - b. regretful
    - c. regrettable
    - d. regretting
  6. Chris \_\_\_\_\_ been informed of the new policy last week.
    - a. might not have
    - b. might haven't
    - c. might not had
    - d. might hadn't
  7. When \_\_\_\_\_ playing violin, Jack is a natural.
    - a. he comes to
    - b. it comes to
    - c. coming to
    - d. it is coming to
  8. Bill devotes a lot of his time \_\_\_\_\_ studying.
    - a. at
    - b. in
    - c. for
    - d. to
  9. John's decision to retire \_\_\_\_\_ surprise.
    - a. was caught by my
    - b. caught me by
    - c. caught me in
    - d. was caught in my
  10. The criminal can't escape. It's only \_\_\_\_\_ the police find him.
    - a. a matter of time if
    - b. the matter of time when
    - c. a matter of time before
    - d. the matter of time then
-

# CLOZE

# CLOZE

# CLOZE

Two eyes help us to see in three dimensions; and two ears allow us to hear in stereo. If recent research findings are (11), two nostrils function in (12) the same way. In the olfactory system, each nostril conveys to the brain a slightly different olfactory (13) upon smelling an odor. What is perceived in combination is (14) used by the brain to get a precise (15) of what the odor is.

The slight difference (16) the olfactory images seems to occur (17) the air flows at a different rate through each nostril, one of (18) has a low flow-rate and the other a high one. Odors that dissolve slowly have their maximum effect in the (19) that has a slow movement of air. Conversely, those that dissolve quickly have their (20) effect when the air stream is moving rapidly. Thus, air drawn into the nose will give different responses in each nostril. Not yet well understood is how the brain processes the disparate olfactory images as a single recognizable aroma. Future studies will be needed to completely explain this phenomenon.

11. a. incorrect  
b. accurate  
c. reported  
d. similar
12. a. so  
b. much  
c. as  
d. such
13. a. process  
b. where  
c. image  
d. once
14. a. which  
b. strongly  
c. earlier  
d. then
15. a. meaning  
b. location  
c. measurement  
d. sense
16. a. in  
b. to  
c. about  
d. when
17. a. before  
b. however  
c. then  
d. because
18. a. those  
b. each  
c. which  
d. such
19. a. nostril  
b. flow  
c. chemical  
d. other
20. a. personal  
b. negative  
c. strongest  
d. slowest

# VOCABULARY

# VOCABULARY

# VOCABULARY

21. The mother sang to the baby in an attempt to \_\_\_\_\_ her.
- alleviate
  - soothe
  - enhance
  - compromise
22. Susan was \_\_\_\_\_ by the many compliments from her sister.
- admired
  - appreciated
  - privileged
  - flattered
23. The chef \_\_\_\_\_ the cake in the refrigerator overnight so it would be cold.
- thawed
  - simmered
  - seared
  - chilled
24. The thief \_\_\_\_\_ the money out of my hand.
- clutched
  - gripped
  - resisted
  - snatched
25. He \_\_\_\_\_ the other runners in the last ten seconds and won the race.
- overtook
  - overwhelmed
  - oversaw
  - overturned
26. In order to reduce crime, police must \_\_\_\_\_ the law at all times.
- enact
  - repeal
  - ratify
  - enforce
27. Medical scientists are just now \_\_\_\_\_ the causes of this disease.
- settling
  - probing
  - emerging
  - experimenting
28. Kate \_\_\_\_\_ from the horse and walked it into the stable.
- discharged
  - dismounted
  - dispatched
  - dismissed
29. Jim had to overcome a great deal of \_\_\_\_\_ to finally achieve his academic goals.
- differentiation
  - vigilance
  - adversity
  - endeavor
30. The owner of the business \_\_\_\_\_ the latest tax bill he received.
- retaliated
  - vetoed
  - disputed
  - argued

*This passage is about green roofs.*

Recognized as having the largest “green roof” in the world, the new Ford Truck Assembly Plant in Dearborn, Michigan, serves as a model for the 21st century. In this time of growing concern for environmental issues from global warming to urban sprawl, the Ford plant shows it’s possible to reduce these concerns by means of well-designed “green architecture.”

Green roofs are, as the name implies, gardens that are placed on the roof of a building. These roofs are composed of a waterproofing and root-repellant system designed to protect the underlying building structure, a drainage system, a lightweight growing medium, and plants selected based on characteristics such as drought tolerance. The gardens are designed to be self-sustaining, requiring little upkeep except for occasional weeding or fertilization.

In addition to supporting plant growth, the growing medium absorbs water. Experts cite the latter as the single most important advantage of green roof technology, because the plants store rainwater and return it to the atmosphere. It is predicted that the Ford Plant green roof will retain 447,000 gallons of water per year, conserving 50 percent of the rain that falls on the roof each year. Less rainwater also means less water that must pass through the city’s water sewage treatment facilities.

What runoff there is has been filtered by the roof system. In addition, green roofs improve air quality by filtering the air above them and encouraging the exchange of carbon dioxide and oxygen through photosynthesis. Furthermore, they reduce the “heat island” effect in cities caused by the ever-increasing amount of hard surfaces that absorb solar radiation. Finally, green roofs are aesthetically appealing: they improve the appearance of barren urban and industrial sites.

31. What is the main idea of this passage?
    - a. Green roofs have a variety of environmental benefits.
    - b. Green roofs can solve the problem of global warming.
    - c. Green roofs need less maintenance than regular roofs.
    - d. Green roofs are becoming more common on automotive plants.
  32. How often do roof gardens need to be planted?
    - a. annually each spring
    - b. when there is below-average rainfall
    - c. every time it rains
    - d. only once when created
  33. According to the passage, what is the most significant benefit of a green roof?
    - a. It cools the building it is on.
    - b. It retains rainwater.
    - c. It supports plant life.
    - d. It absorbs solar radiation.
  34. According to the passage, what is one way in which green roofs improve air quality?
    - a. by promoting gas exchange
    - b. by reflecting solar radiation
    - c. by reducing air temperature
    - d. by absorbing rainwater
  35. How do green roofs reduce the “heat island” effect?
    - a. They retain a lot of rainwater.
    - b. They reflect the sun’s heat.
    - c. They capture less heat from the sun than traditional roofs.
    - d. They increase the movement of air around the building.
-





**ΕΛΛΗΝΟΑΜΕΡΙΚΑΝΙΚΗ ΕΝΩΣΗ**  
Σωματείο Κοινωφελές, Εκπαιδευτικό και Πολιτιστικό

**HELLENIC AMERICAN UNION**  
An educational public charity

**THE UNIVERSITY OF MICHIGAN**  
**EXAMINATION FOR THE CERTIFICATE OF PROFICIENCY IN ENGLISH (ECPE)**

**PRELIMINARY TEST 9**

**ANSWER KEY**

**Grammar**

1. B
2. C
3. C
4. D
5. B
6. A
7. B
8. D
9. B
10. C

**Cloze**

11. B
12. B
13. C
14. D
15. D
16. A
17. D
18. C
19. A
20. C

**Vocabulary**

21. B
22. D
23. D
24. D
25. A
26. D
27. B
28. B
29. C
30. C

**Reading**

31. A
32. D
33. B
34. A
35. C

Name: \_\_\_\_\_  
Family/Last Name First/Given Name

Signature: \_\_\_\_\_

Center No.    Registration No.



# Sample Test—Form A



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# Writing Section

## WRITING SECTION INSTRUCTIONS 30-MINUTE TIME LIMIT

- The examiner will have already provided you a writing answer document on which to write your essay. Make sure you have filled in your name, your signature, your birthdate, and your registration number.
- Do NOT write your essay in this test booklet. Write your essay on the answer document you have been provided.
- Use a #2 (soft) pencil only.
- You will have 30 minutes to write on one of the two topics. If you do not write on one of these topics, your paper will not be scored.
- You may make an outline if you wish, but your outline will not count toward your score.
- Write about one-and-a-half to two pages. Your essay will be marked down if it is extremely short.
- Write inside the boxes on pages 2, 3, and 4 of your answer document.
- Extra sheets of paper or scratch paper will not be scored. Please use only the space provided on the answer document to write your essay.
- You will not be graded on the appearance of your paper, but your handwriting must be readable. You may change or correct your writing, but you should not recopy the whole essay.
- Your essay will be judged on clarity and overall effectiveness, as well as on topic development, organization, and the range, accuracy, and appropriateness of your grammar and vocabulary.

### Topic Set A

1. In some countries the government places a limit on the number of children a couple can have, while in other countries the government offers economic incentives to a couple to have more children. Why do governments establish population policies like these? What effects do these policies have? Discuss, and give specific examples to support your views.
2. There is no universal definition of the word adult. Different cultures, religions, legal systems, and individuals have varying ideas about when a person becomes an adult. What factors do you think define adulthood? Support your opinion with specific reasons.

When you have selected your topic, remember to fill in “1” or “2” in the **ECPE Writing Response** box in the front of your writing answer document.

Please observe silence. Do not leave the room during the time period. Remember, you have 30 minutes to complete your essay.

**DO NOT TURN THE PAGE UNTIL THE EXAMINER HAS TOLD YOU TO DO SO.**



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# General Instructions

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

Look at the TOP RIGHT of SIDE ONE 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, then middle initial (MI). Use all capital letters.
- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
- **NATIVE LANGUAGE:** print your native language.
- **TODAY'S DATE:** print the month, day, and year.

Look at the TOP LEFT of SIDE ONE of your answer sheet. Use capital letters to fill in the following information in the blocks. Use the same spelling you used on your registration form:

- **LAST NAME:** print your main family name in the blocks, one letter per block. There are 13 blocks. If your last name is longer than 13 letters, print only the first 13 letters.
- **FIRST:** print the first 6 letters of your first name.
- **MI:** print the initial of your middle name.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the letter that is the same as the letter you have printed in the block above.
- Darken the circle completely so that you cannot see the letter inside.
- Do this for all the letters of your last name, first name, and your middle initial.
- Darken only one circle in each of the columns.

Look at the BOTTOM LEFT of SIDE ONE of your answer sheet.

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a 1-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last 2 digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).
- **LANG. (LANGUAGE):** print the 2-digit code number for your native language (the examiner will tell you the number). Darken the circles.
- **CENTER NO.:** print the 3-digit test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **SPKG:** do not fill in the space marked SPKG.
- **FORM:** darken the circle of the form letter on your test booklet. Make sure the form letter you darken matches the form letter on this booklet.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1991, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

**SIDE 1**  
PRINT YOUR NAME IN THE BLOCKS PROVIDED, BLACKEN THE CORRESPONDING CIRCLE.

LAST NAME													FIRST						MI
S	A	N	T	O	S								J	O	A	O		C	

  

BIRTHDATE		SEX	LANG.	CENTER NO.	REG. NO.	FORM											
MO	DAY	YEAR	M	F	1	2	0	0	1	1	0	0	2	6	5	F	M

USE A #2 (SOFT) PENCIL ONLY

This test may be machine scored, so you must follow instructions carefully:

- Do not bend or fold your answer sheet.
- Mark all your answers on the separate answer sheet, not in the test booklet.
- Use a number 2 (soft) pencil.
- Your mark must be dark enough to be picked up by the scanning machine. The scanner cannot see very light marks.
- Do not make any other marks on your answer sheet.
- 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.

When instructed to, look through the rest of the test booklet to see that it is complete. Check the pages quickly. You should have 23 numbered pages in your test booklet. If there are pages missing from your test booklet, raise your hand and a proctor will give you a replacement.

## Listening Section Instructions

This is a test of your ability to understand spoken English. The listening section has three parts. There are 50 questions. Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely.

### Part 1

In this part, you will hear short conversations. From the three answer choices, select the answer which means about the same thing as what you hear, or is true based upon what you hear. For example, listen to the conversation:

Example (listen):

- a. They will stay home.
- b. They will go to a game.
- c. They don't like football.

The correct answer is b.

For problems 1 through 15, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

- 
1.
    - a. They will practice their presentation before class.
    - b. They will give a presentation in today's class.
    - c. They have finished writing their presentation.
  2.
    - a. She'll take him to Edison to see a movie.
    - b. The movie theater will be destroyed.
    - c. There's no place to park near the theater.
  3.
    - a. He's having trouble managing the building.
    - b. He's going to see the supervisor.
    - c. He's unsatisfied with building maintenance.
  4.
    - a. She wants more time to write up the project.
    - b. She needs to confirm something with her boss.
    - c. She wonders if his report is like her report.
  5.
    - a. She expects Frank to be finished soon.
    - b. She thinks Frank is not progressing.
    - c. She doesn't know how Frank is doing.
  6.
    - a. Some of the lecture was unimportant.
    - b. Part of the lecture was amusing.
    - c. The lecture was about dogs.
  7.
    - a. She is not happy with the change in management.
    - b. He does not think the changes will be important.
    - c. They do not know what the manager will do.
  8.
    - a. She will end the class earlier than usual today.
    - b. He can get his homework before the other students.
    - c. He will come back to class for his assignment.
  9.
    - a. The soup doesn't taste good.
    - b. He's not going to get something else.
    - c. He didn't get the soup he ordered.
  10.
    - a. She goes every five years.
    - b. She's only missed one in five years.
    - c. She attends one every year.
  11.
    - a. She isn't sure she will get the job.
    - b. She cannot get to the job.
    - c. She might not accept the job.
  12.
    - a. She found the book at the bookstore.
    - b. She did not have to pay for the book.
    - c. She was not able to get the book.
  13.
    - a. She doesn't like the way he painted it.
    - b. She likes the way the car works.
    - c. She doesn't like the car's appearance.
  14.
    - a. Tom often helped others.
    - b. Tom doesn't get along well with others.
    - c. Everyone liked Tom a lot.
  15.
    - a. His last paper wasn't well written.
    - b. It is too late to ask for an extension.
    - c. He will probably speak to the professor.

**Part 2**

In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question. For example, listen to the question:

Example (listen):

- a. The wedding's next Saturday.
- b. Yes, she's married.
- c. Two weeks ago.

The correct answer is a.

For problems 16 through 35, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

- 
- |   |   |
|---|---|
| 16. a. Yes. That's what she said, too.<br>b. Yes. It's on my calendar.<br>c. Yes. She said she liked it.                                  | 26. a. Yes, it's 6 percent.<br>b. It depends on where you're going.<br>c. Yes, there's a tax on it.   |
| 17. a. It'll be next week.<br>b. It'll be enough time.<br>c. It'll be over soon.  | 27. a. He'd do a good job.<br>b. I think he's been terrific.<br>c. He's enjoying it so far.   |
| 18. a. They're not free.<br>b. How about in half an hour?<br>c. I'll take one.  | 28. a. OK, I'll be waiting at my apartment for you.<br>b. Sure, I'll go on in and find our seats.<br>c. Great, I'll come get you.                   |
| 19. a. Well, I'm basically against it.<br>b. Sorry, you can't have it.<br>c. All right, I happen to have it.                              | 29. a. I heard they want the office to be clean.<br>b. I bet someone's having allergy problems.<br>c. I think they're not worried about it anymore. |
| 20. a. Maybe he needs a new one.<br>b. That's too bad. He really wanted to win.<br>c. He probably came directly from his office.          | 30. a. Sure, I can bring you something.<br>b. Sure, I'd like to come with you.<br>c. Sure, I could eat something.                                   |
| 21. a. I don't know yet.<br>b. I like it long.<br>c. I think I did.   | 31. a. Yes, I left a note on her desk.<br>b. Yes, she's already changed all of them.<br>c. Yes, the meeting went well.                              |
| 22. a. No, but there's no reason it shouldn't.<br>b. No, but I'm going to try again.<br>c. No, I haven't had a chance.                    | 32. a. I'm going to get him in twenty minutes.<br>b. Actually, my room's still a little messy.<br>c. Yes, I already bought some snacks.             |
| 23. a. Sure, here's two of them.<br>b. Sorry, we only take cash.<br>c. No, that's the correct price.                                      | 33. a. I requested a form yesterday.<br>b. I think it starts at noon.<br>c. I've found it a little easier.  |
| 24. a. She said she can be flexible.<br>b. She told me she'd have it for me tomorrow.<br>c. She said she found it very useful.            | 34. a. No, it hasn't been scheduled yet.<br>b. No, the finance department doesn't need to attend.<br>c. No, it was really interesting.              |
| 25. a. No, I don't know when we're scheduled to meet.<br>b. No, but you might be able to fix them.<br>c. No, we won't have time for them. | 35. a. I'll let you know when I'm free.<br>b. I'll put it together later.<br>c. I'm sure you can.   |

**Part 3**

In this part, you will hear three short segments from a radio program. The program is called “Learning from the Experts.” You will hear what three different radio guests have to say about three different topics. Each talk lasts about three minutes. As you listen, you may want to take some notes to help you remember information given in the talk. Write your notes in this test booklet. After each talk, you will be asked some questions about what was said. From the three answer choices given, you should choose the one that best answers the question according to the information you heard.

Remember, no problems can be repeated. For problems 36 through 50, mark all your answers on the separate answer sheet. Do you have any questions?

**Segment 1**

*Mark your answers on the separate answer sheet.*

**Write notes here.**

36. To try to solve the problem, what did the conservationists do at first?
- They asked building managers to volunteer for the study.
  - They recorded the locations of where birds were dying.
  - They tracked the migratory routes of birds.
37. According to the report, in addition to flying into buildings, what may happen to confused birds?
- They fly in circles and collapse.
  - They can't find enough insects to eat.
  - They forget their migratory route.
38. Which source of lighting from buildings is most dangerous to birds?
- the floodlights on the outsides of buildings
  - the bright lights inside the buildings
  - the reflection of starlight on building windows
39. According to the report, what is it unrealistic to expect?
- changing the migratory paths of birds
  - turning off all building lights
  - cooperation from building managers
40. According to the report, why are many city buildings lit up at night?
- for decorative purposes
  - to aid conservation efforts
  - as a security measure

**Segment 2**

**Mark your answers on the separate answer sheet.**

41. What do the speakers say helps monkeys and humans survive in social groups?
- a sense of fairness
  - a common ancestor
  - willingness to help others
42. What did the researchers teach the monkeys?
- to trade a stone for a reward
  - how to share food
  - how to cheat
43. What did the speaker mean by **a better deal**?
- getting better rewards by cooperating
  - getting a better reward in trade
  - getting more food
44. What did the monkey who got the cucumber do when it saw its partner get a grape in trade?
- It was willing to trade 60% of the time.
  - It was willing to trade 20% of the time.
  - It was willing to trade 95% of the time.
45. Under what circumstances did the monkeys show the least amount of cooperation?
- when one was rewarded for doing nothing
  - when one got a grape and the other didn't
  - when neither monkey was rewarded

**Write notes here.**

**Segment 3**

**Mark your answers on the separate answer sheet.**

46. According to the speakers, what is a problem with vinyl records?
- They are difficult to duplicate.
  - They deteriorate over time.
  - They break easily.
47. What is the main advantage of Dr. Rasmussen's process?
- Sound files can be digitally mapped.
  - Audio material can be preserved indefinitely.
  - Background noises can be eliminated.
48. What is meant by the phrase **clean it up**?
- delete unwanted sound files
  - remove dust and dirt from the grooves
  - remove unwanted background noise
49. According to Dr. Rasmussen, what is a problem with the new technology?
- the price of the equipment
  - the rate of processing
  - the unreliable technology
50. Why is the Library of Congress interested in audio archiving?
- It helps to preserve a cultural heritage.
  - It leads to new technology.
  - It is faster than old recording methods.

**Write notes here.**

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51. The movie *The Lost Weekend* is really \_\_\_\_\_ seeing.  
a. worthy  
b. worthwhile  
c. worth it  
d. worth
52. The investment company was accused \_\_\_\_\_ to take all the money.  
a. to try  
b. for trying  
c. that they tried  
d. of trying
53. In order to finish the paper on time, Joseph \_\_\_\_\_ miss the lecture.  
a. would have had to  
b. have to  
c. have had to  
d. couldn't have to
54. Ann will be amazed \_\_\_\_\_ how fast her grandson has grown.  
a. that  
b. at  
c. for  
d. in
55. \_\_\_\_\_, we didn't need to meet the applicant after seeing her resume.  
a. It suffices saying  
b. Suffice it to say  
c. To say suffices it  
d. To suffice it
56. \_\_\_\_\_ great at math, but she can also speak three languages.  
a. Although Lisa is  
b. Not only Lisa is  
c. Not only is Lisa  
d. Whereas is Lisa
57. The fisherman wanted to free the dolphin without letting the fish \_\_\_\_\_ away.  
a. getting  
b. to get  
c. get  
d. gets
58. \_\_\_\_\_ economists' predictions, the stock market still has not recovered.  
a. Although  
b. Despite  
c. Regardless  
d. On the contrary
59. Dr. Briggs' recommendation was different \_\_\_\_\_ Dr. Simpson.  
a. than that of  
b. than  
c. than of  
d. that of
60. An inspiring mentor, Dr. Higgins \_\_\_\_\_ the best in his interns.  
a. brings across  
b. brings up  
c. brings over  
d. brings out
61. \_\_\_\_\_ the difficulty of the material, the teacher took extra time teaching it to her students.  
a. Because recognizing  
b. By recognizing  
c. Recognizing  
d. To recognize
62. What qualifications \_\_\_\_\_ in order to become president?  
a. must someone have  
b. must have someone  
c. someone must have  
d. have someone
63. We will have to be very efficient during our meeting; I have an appointment this afternoon, so \_\_\_\_\_ eleven thirty.  
a. we'll finish up to  
b. we'll have to finish by  
c. we should finish until  
d. we could have finished at
64. The towers of the new bridge are fifty-six meters \_\_\_\_\_ the old one.  
a. as high as those of  
b. as high as  
c. higher than of  
d. higher than those of

65. From the angry crowd \_\_\_\_\_ many objections.  
a. it arose  
b. they arose  
c. there arose  
d. there arise
66. Learning is a lifelong process through \_\_\_\_\_ must go.  
a. it everyone  
b. everyone  
c. which everyone  
d. that everyone
67. After the interview, Susan felt unable to say how \_\_\_\_\_.  
a. did she go  
b. did it go  
c. she went  
d. it went
68. I have carefully examined the customer's complaint, but \_\_\_\_\_ I should go forward.  
a. it's not altogether clear how  
b. it's altogether not clear to  
c. altogether isn't it clear if  
d. altogether it's clear not only
69. If you \_\_\_\_\_ your application, you'll miss the deadline.  
a. delay sending  
b. delay to send  
c. will delay sending  
d. would delay to send
70. According to a recent report, cellular phone sales \_\_\_\_\_ 450 million a year.  
a. were approached  
b. are approaching  
c. has approached  
d. have been approached
71. Since this soup is very hot, you \_\_\_\_\_ it right away.  
a. might have eaten  
b. might not be able to eat  
c. could have eaten  
d. could not be able to eat
72. I know that our football team has not beaten yours for many years, but I still believe it \_\_\_\_\_.  
a. happens  
b. will be happen  
c. will have happened  
d. might happen
73. The principal stands by all her decisions even though \_\_\_\_\_ popular.  
a. they have not always been  
b. they always have not been  
c. they have not been always  
d. not always have been
74. David Smith is the name of the man \_\_\_\_\_ daughter I met.  
a. his  
b. whose  
c. who his  
d. whom his
75. Helen's decision to retire \_\_\_\_\_ surprise.  
a. caught me in  
b. caught me by  
c. was caught by my  
d. was caught in my
76. I bet I'm not the first person \_\_\_\_\_ that you have a wonderful singing voice.  
a. who telling you  
b. who tells  
c. to tell you  
d. tells you
77. All the students tried \_\_\_\_\_ to win the recycling prize.  
a. their best they could  
b. their best  
c. with their best  
d. as their best
78. Now that he has started law school, Eric \_\_\_\_\_ give up his volunteer work.  
a. has had to  
b. has had  
c. has been  
d. was to
79. The Olympics \_\_\_\_\_ for athletes from all over the world to compete with each other.  
a. possibly make  
b. make possible  
c. make it possibly  
d. make it possible

80. Having \_\_\_\_\_ knowledge of computers is now a very important job skill.
- worked for a
  - worked a
  - a working
  - work for
81. This project is \_\_\_\_\_ for an introductory-level class.
- too much really hard
  - much too really hard
  - really much too hard
  - really hard too much
82. Many people worry about \_\_\_\_\_ their old age.
- caring for during
  - to care for
  - being cared for by
  - being cared for in
83. When Ellen submitted her application for a raise, the salary committee could not believe \_\_\_\_\_ thinking.
- what was she
  - what she was
  - of what she was
  - she was
84. I like to imagine what \_\_\_\_\_ to live in a foreign country.
- would it be like
  - would be like
  - it would like
  - it would be like
85. Dogs and wolves are two \_\_\_\_\_ species of mammals.
- closely related
  - close related
  - closed related
  - related closely
86. Henry didn't get the job because he \_\_\_\_\_ a college education.
- has lack of
  - is lack
  - lacks
  - is lack of
87. The temperatures this year are \_\_\_\_\_ those of last year.
- nearly low as
  - nearly as low as
  - as nearly low as
  - as lower than
88. Bill \_\_\_\_\_ play the piano, he plays the violin and flute too.
- just doesn't
  - just does
  - does just
  - doesn't just
89. It seemed like \_\_\_\_\_ concept to learn.
- somewhat confusing
  - confusing somewhat
  - a somewhat confusing
  - a confusing somewhat
90. \_\_\_\_\_ for the special website design class should sign up by tomorrow.
- Those registering
  - Those register
  - They are registering
  - They are registered

**This passage is about a famous house.**

Fallingwater is recognized as one of the most unique and innovative works of American architecture of the twentieth century. Designed in 1935 by architect Frank Lloyd Wright, this beautiful house in western Pennsylvania is actually built over a waterfall. Wright (91) the house above the waterfall by (92) it to the rock next to the falls with concrete “trays,” which (93) the natural shape of rock ledges. As a result, the house appears to be suspended above the waterfall, which cascades (94) it.

Wright took much care in (95) Fallingwater as harmonious with nature as possible by linking the house to its natural surroundings. He placed large windows on (96) walls of the house so that the breeze and sound of the water could flow through the house without hindrance. Wright also proposed covering the building in gold leaf in (97) to imitate the color of dying plants, and (98) connect the house to the change of seasons and the (99) of time. Furthermore, he added a (100) of outdoor terraces where people could enjoy the cool air of the wooded valley.

Today, Fallingwater is open to the public with its original setting, furnishings, and artwork intact.

- |      |                             |                                 |
|------|-----------------------------|---------------------------------|
| 91.  | a. spotted<br>b. viewed     | c. directed<br>d. placed        |
| 92.  | a. holding<br>b. supporting | c. establishing<br>d. anchoring |
| 93.  | a. arrange<br>b. contain    | c. appear<br>d. mimic           |
| 94.  | a. underneath<br>b. over    | c. into<br>d. across            |
| 95.  | a. preserving<br>b. keeping | c. remaining<br>d. maintaining  |
| 96.  | a. other<br>b. few          | c. no<br>d. many                |
| 97.  | a. place<br>b. that         | c. attempt<br>d. order          |
| 98.  | a. thereby<br>b. not        | c. minutely<br>d. still         |
| 99.  | a. passage<br>b. portrayal  | c. variation<br>d. changing     |
| 100. | a. kind<br>b. balance       | c. covering<br>d. number        |

**This passage is about frogs.**

Several new brightly colored and diverse frog species have recently been identified on the tropical island of Sri Lanka. The new species were identified by noticeable differences in physical features, habitat, development, and genetic (101). Some are tiny and dwell on the ground, whereas others are large and (102) trees. Five of the new species lay eggs in homespun baskets suspended (103) water, so that when the eggs (104) the tadpoles have no difficulty (105) their first swim. The remaining new frog species give birth to their young by producing eggs on the forest (106). These frogs bypass the tadpole stage and emerge as miniature (107) of their parents.

Frogs and other amphibians are important indicators of ecological balance; therefore a decline in their numbers would be considered a warning that (108) of the natural environment for a particular area is needed. (109) that Sri Lanka has already lost much of its forests, measures to protect the remaining forest fragments are (110). Since many frogs produce chemicals that could have practical applications in health care and medical treatment, they are a potential source of new drugs. Thus, ensuring that frogs are protected by preserving and restoring their habitat is very important.

- |      |                                     |                                 |
|------|-------------------------------------|---------------------------------|
| 101. | a. similarities<br>b. modifications | c. make-up<br>d. levels         |
| 102. | a. lodge<br>b. inhabit              | c. establish<br>d. reside       |
| 103. | a. above<br>b. onto                 | c. from<br>d. through           |
| 104. | a. emerge<br>b. reproduce           | c. hatch<br>d. arrive           |
| 105. | a. going<br>b. doing                | c. taking<br>d. getting         |
| 106. | a. ceiling<br>b. floor              | c. canopy<br>d. nest            |
| 107. | a. sizes<br>b. versions             | c. species<br>d. samples        |
| 108. | a. prevention<br>b. consumption     | c. reduction<br>d. preservation |
| 109. | a. Given<br>b. Such                 | c. Indeed<br>d. Once            |
| 110. | a. crucial<br>b. insistent          | c. prohibited<br>d. trivial     |

111. Plans to build a new elementary school are \_\_\_\_\_.  
a. elevated  
b. interlocking  
c. fortified  
d. underway
112. You can definitely \_\_\_\_\_ Sarah to get the job done.  
a. look at  
b. count on  
c. figure out  
d. regard to
113. To lose weight, he is on a \_\_\_\_\_-calorie diet.  
a. contracted  
b. declined  
c. diminished  
d. reduced
114. The professor \_\_\_\_\_ his students so much that they were scared to ask him any questions.  
a. apprehended  
b. intimidated  
c. articulated  
d. collaborated
115. When I returned from my vacation, I found a huge \_\_\_\_\_ of work to do.  
a. postscript  
b. outreach  
c. backlog  
d. upkeep
116. With a bit of \_\_\_\_\_ Mark might agree to take on the project.  
a. coaxing  
b. taunting  
c. vexing  
d. dusting
117. She saved a lot of money through \_\_\_\_\_ financial planning.  
a. impudent  
b. prudent  
c. precarious  
d. conducive
118. The thought of snakes and spiders \_\_\_\_\_ him.  
a. decomposed  
b. despised  
c. detached  
d. disgusted
119. Even though Bob and Jim are good friends, they're \_\_\_\_\_ when they play soccer.  
a. rivals  
b. contrasts  
c. counterparts  
d. aggregates
120. Donna lost her purse and was \_\_\_\_\_ searching for it everywhere.  
a. unspeakably  
b. glaringly  
c. obscurely  
d. frantically
121. Linda \_\_\_\_\_ in school because she studies a great deal.  
a. supersedes  
b. surpasses  
c. excels  
d. ensues
122. In the last century, we \_\_\_\_\_ on a new era of peace and prosperity.  
a. embarked  
b. encroached  
c. trespassed  
d. wandered
123. Due to time \_\_\_\_\_, we'll have to end the meeting at three o'clock.  
a. processes  
b. functions  
c. boundaries  
d. constraints
124. We found the physics professor's explanation \_\_\_\_\_.  
a. infinite  
b. eminent  
c. illuminating  
d. augmenting
125. The trousers developed for industrial workers are made from a very \_\_\_\_\_ fabric.  
a. persistent  
b. stubborn  
c. durable  
d. capable

126. Even at very high temperatures, this material still \_\_\_\_\_ its shape.
- reforms
  - reserves
  - resolves
  - retains
127. If Daniel leaves, the company will have trouble finding a replacement of his \_\_\_\_\_.
- equality
  - periphery
  - amplitude
  - caliber
128. The newspaper caused an \_\_\_\_\_ insult when it spelled the visiting dignitary's name wrong.
- imprecise
  - inadvertent
  - inadequate
  - inexact
129. In her speech, the professor \_\_\_\_\_ her colleague's contribution to the study.
- attributed
  - accredited
  - acknowledged
  - certified
130. It is best that a judge be as \_\_\_\_\_ as possible when deciding cases.
- equalized
  - impartial
  - perceptible
  - intentional
131. Record amounts of snow last winter led to a \_\_\_\_\_ in demand for snow-removal equipment.
- burden
  - pressure
  - wave
  - surge
132. Kate had to overcome a great deal of \_\_\_\_\_ to finally achieve her academic goals.
- vigilance
  - adversity
  - differentiation
  - endeavor
133. Neither of them is home during the day because their work schedules \_\_\_\_\_.
- overrun
  - overcome
  - overlap
  - overwhelm
134. That \_\_\_\_\_ man cannot stop looking at himself in the mirror.
- overt
  - vain
  - futile
  - magnified
135. It would set a bad \_\_\_\_\_ if we changed the rules just for one student.
- precedent
  - precaution
  - infringement
  - manifestation
136. There have been \_\_\_\_\_ no changes in the striking workers' demands.
- provocatively
  - eventually
  - gravely
  - virtually
137. Mary went to the doctor because she was suffering from extreme \_\_\_\_\_.
- fatigue
  - outrage
  - squalor
  - depletion
138. We added more memory to our computer for \_\_\_\_\_ performance.
- amended
  - enhanced
  - rectified
  - distended
139. A feeling of fear \_\_\_\_\_ the crowd as the storm approached.
- suspended
  - pervaded
  - amplified
  - injected

140. Ms. Winchell is a strict teacher known for her \_\_\_\_\_ to the school board's rules and regulations.
- occurrence
  - execution
  - adherence
  - presentation
141. The owner of the business \_\_\_\_\_ the latest tax bill she received.
- retaliated
  - vetoed
  - disputed
  - argued
142. Rebecca was held \_\_\_\_\_ for the damage her dog caused to her neighbor's property.
- liable
  - mindful
  - notorious
  - salutary
143. Our \_\_\_\_\_ on the train was so small that the trip was very uncomfortable.
- cabinet
  - component
  - caravan
  - compartment
144. Good times are just \_\_\_\_\_.
- over the edge
  - at the limit
  - under the wire
  - around the corner
145. The large rabbit \_\_\_\_\_ from the hole, followed by three smaller ones.
- erupted
  - emerged
  - lapsed
  - upheld
146. Joe is such a good student. His low chemistry score is just \_\_\_\_\_.
- a delusion
  - a malocclusion
  - an excursion
  - an aberration
147. What were the \_\_\_\_\_ causes of Sam's poor sales record?
- underlying
  - basement
  - elementary
  - founding
148. After yesterday's snowstorm, I had a \_\_\_\_\_ that the schools would be closed.
- hunch
  - fervor
  - glint
  - pulse
149. The tall grass \_\_\_\_\_ in the gentle breeze.
- whisked
  - swayed
  - rocked
  - whipped
150. There are several unique traits that \_\_\_\_\_ native birds of this region.
- exhibit
  - specialize
  - characterize
  - imply

**This passage is about chocolate.**

Around 200 BCE, the Maya of Central America prepared a chocolate drink using cacao. They ground cacao seeds into a paste that was blended with water, peppers, cornmeal, and other ingredients. Afterward, the mixture was poured back and forth from cup to pot until thick foam appeared on the surface. Cacao was a valuable commodity in this civilization, as evidenced by the report of an early explorer who noted that three cacao beans could buy a turkey egg, four could buy a pumpkin, and ten could buy a rabbit.

By the fifteenth century, expansion of the Aztec civilization throughout most of Central America brought the Aztecs into contact with the Maya. The Aztecs also viewed chocolate as a valuable commodity. It has been noted by historians that each day the emperor of the realm, Moctezuma, drank fifty cups of *xocolatl*, or “bitter water,” from golden goblets. Unable to cultivate the tropical cacao in the temperate highlands where they lived, the Aztecs depended upon trade with the Maya. Men hauled cacao in woven backpacks from Honduras to Tenochtitlan, the capital of the Aztec civilization, a distance of approximately 1,400 kilometers.

Regulated by special government officials who ensured that weights, measures, and prices matched the quality of goods, the Aztec marketplace included both vendors of prepared chocolate and dealers of raw beans. Honest cacao sellers would divide the beans into separate piles according to their origin. Dishonest sellers would sell counterfeit beans by artificially coloring inferior lots of cacao or even by disguising amaranth dough or avocado seeds with cacao hulls to fool customers. Cacao was so precious to the Aztecs that it was not only used as currency but also to pay *tribute*, a tax imposed by the emperor. Over time, the Aztecs conquered large portions of Mayan territory, partly to have more of these precious beans.

151. What is the main purpose of the passage?
  - a. to demonstrate why cacao was a regulated commodity
  - b. to explain how commodities such as cacao could be used as currency
  - c. to explain why the Aztecs conquered the Maya
  - d. to describe the history of the cacao trade
152. According to the author, what indicates that cacao was valuable in the Mayan civilization?
  - a. An explorer noted its use as currency.
  - b. Moctezuma drank fifty cups of xocolatl a day.
  - c. The Aztecs traded with the Maya for cacao.
  - d. The Maya refused to trade it with the Aztecs.
153. How did the Aztecs first acquire cacao?
  - a. They traded for it with the Maya.
  - b. They discovered it in the wild.
  - c. They accepted it as a tribute payment.
  - d. They cultivated it in fields.
154. According to the passage, why did the Aztecs regulate cacao?
  - a. so that chocolate drinks would be of high quality
  - b. to ensure a fair price for the quality of the goods
  - c. to restrict the use of cacao as currency
  - d. so that buyers knew the origin of the beans
155. What did the Aztecs do to ensure a plentiful supply of cacao?
  - a. They preserved the seeds using special ingredients.
  - b. They conquered Mayan territory.
  - c. They cultivated it in the highlands.
  - d. They regulated the sale of cacao.

**This passage is about beetles.**

Most horned varieties of beetles belong to *Lamellicornia*, a large group of beetles that includes two families: the scarabs—or chafers—and the stag beetles. Though most are hornless, some scarab species develop horns that are hollow skeletal outgrowths of either the head or thorax and so are analogous to the body outgrowths that give rise to horns in mammals and reptiles. The stag beetle family is much smaller in number of species but includes proportionately more horned varieties.

Beetle horns do not develop gradually, as in mammals, but are quickly and fully formed during the last molt to the adult stage. The final size of the horns is believed to depend on nutrition, with well-fed larvae giving rise to larger-horned adults.

Early naturalists, most of them collectors, often had little time or inclination to observe the behavior of beetles in their natural habitats. Speculations on the use of horns were therefore based mainly upon examinations of pinned museum specimens, or, only rarely, on observations of beetles in captivity. Some early naturalists speculated that horns are sometimes used in defense against predators, to dig burrows, or as weapons in fights between males. Darwin thought that horns might be ornaments that impress females, while other biologists speculated that horns could be used to lacerate plant stems, permitting the beetles to feed on plant saps. Still another viewpoint, one held by Julian Huxley, is that horns serve no function and are merely byproducts of increasing body size.

When horned beetles are observed more carefully under both natural and controlled conditions, we should learn how horns are used and why they develop.

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156. Why does the passage mention mammals and reptiles?
  - a. to illustrate one use of beetle horns
  - b. to explain how beetle horns develop
  - c. to show where beetle horns develop
  - d. to compare the size of beetle horns
157. How do beetles with big horns differ from beetles with small horns?
  - a. Big-horned beetles frequently feed on plant sap.
  - b. Big-horned beetles were better nourished as larvae.
  - c. Big-horned beetles are older.
  - d. Big-horned beetles are more aggressive.
158. Where did early naturalists study beetles?
  - a. in their natural setting
  - b. in the naturalists' laboratories
  - c. in the larval stage
  - d. in museum display cabinets
159. What criticism does the passage make of early naturalists?
  - a. They formed hypotheses based on only a few cases.
  - b. They drew conclusions from uncontrolled conditions.
  - c. They rarely observed live specimens.
  - d. They collected and examined only certain species.
160. According to the passage, what can be inferred about the stag beetle horn?
  - a. It helps stag beetles to build homes.
  - b. Its purpose is still unknown.
  - c. It is a defensive tool.
  - d. It is used to attract females.

**This passage is about vending machines.**

Few would disagree that vending machines are a great convenience. They are always on, ready to dispense a soda or snack at any time. Unfortunately, this also entails using a lot of power to keep the machines running, even when no one is around to buy anything. Vending machines typically cool less volume than a home refrigerator, while using up to five times as much energy. Recently, a North American company developed a new device that can help facility managers conserve natural and financial resources by reducing the electricity consumption of vending machines.

The device, called a Vending Miser, saves power by shutting down a soda machine when there are no potential customers present. The device consists of two parts. The first is a motion sensor installed in the wall above the vending machine that emits an infrared beam that extends several feet around the vending machine. If a moving object, such as a customer, crosses the beam, the sensor sends a signal to the second component, the power controller, which activates the vending machine, instantly bringing it to life, much the way an automatic door works.

Originally, many customers were wary of the new device, thinking that the soda machine was broken or that their favorite beverages might get too warm if the machine stayed off for a long period of time. Leaving lights running on the front panel solved the first problem. As for the second, the soda machines contain an internal thermometer, which is able to activate internal compressors that cool the beverages, even while power is cut off. Additionally, the Vending Miser itself periodically monitors the surrounding air temperature and reactivates the machine's compressors as necessary. Depending on air temperature and foot traffic patterns, energy savings resulting from use of the new device range from 24 to 76 percent.

161. What is the primary purpose of this passage?
- to describe a new invention and its benefits
  - to identify the problems of a new invention
  - to demonstrate the usefulness of vending machines
  - to compare two methods of improving a product
162. According to the passage, how does a standard vending machine compare to a home refrigerator?
- Home refrigerators use infrared detectors.
  - Home refrigerators keep sodas cooler.
  - Vending machines use more energy to cool less space.
  - Vending machines require constant maintenance.
163. When is a machine with a Vending Miser activated?
- when power is shut down
  - when someone walks by
  - when potential energy savings are high
  - when lights on a panel are on
164. What is one concern that customers have expressed?
- They think the machine will waste energy.
  - They think the cost of soda will rise.
  - They are afraid their drinks will not be cold.
  - They are afraid the machine will work too slowly.
165. In the last paragraph, what does the author mean by **foot traffic patterns**?
- the trends in the number of people passing by
  - the number of people buying soda from a vending machine
  - the distance the beam extends from a vending machine
  - the shape the beam makes around a vending machine

**This passage is about green roofs.**

Recognized as having one of the largest green roofs in the world, the new Ford Truck Assembly Plant in Dearborn, Michigan, serves as a model for the twenty-first century. In this time of growing concern over environmental issues from global warming to urban sprawl, the Ford plant shows that it is possible to reduce these concerns by means of well-designed green architecture.

Green roofs are, as the name implies, gardens that are placed on the roof of a building. These roofs are composed of a waterproofing and root-repellent system designed to protect the underlying building structure, a drainage system, a lightweight growing medium, and plants selected based on characteristics such as drought tolerance. The gardens are designed to be self-sustaining, requiring little upkeep except for occasional weeding or fertilization.

In addition to supporting plant growth, the growing medium absorbs water. Experts cite the latter as the single most important advantage of green roof technology, because the plants store rainwater and return it to the atmosphere. It is predicted that the Ford Plant green roof will retain 447,000 gallons of water per year, conserving 50 percent of the rain that falls on the roof each year. Less rainwater also means less water that must pass through the city's water sewage treatment facilities.

What runoff there is has been filtered by the roof system. In addition, green roofs improve air quality by filtering the air above them and encouraging the exchange of carbon dioxide and oxygen through photosynthesis. Furthermore, they reduce the *heat island* effect in cities caused by an ever-increasing amount of hard surfaces that absorb solar radiation. Finally, green roofs are aesthetically appealing: they improve the appearance of barren urban and industrial sites.

166. What is the main idea of this passage?
- Green roofs need less maintenance than regular roofs.
  - Green roofs are becoming more common on automotive plants.
  - Green roofs have a variety of environmental benefits.
  - Green roofs can solve the problem of global warming.
167. When do roof gardens need to be planted?
- after each rainfall
  - annually each spring
  - when first created
  - following a period of drought
168. According to the passage, what is the most significant benefit of a green roof?
- It cools the building it is on.
  - It supports plant life.
  - It absorbs solar radiation.
  - It retains rainwater.
169. According to the passage, what is one way in which green roofs improve air quality?
- by reflecting solar radiation
  - by reducing air temperature
  - by promoting gas exchange
  - by absorbing rainwater
170. How do green roofs reduce the heat island effect?
- They capture less heat from the sun than traditional roofs.
  - They increase the movement of air around the building.
  - They retain a lot of rainwater.
  - They absorb the sun's heat.

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## ECPE Sample Test, Form A Listening Section Audio Script

### Examination for the Certificate of Proficiency in English, Sample Test

#### Listening Section

This is a test of your ability to understand spoken English. The listening section has three parts. There are fifty questions. Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely.

#### Part One

In this part, you will hear short conversations. From the three answer choices, select the answer which means about the same thing as what you hear, or is true based upon what you hear. For example, listen to the conversation:

M: Let's go to the football game.

F: Good idea. I don't want to stay home.

The correct answer is b.

For problems 1 through 15, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

1. M: I think our presentation's in good shape.  
F: Me too. All we need to do is decide who's going to handle which parts—and then practice it for the next few days.

M: Well, I'd prefer to do the introduction. But I guess we should wait till we see the others in class today before we make those decisions.

2. M: Did you hear about what's happening downtown?  
F: Umm . . . I know they were going to build a new parking garage.  
M: Yeah, but it'll mean the theater gets torn down.  
F: Oh, no! Then we'll have to drive all the way out to Edison to go to a movie!
3. F: So you must finally be getting settled in your new apartment. Everything working out ok there?  
M: It turns out the building caretaker is really unreliable.  
F: So what are you going to do?  
M: I've complained to his supervisor, so we'll see what happens.
4. M: Come in, Mary. What can I do for you?  
F: I was just wondering whether I could discuss the project report I'm preparing for you.  
M: Of course. Is there some sort of problem?  
F: I just wanted to make sure we're on the same page.
5. M: How's Frank getting along on that project he's been working on?  
F: He seems to be going nowhere fast.



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6. M: You know I really enjoyed Professor Smith's lecture, but that last part about his dog seemed totally irrelevant.  
F: You know that's funny, I thought so too.
7. M: I wonder what kind of changes might happen when the new manager takes over.  
F: I'd rather not speculate about things I have no control over.
8. M: Professor Jenkins, would it be alright if I left class a little early today?  
F: Well, I suppose so.  
M: Umm, I was kind of hoping I'd be able to get my assignment back today. I don't suppose . . .  
F: I have them right here.
9. F: How's the soup?  
M: Oh, I didn't realize there'd be onions in it, and I'm allergic to 'em.  
F: Oh, that's right. Why don't you send it back?  
M: That's ok. I'll just leave it.
10. M: Sooo . . . you have your twenty-fifth high school reunion coming up?  
F: Yeah, I'm really looking forward to it.  
M: Do you keep in touch with many of your old friends?  
F: Yup. We have a reunion every five years, and I haven't missed any.
11. M: Do you think you're going to take that job in New York?  
F: Well, maybe. It sounds great, but I'm not sure I can take the commute.
12. M: Did you get hold of that book we need for history class?  
F: The bookstore was all out. But a guy in my dorm took the class last year and let me have his old copy.  
M: Great!
13. M: What do you think of the used car I bought?  
F: Have you considered a paint job?
14. M: What was Tom like when he worked for you?  
F: Well, he was always alienating people.  
M: Sounds like the same Tom we knew.

15. M: I'm thinking I should ask the professor for an extension.  
F: That'd be better than just handing the paper in late—or rushing through it and turning in something that wasn't well thought out.

End of part one.

### Listening Test, Part Two

In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question. For example, listen to the question:

M: When is your sister getting married?

The correct answer is a.

For problems 16 through 35, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

16. F: How did your meeting with Professor Jones go? Did you show her your first draft?
17. M: How much longer do we have to endure this?
18. M: If you're free, I could sure use a hand with getting these books put away.
19. M: I'd like to start the meeting by getting all of your reactions to the director's proposal.
20. F: What do you think made Bill show up at a football game in a suit and tie?
21. F: Aren't you going to get your hair colored when you get it cut today?
22. M: So Eric, have you tried out your new sailboat yet?
23. F: I think I was charged too much for that last item; could you please double-check?
24. F: How soon does she need you to come up with that information?
25. M: Does it make any sense for me to bring the reports to the meeting?
26. F: Is there any way I can find out how much the tax is going to be beforehand?
27. F: What do you think about putting Jeff in charge of supervising the student employees?

28. M: Would it be all right if I met you at the theater instead of picking you up at your apartment?
29. F: I wonder why they sent that memo about not wearing too much perfume?
30. M: If we were to stop to grab a bite to eat on the way back, would you be interested in us bringing you anything?
31. F: You told Sarah we changed the deadline to three o'clock, didn't you?
32. M: Are you finished picking up? 'Cause Jim said he'd be here soon . . .
33. M: Is it advantageous to register in person?
34. M: Did Jenny say the training was mandatory?
35. F: Did you want to work on that assignment together soon?

End of part two.

### Listening Test, Part Three

In this part, you will hear three short segments from a radio program. The program is called "Learning from the Experts." You will hear what three different radio guests have to say about three different topics. Each talk lasts about three minutes. As you listen, you may want to take some notes to help you remember information given in the talk. Write your notes in this test booklet. After each talk, you will be asked some questions about what was said. From the three answer choices given, you should choose the one that best answers the question according to the information you heard.

Remember, no problems can be repeated. For problems 36 through 50, mark all your answers on the separate answer sheet. Do you have any questions?

*Now you will hear the first segment.*

- M1: Many species of birds that live during the summer months in North America migrate south in the fall to Central and South America where there is a more plentiful food supply. Sadly, however, for many of these migratory birds, their flight is extremely dangerous—for a reason you may not have thought of before. Tall, well-lit, city buildings can pose a big problem for these birds. Susan Smith reports.
- F: We've all heard of birds crashing into windows, but, why is it so much worse during migration? In Chicago,

a team of conservationists has been monitoring different skyscrapers in the city and keeping track of how many birds have died from flying into each of the buildings. This has led to an important discovery that could reduce the number of birds that smash into tall buildings. Ecologist Peter Brown has been studying what's happening with the birds.

- M2: To understand the problem, it helps to know a bit about the migratory habits of birds and how they navigate. Many species of birds—particularly those that are insect-eaters—migrate at night, and they use the stars and constellation patterns as a guide. But the bright lights of tall city buildings can cause unusual behavior. Because they're so bright, they actually obscure the starlight, which in turn throws the birds off course. Then, the birds either fly right into lit windows or the building itself. In some cases, birds become so disoriented that they fly around in circles and eventually die from exhaustion.
- F: Brown and his colleagues have used the results of their study to propose a solution to reduce the number of birds that die. It incorporates their observation that different kinds of lighting have different effects.

M2: That's right. There are two sources of building lights. One is the interior lighting that shines out through the windows and the other is exterior lighting. Many skyscrapers and other large buildings are illuminated at night with really bright floodlights. Both light sources are confusing to the birds, but we think it's the second kind—the exterior lighting—that is especially lethal because it can completely overpower natural starlight. It's not realistic to expect all building lighting to be turned off at night. After all, a little lighting both inside and outside is needed for security. But we have been able to get many building managers to voluntarily turn down their bright exterior floodlights during the migration seasons. This will save tens of thousands of birds from dying.

- M1: Building managers who volunteer to darken their buildings are taking responsibility for protecting wildlife. The efforts in Chicago have been duplicated in other large cities, including Toronto. If other cities follow suit and eliminate their "killer lights," more birds may safely get to where they need to go.
36. To try to solve the problem, what did the conservationists do at first?
37. According to the report, in addition to flying into buildings, what may happen to confused birds?

38. Which source of lighting from buildings is most dangerous to birds?
39. According to the report, what is it unrealistic to expect?
40. According to the report, why are many city buildings lit up at night?

***Now you will hear the second segment.***

M1: For years, scientists have been researching the evolutionary development of social skills in humans. Recently, an unusual experiment provided an important clue in this discovery process. Barbara Burton reports.

F: Our expert today is Dr. Joseph Oldman, and we will be talking about monkey behavior. It seems that monkeys have a natural sense of fairness, just as humans do. Presumably, they developed this sense of fairness from a common ancestor shared by early humans. Without it, probably neither humans nor monkeys would be able to survive in social groups because a sense of fairness is essential to cooperation. Dr. Oldman, what can you tell us about this research?

M2: Well Barb, the research team conducted these experiments using a species of monkey known as capuchins, a kind that's known to share food frequently in social groups. First, working with individual monkeys, the researchers gave each one a stone, and taught them that they could exchange the stone for a vegetable—a piece of cucumber. Next, the monkeys were placed in groups of two, and showed that if both monkeys cooperated, and both gave the researcher a stone, they would each receive a piece of cucumber. The monkeys cooperated about 95 percent of the time. But the research team wanted to find out if these monkeys thought this was a fair process. So the next time, after the monkeys each turned in a stone, one was given a piece of cucumber, as usual, but the other one was given a piece of fruit—a grape. The team knew from previous experience that monkeys really like grapes, a lot more than cucumbers.

F: And this experiment showed that it was really hard to get one monkey to cooperate once it saw the other monkey get what we'd call "a better deal." After seeing its partner get a grape, the monkeys were only willing to make trades about 60 percent of the time, instead of 95 percent of the time, as they did when both monkeys got the same thing.

M2: Mmm-hmm, that's right. Then, the team made the experiment even more unfair. This time, one of the

monkeys was given a grape without making it do anything at all, but the other one still had to turn in a stone to get a cucumber. This time, the cheated monkey would only continue to trade about 20 percent of the time, and it got very angry. Sometimes it would refuse to eat the cucumber, and sometimes it would throw the food or the stone at the researcher! This is behavior that had never been observed before in the wild. But what really surprised the research team was that the monkey that got the grape didn't behave any differently, and didn't seem to care that its partner only got the cucumber.

F: That's a big difference from humans, who have a great tendency to help others who have been cheated or are otherwise less fortunate. Still, like humans, monkeys want equal rewards for both parties, and aren't inclined to keep working if this doesn't happen. This research into capuchin monkeys has shed some light on the nature of cooperation and just how important a skill it is for survival of a social species.

41. What do the speakers say helps monkeys and humans survive in social groups?
42. What did the researchers teach the monkeys?
43. What did the speaker mean by "a better deal"?
44. What did the monkey who got the cucumber do when it saw its partner get a grape in trade?
45. Under what circumstances did the monkeys show the least amount of cooperation?

***Now you will hear the third segment.***

M1: You've probably listened to a recording of music recently, maybe on a CD or even on your personal computer. But before these kinds of digital media were commonly used, audio recording was done on cassette tapes and vinyl records. And now, material recorded in these pre-digital formats is in danger of disappearing forever. However, a recent collaboration between particle physicists and music archivists at the Library of Congress may change that. We go now to our correspondent, Mary Brown, who is talking with Dr. Peter Rasmussen.

F: One day Dr. Rasmussen, a particle physicist, heard a news story on the radio about preserving valuable old audio recordings, both music and spoken word recordings, from over a hundred years ago. Originally vinyl was thought to be a reliable, long lasting material for capturing sound, but it turns out that the material deteriorates due to age.

In addition, to play the old vinyl records, a needle must move along the tiny grooves in the record to produce the sound. Each time an old recording is played, the needle damages it even more. So Dr. Rasmussen, how can your work as a particle physicist help solve this problem?

M2: Well, it occurred to me that if we could use a computer to digitally map the grooves on the vinyl records, we could preserve the sound material indefinitely. In my work as a physicist, I use optical scanners. I thought that by using an optical scanner, we could create a two-dimensional digital map, or image, of the tiny grooves in the vinyl record. Then, using computer software, we can convert this image into a digital sound file.

So we tried this on an old recording from a hundred years ago, and found it not only preserved the audio material, but allowed us to “clean it up” as well. Once it was in digital format we could get rid of unwanted background noises in the recording. It sounded even better than the original recording!

F: This discovery will be of enormous benefit to the Library of Congress archivists. They have over two million recordings of music and spoken word, like presidential speeches and debates that need to be preserved. While the new technology has great potential, it’s still a very slow process, isn’t it?

M2: Yes, it is. In our initial attempt to preserve a recording, we found it took about an hour to scan in just one second of sound. So obviously, we need to work on speeding up the process. What we hope to develop is something like a copy machine for old recordings. Once the digital maps are made, they can be kept forever. This is a particularly exciting thought for archivists and researchers around the world.

F: That’s great! Audio material, both music and spoken word, provides valuable insight into the cultural heritage of a country. I’m sure that music historians are also excited to see the potential for this new technology to recover damaged or worn-out records.

46. According to the speakers, what is a problem with vinyl records?
47. What is the main advantage of Dr. Rasmussen’s process?
48. What is meant by the phrase “clean it up”?

49. According to Dr. Rasmussen, what is a problem with the new technology?
50. Why is the Library of Congress interested in audio archiving?

End of the listening test.

## Answer Key for ECPE Sample Test, Form A

Listening		Grammar		Cloze	Vocabulary		Reading
1. C	26. A	51. D	71. B	91. D	111.D	131.D	151.D
2. B	27. A	52. D	72. D	92. D	112.B	132.B	152.A
3. C	28. B	53. A	73. A	93. D	113.D	133.C	153.A
4. B	29. B	54. B	74. B	94. A	114.B	134.B	154.B
5. B	30. C	55. B	75. B	95. B	115.C	135.A	155.B
6. A	31. A	56. C	76. C	96. D	116.A	136.D	156.B
7. C	32. B	57. C	77. B	97. D	117.B	137.A	157.B
8. B	33. C	58. B	78. A	98. A	118.D	138.B	158.D
9. B	34. B	59. A	79. D	99. A	119.A	139.B	159.C
10. A	35. A	60. D	80. C	100.D	120.D	140.C	160.B
11. C	36. B	61. C	81. C	101.C	121.C	141.C	161.A
12. B	37. A	62. A	82. D	102.B	122.A	142.A	162.C
13. C	38. A	63. B	83. B	103.A	123.D	143.D	163.B
14. B	39. B	64. D	84. D	104.C	124.C	144.D	164.C
15. C	40. C	65. C	85. A	105.C	125.C	145.B	165.A
16. C	41. A	66. C	86. C	106.B	126.D	146.D	166.C
17. C	42. A	67. D	87. B	107.B	127.D	147.A	167.C
18. B	43. B	68. A	88. D	108.D	128.B	148.A	168.D
19. A	44. A	69. A	89. C	109.A	129.C	149.B	169.C
20. C	45. A	70. B	90. A	110.A	130.B	150.C	170.A
21. A	46. B						
22. C	47. B						
23. C	48. C						
24. A	49. B						
25. C	50. A						

Name: \_\_\_\_\_  
Family/Last Name First/Given Name

Signature: \_\_\_\_\_

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# Sample Test—Form B



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# Writing Section

## WRITING SECTION INSTRUCTIONS 30-MINUTE TIME LIMIT

- The examiner will have already provided you a writing answer document on which to write your essay. Make sure you have filled in your name, your signature, your birthdate, and your registration number.
- Do NOT write your essay in this test booklet. Write your essay on the answer document you have been provided.
- Use a #2 (soft) pencil only.
- You will have 30 minutes to write on one of the two topics. If you do not write on one of these topics, your paper will not be scored.
- You may make an outline if you wish, but your outline will not count toward your score.
- Write about one-and-a-half to two pages. Your essay will be marked down if it is extremely short.
- Write inside the boxes on pages 2, 3, and 4 of your answer document.
- Extra sheets of paper or scratch paper will not be scored. Please use only the space provided on the answer document to write your essay.
- You will not be graded on the appearance of your paper, but your handwriting must be readable. You may change or correct your writing, but you should not recopy the whole essay.
- Your essay will be judged on clarity and overall effectiveness, as well as on topic development, organization, and the range, accuracy, and appropriateness of your grammar and vocabulary.

### Topic Set B

1. In many countries, a university education has traditionally included study of classical works of literature, art, theater, and music. However, some teachers and students think that these classics are irrelevant nowadays, and more study should be devoted to popular culture. Do you agree? Support your opinion with reasons and examples.
2. Many tourists enjoy traveling to historical or environmentally unique destinations. However, some people argue that these destinations can be damaged by tourism and that the number of visitors should be reduced. What are the advantages and disadvantages of placing limits on tourism? Support your opinion with reasons and examples.

When you have selected your topic, remember to fill in “1” or “2” in the **ECPE Writing Response** box in the front of your writing answer document.

Please observe silence. Do not leave the room during the time period. Remember, you have 30 minutes to complete your essay.

**DO NOT TURN THE PAGE UNTIL THE EXAMINER HAS TOLD YOU TO DO SO.**



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**LISTENING SECTION INSTRUCTIONS**

This is a test of your ability to understand spoken English. The listening section has three parts. There are 50 questions. Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely.

**PART 1**

In this part, you will hear short conversations. From the three answer choices, select the answer which means about the same thing as what you hear, or is true based upon what you hear. For example, listen to the conversation:

Example (listen):

- a. They will stay home.
- b. They will go to a game.
- c. They don't like football.

The correct answer is b.

For problems 1 through 15, **mark your answers on the separate answer sheet.** No problems can be repeated. Please listen carefully. Do you have any questions?

- 
- |    |  |     |   |
|----|--|-----|---|
| 1. | a. The hotel only takes phone reservations.<br>b. The price for the reservation may change.<br>c. He will telephone the hotel for her.                         | 9.  | a. She wants to borrow a book from him.<br>b. She wants him to buy a book for her.<br>c. She wants him to return a book to her.                                     |
| 2. | a. He is nervous about speaking to his supervisor.<br>b. His supervisor turned down his request for vacation.<br>c. He does not like what his supervisor said. | 10. | a. His daughter is very active.<br>b. His daughter has learned how to walk.<br>c. His daughter is too big to carry.   |
| 3. | a. She will think about his decision.<br>b. He is not sure what he should do.<br>c. She thinks he made the right choice.                                       | 11. | a. She will try to attend some events.<br>b. He wants to know why she was absent.<br>c. She needs a recommendation for a job.                                       |
| 4. | a. He needs to make the report longer.<br>b. He's busy with many projects.<br>c. He doesn't mind making changes.   | 12. | a. She just changed departments at work.<br>b. He is going to buy a new cell phone.<br>c. They work for the same company.   |
| 5. | a. Bob is older than he looks.<br>b. Bob is about twenty-five years old.<br>c. Bob is a university student.  | 13. | a. She can park her bike at his house.<br>b. She's going to hike by the river.<br>c. He knows a place where she can ride.   |
| 6. | a. The show was smaller than they thought.<br>b. They liked the ocean pictures a lot.<br>c. The photos were taken from space.                                  | 14. | a. He needs help finding a parking space.<br>b. He doesn't know how to pay for parking.<br>c. She gave him a parking ticket.  |
| 7. | a. He will not eat lunch today.<br>b. He will eat lunch at work.<br>c. He will go to lunch with her.   | 15. | a. They can choose when to present the report.<br>b. The client wants a report before the fifteenth.<br>c. They will practice their presentation on the thirteenth. |
| 8. | a. The man thinks they should continue studying.<br>b. The woman is too tired to study.<br>c. The man will get the woman some coffee.                          |     |   |

**PART 2**

In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question. For example, listen to the question:

Example (listen):

- a. The wedding's next Saturday.
- b. Yes, she's married.
- c. Two weeks ago.

The correct answer is a.

For problems 16 through 35, **mark your answers on the separate answer sheet.** No problems can be repeated. Please listen carefully. Do you have any questions?

- 
- |   |   |
|---|---|
| <p>16. a. It seems like ages.<br/>b. It lasted about two weeks.<br/>c. It will be next year.</p> <p>17. a. No, they don't want it returned.<br/>b. Yes, but we managed to solve it.<br/>c. Yes, but I hope we won't need it.</p> <p>18. a. Your paper must have been really good.<br/>b. I'm surprised she was so harsh.<br/>c. She's always been kind to me, too.</p> <p>19. a. Yes, that's the fastest way to get there.<br/>b. Sorry, I'm just a visitor here.<br/>c. No, I think it's in room 401.</p> <p>20. a. No, I don't think I need any help.<br/>b. No, I don't have the money right now.<br/>c. No, I'll be staying here for most of the semester.</p> <p>21. a. I think he'll be back at the end of next week.<br/>b. I usually email him when he's out of the office.<br/>c. He said it was okay to use his office when he's gone.</p> <p>22. a. There's a special price for students.<br/>b. I'm hoping to live on my own.<br/>c. I'm going to move out soon.</p> <p>23. a. No, I could fit twice that much if I wanted to.<br/>b. Yeah, I wish I had bought something smaller.<br/>c. Well, I did buy it secondhand.</p> <p>24. a. We saw you before then.<br/>b. We stopped on the way.<br/>c. Because we were on time.</p> <p>25. a. Then we'll just have more chairs than we need.<br/>b. I'll go see if the conference room is available.<br/>c. All of their names are on the agenda I sent out.</p> | <p>26. a. No, she doesn't get bothered very easily.<br/>b. I thought she hated insects.<br/>c. I think so—she should probably go home.</p> <p>27. a. I keep mine in my pocket.<br/>b. Yes, here's a black one.<br/>c. Let me check the top shelf.</p> <p>28. a. I'm not feeling well, either.<br/>b. I loaned him a sweater.<br/>c. I think he's just a little insecure.</p> <p>29. a. That's better than where we met last time.<br/>b. I think we'll be in the library.<br/>c. During the week is too busy.</p> <p>30. a. You do look tired.<br/>b. I hope we find out soon.<br/>c. I can't believe it either.</p> <p>31. a. He's probably seeing if Chris has come back.<br/>b. He's probably heading home early today.<br/>c. He has probably lost his keys again.</p> <p>32. a. I really like my job there.<br/>b. It was fun but expensive.<br/>c. I'm sorry we couldn't fix it.</p> <p>33. a. We could take down some of the lights.<br/>b. The stove was just replaced last year.<br/>c. Painting the walls might help.</p> <p>34. a. I'm surprised Jake finally went along with them.<br/>b. Usually they get along so well together.<br/>c. They must've finished the meeting early this week.</p> <p>35. a. It's next door.<br/>b. I had a great time.<br/>c. It's as good as any.</p> |
|---|---|

**PART 3**

In this part, you will hear three short segments from a radio program. The program is called “Learning from the Experts.” You will hear what three different radio guests have to say about three different topics. Each talk lasts about three minutes. As you listen, you may want to take some notes to help you remember information given in the talk. Write your notes in this test booklet. After each talk, you will be asked some questions about what was said. From the three answer choices given, you should choose the one that best answers the question according to the information you heard.

Remember, no problems can be repeated. For problems 36 through 50, mark all your answers on the separate answer sheet. Do you have any questions?

**Segment 1**

**Mark your answers on the separate answer sheet.**

**Notes**

36. What is the report mainly about?
- A decrease in worldwide frog populations.
  - Common habitats of frogs in the wild.
  - The importance of fungus to frog life.
37. How does chytrid fungus affect frogs?
- It poisons their food supply.
  - It harms their skin.
  - It causes them to avoid water.
38. Why does the biologist mention zoos?
- to indicate the source of the chytrid fungus
  - to compare frog habitats in captivity to those in the wild
  - to explain where some frogs are being treated
39. What does the biologist say about shipping frogs internationally?
- Healthy frogs should not be transported.
  - Governments should ban the shipping of frogs.
  - Frogs should not be delivered until proven healthy.
40. According to the reporter, how can listeners help address the problem?
- by contacting their government officials
  - by visiting their local zoos
  - by contributing to an animal organization

**Segment 2**

**Mark your answers on the separate answer sheet.**

41. What is the report mainly about?
- difficulties with using the Gregorian calendar
  - difficulties with making an accurate calendar
  - difficulties with measuring the earth's orbit
42. Why does the reporter mention Julius Caesar?
- to describe why the Julian calendar was popular
  - to emphasize how long people have known about leap years
  - to explain how the need for leap years was discovered
43. What can be inferred about most people's knowledge of leap years?
- They do not know that the Julian calendar used leap years.
  - They do not know how often leap years occur.
  - They do not know why they are called leap years.
44. What does the astronomer emphasize about the Gregorian calendar?
- It added extra leap years to the Julian calendar.
  - It observes leap years differently than the Julian calendar.
  - It was not accepted by people observing the Julian calendar.
45. What does the reporter say would happen if days were eliminated from the modern calendar?
- Some people would be happy.
  - The calendar would finally be accurate.
  - There would be a lot of confusion.

**Notes**

**Segment 3**

**Mark your answers on the separate answer sheet.**

46. Why are different types of foundations discussed at the beginning of the report?
- to describe how corporations prefer to raise money
  - to explain why one type can be more effective than others
  - to introduce the Atlanta Community Foundation
47. What does Dr. Stephens imply about private and corporate foundations?
- They prefer not to focus on local or regional issues.
  - They may not provide funding where it is needed most.
  - They do not get involved with school improvement projects.
48. Why does Dr. Stephens mention computer technology?
- to show how popular issues can influence giving
  - to discuss a recent community foundation program
  - to give an example of an unsuccessful project
49. According to Dr. Stephens, what is housing an example of?
- a special project
  - an issue with regional implications
  - a popular national issue
50. What does the reporter conclude that citizens can do themselves?
- go to foundations with their problems
  - become involved in foundation events
  - identify local contributors

**Notes**

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51. Have you been feeling \_\_\_\_\_ the weather lately?  
a. below  
b. over  
c. beside  
d. under
52. Researchers are studying immune cells \_\_\_\_\_ protect against infection.  
a. their function can  
b. whose function it is to  
c. that's function to  
d. which function in order
53. There is growing agreement that \_\_\_\_\_ maintain staffing at appropriate levels, they must start paying better salaries.  
a. because hospitals are important  
b. whether our hospitals can  
c. rather than  
d. if our hospitals are to
54. "Annie can't decide which job offer to accept."  
"I'm sure she'll be happy \_\_\_\_\_."  
a. however she takes one  
b. with whichever one she takes  
c. whether she takes one  
d. when whatever she takes
55. The project team says that they'll finish the report today. \_\_\_\_\_, they'll be able to deliver it to the client tomorrow.  
a. If that's the case  
b. If it's the case  
c. In the case of this  
d. For that case
56. Having left his wallet at home, Steve \_\_\_\_\_ the items later.  
a. had to pay to return with  
b. had been returning to pay  
c. returned to pay for  
d. was to be paid for returning
57. It sometimes takes courage to \_\_\_\_\_ your beliefs when others disagree with you.  
a. stand by  
b. stand on  
c. stand up to  
d. stand with
58. The problem is not with the new design \_\_\_\_\_, but rather the way it is marketed.  
a. with or without itself  
b. in and of itself  
c. just by itself  
d. all by itself
59. Can you tell me \_\_\_\_\_ the answer to this question?  
a. when can I find  
b. who to find  
c. where I might find  
d. what will I find
60. That red bird is native \_\_\_\_\_ this region.  
a. near  
b. of  
c. to  
d. for
61. The government just passed a law \_\_\_\_\_ achieving huge reductions in carbon-based energy usage by 2050.  
a. in efforts to  
b. for their hopes of  
c. aimed at  
d. regardless of
62. Jessica moved into her friend's apartment temporarily \_\_\_\_\_ where she would go next.  
a. except had no idea about  
b. until having the idea  
c. not having as an idea  
d. but without any idea of
63. In a job interview, you may be asked a question \_\_\_\_\_.  
a. for that you did not prepare  
b. that you are not prepared for  
c. that you do not prepare for  
d. that for which you did not prepare
64. Canada's unemployment rate tends to be \_\_\_\_\_ the United States.  
a. as same as  
b. same as that  
c. the same in  
d. the same as that of

65. For the past week, my cousin and my aunt \_\_\_\_\_ at my house.
- stay
  - had stayed
  - have been staying
  - are staying
66. "What are they arguing about?"  
"They have very different political \_\_\_\_\_."
- believing
  - believers
  - beliefs
  - believe
67. The hotel manager was so nice to us that we let \_\_\_\_\_ into staying another day.
- himself talk to us
  - him to talk us
  - ourselves talk
  - ourselves be talked
68. The town's new hospital \_\_\_\_\_ founder, William Price.
- is in name of the
  - was named for its
  - named for the
  - was the name of the
69. The technology staff assured me that our new printer is \_\_\_\_\_ our vendor offers.
- one of the most reliable
  - most reliable one of
  - to be one of the reliable
  - the one reliable
70. I'm not sure \_\_\_\_\_ the preparations for the big celebration.
- when can I help you in
  - but maybe if I assisted you in
  - whether I can help out with
  - I possibly contribute to
71. The city council will continue to organize the annual jazz concert, \_\_\_\_\_ there is not enough money to pay for it.
- despite
  - then
  - however
  - unless
72. "My boss says I'll get to travel if I accept the new position."  
"And you'll get a pay raise, right? \_\_\_\_\_ reason why you should consider it."
- That would be more
  - That's the most
  - That's all the more
  - It gives the most
73. \_\_\_\_\_ the university to raise tuition fees, many students might decide to transfer somewhere else.
- Was
  - Were
  - If
  - Whether
74. For centuries, people have used garlic in \_\_\_\_\_.
- a way of variety
  - a variety of ways
  - a various way
  - ways various
75. In 2002, the university carried out a study of people \_\_\_\_\_ campus.
- who lived in
  - living on
  - lived on
  - who live in
76. \_\_\_\_\_ home all day, I went shopping.
- Rather than staying
  - Rather to stay
  - Instead of to stay
  - Instead to stay
77. Cell phones are very popular these days and \_\_\_\_\_ an important part of many people's lives.
- are becoming
  - becomes
  - to become
  - were becoming
78. For years, store owners in cities and suburbs \_\_\_\_\_ the business of local families.
- have been competing to
  - have competed for
  - are competing with
  - had competition in

79. \_\_\_\_\_ graduate school, it is necessary to read extensively.
- To succeed in the order of
  - To succeed in order to
  - In order to succeed in
  - Succeeding at
80. After how the company treated Susan, \_\_\_\_\_ she took a different job.
- no wonder then
  - not to wonder why
  - it's no wonder that
  - it's not to wonder
81. "Could I speak to Julie, please?"  
"I'm sorry, but she \_\_\_\_\_ works here."
- not longest
  - not longer
  - no longer
  - no long
82. Teachers should talk with students who are careless \_\_\_\_\_ their homework.
- to do
  - in doing
  - when do
  - for doing
83. When \_\_\_\_\_, Rita's an expert.
- it's coming to baking
  - it comes to baking
  - come to bake
  - coming to bake
84. According to a recent press release, \_\_\_\_\_ at the state level to ban the use of fireworks.
- there are efforts in this way
  - efforts are along the way
  - efforts are under way
  - the efforts are in a way
85. Although she has spoken to her boss several times before, Sophia will try \_\_\_\_\_ a raise one last time.
- ask regarding
  - asking for
  - to ask him
  - and ask to
86. If you prepare well in advance, the presentation \_\_\_\_\_ be any trouble.
- wouldn't
  - hadn't
  - shouldn't
  - couldn't
87. This recipe doesn't say for how long to bake the pie \_\_\_\_\_ whether we need to add salt.
- neither
  - either
  - or
  - also
88. "How often do you work on your project?"  
"I work on it every day, \_\_\_\_\_ Sundays."
- apart from
  - without
  - except from
  - although
89. Even though Megan's father doesn't approve of her decision to leave her job, he \_\_\_\_\_ what's best for her.
- doesn't know to presume
  - doesn't presume to know
  - cannot presume knowing
  - isn't to presume having known
90. New managers can be really hard \_\_\_\_\_ they feel like they're not meeting their objectives.
- on themselves when
  - on ourselves as
  - with oneself when
  - at them if

**This passage is about energy production.**

Dairy farms have long had an overabundance of waste, particularly manure, produced by their cows. Some farmers, however, have found a way to (91) it to good use: they have been converting it into electricity. First, bacteria are added to the cows' manure to break it (92). This process, known as manure digestion, produces biogas, which can then (93) be used to generate electricity.

Recently, (94) dairy farmer who became interested in manure digestion thirty years ago was finally able to start using the system. He was able not only to produce (95) electricity to use on his own farm, (96) he was also able to sell his surplus electricity to the local power company.

(97) a senior agricultural engineer, environmental concerns, the country's growing need for renewable (98), and rising electricity costs render manure digestion an increasingly attractive option. (99) farmers say that they would like to reduce or even (100) their electric bills. Doing this by transforming farm waste into electricity would help the environment at the same time.

91. a. shape  
b. turn  
c. put  
d. make
92. a. off  
b. down  
c. out  
d. in
93. a. in order  
b. in turn  
c. following  
d. sequentially
94. a. one  
b. the  
c. any  
d. only
95. a. ample  
b. full  
c. such  
d. decent
96. a. yet  
b. since  
c. still  
d. but
97. a. According to  
b. In line with  
c. Responding to  
d. In agreement with
98. a. supplies  
b. substances  
c. energy  
d. capacity
99. a. Particular  
b. Regular  
c. Much  
d. Many
100. a. exclude  
b. remove  
c. eliminate  
d. omit

**This passage is about establishing a new business.**

In the United States, entrepreneurs face numerous decisions when starting up a new business. In (101) selecting a business name, logo, and location, new business owners must also determine the type of business entity to establish. (102) this decision has tax and legal implications, careful planning and consideration is (103) to ensure success.

There are several business structures (104) which to choose. These (105) from sole proprietorships, in which a single business owner is fully responsible for all assets and liabilities, to corporations, in which the business (106) is held liable instead. Corporations are complex, and are typically more appropriate for large companies with many employees. (107) form of business is called a limited liability company, or LLC. It offers the owner or owners certain legal protections, (108) to corporations, while allowing a greater degree of operational flexibility.

Entrepreneurs might feel overwhelmed (109) making these important initial decisions. Fortunately, there are numerous online resources (110) to helping new business owners succeed. In addition, mentoring and consulting services are offered around the country, often free of charge.

- |      |                             |                                 |
|------|-----------------------------|---------------------------------|
| 101. | a. as much as<br>b. lieu of | c. addition to<br>d. so far as  |
| 102. | a. For<br>b. Since          | c. Now<br>d. Whereas            |
| 103. | a. enforced<br>b. deserved  | c. required<br>d. prescribed    |
| 104. | a. on<br>b. by              | c. from<br>d. of                |
| 105. | a. stretch<br>b. range      | c. encompass<br>d. reach        |
| 106. | a. themselves<br>b. oneself | c. himself<br>d. itself         |
| 107. | a. Another<br>b. Some       | c. An equivalent<br>d. The main |
| 108. | a. related<br>b. coinciding | c. parallel<br>d. similar       |
| 109. | a. whose<br>b. when         | c. where<br>d. how              |
| 110. | a. tending<br>b. bound      | c. dedicated<br>d. concerned    |

111. The new curriculum has been designed to \_\_\_\_\_ student learning by combining theory with hands-on practice.
- maneuver
  - optimize
  - endow
  - sharpen
112. Many people question Steve's \_\_\_\_\_, believing he cannot be trusted with company secrets.
- integrity
  - consciousness
  - foundation
  - reliance
113. It is \_\_\_\_\_ impossible to find an inexpensive place to eat downtown.
- approximately
  - literally
  - substantially
  - reasonably
114. "Jack and Helen are always arguing."  
"Yeah, they need to learn to \_\_\_\_\_ each other better."
- treat
  - care
  - contribute
  - provide
115. Katherine found herself \_\_\_\_\_ by the confusing terms in the textbook.
- let go
  - put on
  - bogged down
  - edged out
116. Everyone laughed at the funny \_\_\_\_\_ Tom made during lunch.
- explanation
  - remark
  - sentence
  - opinion
117. University students gathered in the streets to \_\_\_\_\_ against increases in tuition fees.
- protest
  - conflict
  - deny
  - disapprove
118. In the last quarter, the company's profits reached \_\_\_\_\_ one billion dollars.
- an enlarged
  - an accounted
  - a trustworthy
  - a reported
119. The human body has natural \_\_\_\_\_ that regulate functions such as internal body temperature.
- latencies
  - supplements
  - mechanisms
  - conditions
120. All the students are smart, but Jim is \_\_\_\_\_ intelligent.
- exceptionally
  - explicitly
  - extensively
  - extravagantly
121. The bird species' home \_\_\_\_\_ as far south as Florida.
- changes
  - replaces
  - follows
  - ranges
122. Although they were best friends, it was mere \_\_\_\_\_ that John and Bill were in the same class at school.
- compromise
  - coincidence
  - conjunction
  - conspiracy
123. If the runner had known his legs were going to \_\_\_\_\_ during the race, he would have eaten more protein.
- start over
  - back off
  - carry out
  - give out

124. The creation of new jobs has \_\_\_\_\_ economic growth in the city by attracting many people to the area.
- originated
  - exerted
  - formulated
  - stimulated
125. All academic articles \_\_\_\_\_ to this topic can be found in our database.
- pertaining
  - adjacent
  - resorting
  - compelled
126. Overall, Ellen liked the new business plan; her only \_\_\_\_\_ was the cost.
- reservation
  - restriction
  - condition
  - suppression
127. The purpose of the new employee manual is to show, briefly and \_\_\_\_\_, how to stay safe in the laboratory.
- unambiguously
  - impeccably
  - assuredly
  - authentically
128. Immediately before the election, the media will be \_\_\_\_\_ with political advertisements and editorial commentary.
- consolidated
  - saturated
  - negotiated
  - endorsed
129. The university has several \_\_\_\_\_ campuses in nearby cities.
- spare
  - component
  - accessory
  - satellite
130. The new apartment building \_\_\_\_\_ the residents' view of the ocean.
- obscured
  - ceased
  - displaced
  - confined
131. At the meeting, the president of the company \_\_\_\_\_ the board members' uncertainty about the future of the organization.
- echoed
  - guided
  - discharged
  - energized
132. It's hard to miss the library's new advertisements, which are \_\_\_\_\_ displayed throughout the newspaper.
- vaguely
  - prominently
  - unanimously
  - potentially
133. Taking a class in early childhood education \_\_\_\_\_ Sarah's desire to become a teacher.
- reiterated
  - reissued
  - reinvented
  - reinforced
134. Although the editors of this newspaper are strong \_\_\_\_\_ of freedom of expression, they will not print offensive material.
- advisers
  - applicants
  - proponents
  - patrons
135. Due to \_\_\_\_\_ gas prices across the country, more and more people are using alternative modes of transportation.
- rushing
  - aspiring
  - soaring
  - scaffolding
136. The professor \_\_\_\_\_ the idea because there wasn't enough evidence to support it.
- dismissed
  - dissented
  - dispersed
  - dispensed
137. No business analyst could have predicted a transformation of this \_\_\_\_\_ in this industry.
- gravity
  - extent
  - magnitude
  - expanse

138. Congress \_\_\_\_\_ accepted the president's plan to cut taxes further.
- irresistibly
  - exceedingly
  - grudgingly
  - progressively
139. The manager \_\_\_\_\_ the efforts of the employees to bring more customers to the store.
- conformed
  - commended
  - entrusted
  - acclaimed
140. Margaret wasn't sure which university to attend, but she finally \_\_\_\_\_ South State.
- settled on
  - arranged with
  - concluded in
  - determined for
141. People completing the survey were required to answer questions on a \_\_\_\_\_ ranging from "strongly agree" to "strongly disagree."
- continuum
  - progression
  - proportion
  - sphere
142. This job may not pay well, but it has certain \_\_\_\_\_ benefits, such as friendly colleagues and a stimulating environment.
- obscure
  - indefinite
  - intangible
  - immaterial
143. Some young children might \_\_\_\_\_ better in private, rather than public, elementary schools.
- operate
  - undertake
  - resolve
  - fare
144. The company cannot accept \_\_\_\_\_ for injuries resulting from improper use of rental equipment.
- validity
  - liability
  - compensation
  - privilege
145. To make an effective presentation, it is important to speak as clearly and \_\_\_\_\_ as possible.
- palpably
  - evidently
  - coherently
  - penetratingly
146. With time being a critical factor, the doctors worked without \_\_\_\_\_ to help the patient.
- drawback
  - obstruction
  - hesitation
  - impediment
147. Our company is looking for someone with experience using technology and a \_\_\_\_\_ for creative design.
- sensation
  - flair
  - tendency
  - hunch
148. As a \_\_\_\_\_, politicians and other public figures should avoid making direct statements that could be used against them.
- show of hands
  - word of mouth
  - rule of thumb
  - change of heart
149. The professor has \_\_\_\_\_ students to read several additional books.
- applied
  - promoted
  - encouraged
  - emphasized
150. After a long discussion about the sales plan, the manager \_\_\_\_\_ the conversation in a new direction.
- steered
  - proceeded
  - conducted
  - controlled

**This passage is about snow.**

In many of the temperate, mountainous regions of the world, winter sports are a significant part of both the economy and the culture. Ski resorts are found on all continents except Antarctica, and sufficient amounts of snow are needed for their operation. When the weather doesn't cooperate, artificial snow is created.

The large-scale implementation of snowmaking began in the 1970s in the French Alps. It gained popularity in North America after the disastrous 1977 ski season, when a drought kept many resorts closed for the entire winter. With the advent of snowmaking, the slopes started opening earlier and closing later in the season. During the ski season, snow levels can be maintained, even without regular snowfall.

The creation of usable artificial snow requires certain conditions. Temperatures should ideally be between  $-5^{\circ}\text{C}$  and  $-10^{\circ}\text{C}$ , with relative humidity less than 40 percent. Large machines called "snow guns" shoot water and compressed air into the atmosphere. The water droplets freeze as they fall. In many cases, additives of bacterial protein are used to accelerate freezing, in spite of concerns about how these bacteria may disrupt ecosystems. Because it is formed from water droplets, artificial snow is inherently different from naturally occurring snow. Instead of water droplets, natural snow comprises thin flakes made up of tiny points in a symmetric design. The structure of natural snow creates a texture with a desirable level of friction, but artificial snow lacks this complex crystalline structure. Additionally, machine-made snow is often wetter than real snow, which is relatively dry.

As it lacks the texture of actual snow, artificial snow is not uniformly popular with winter sports enthusiasts, in spite of its widespread use. It causes concern amongst environmentalists as well. The energy required to create snow is considerable, and a huge amount of water is needed for snowmaking. Much of this water is being diverted from rivers and streams—in areas that are already prone to water shortages. But the winter sports industry has experienced expansion and consolidation that brings with it an increased drive for profit. This, coupled with the burgeoning effects of increasing average temperatures in many areas, makes it unlikely that the popularity of snowmaking will begin to wane any time soon.

151. What is the passage mainly about?
  - a. the increased popularity of skiing
  - b. the history of snowmaking
  - c. the differences between types of snow
  - d. the creation of snow for winter sports
152. According to the passage, why did snowmaking become widespread?
  - a. It provides economic benefits to ski resorts.
  - b. It makes it possible to ski almost anywhere.
  - c. It is popular with environmentalists.
  - d. It produces a better texture than real snow.
153. Why are bacteria added to the water that is used to make snow?
  - a. to increase the friction of the snow
  - b. to maintain the proper humidity level
  - c. to create a crystalline structure
  - d. to cause the water to freeze quickly
154. According to the passage, why might a skier prefer real snow?
  - a. It provides a better surface for skiing.
  - b. Resorts that use only real snow charge less.
  - c. Bacteria in artificial snow make some skiers sick.
  - d. The best resorts use only real snow.
155. What does the author think about the prospects for snowmaking?
  - a. It will probably cease to be commonly used.
  - b. Its use will probably stabilize.
  - c. Its use will face increasing opposition.
  - d. It will probably remain widespread.

**This passage is about a dinosaur discovery.**

Dinosaurs have a reputation as being fearsome predators, and a recent discovery made by scientists just might add to that reputation. While studying a fossil of the *Sinornithosaurus*, a three-foot-long birdlike dinosaur that lived 125 million years ago, researchers noticed its skull has some unusual features. It has grooves in the teeth, a duct running along the base of the teeth, and a mysterious space in the jawbone. The scientists concluded that the dinosaur must have been venomous. Some modern poisonous snakes and lizards use grooved teeth to deliver venom, so the scientists speculate that the space they found in the jaw of the dinosaur's fossil contained a gland that produced venom, which flowed through the duct and then down the grooves of the teeth.

The researchers said the jaw and teeth of the turkey-sized dinosaur were not strong enough for the “bite and gulp” type of attack used by more powerful dinosaurs such as the huge *Tyrannosaurus rex*. Instead it probably used a “bite and hold” approach, like a modern-day cobra or Gila monster, a venomous lizard native to the United States. The teeth of the *Sinornithosaurus* were similar to a snake's and about three inches long. However, unlike the hollow, needle-like front fangs of most poisonous snakes, they were located in the back of the jaw like some lizards and less common rear-fanged snakes that exist today. The scientists do not know what kind of venom this dinosaur might have had, but they suspect that if it were like the type found in modern rear-fanged venomous animals, the venom stunned victims rather than killed them.

As a result of this discovery, scientists are eager to begin examining other types of dinosaurs to try to determine whether or not they might have also had this weapon in their hunting arsenal.

156. According to the author, what do dinosaurs have a reputation for?
- being terrifying hunters
  - having frightening appearances
  - using weapons to hunt
  - being difficult to study
157. What did the scientists discover about *Sinornithosaurus*?
- Its poison was probably deadly.
  - It did not deliver its poison with its teeth.
  - It probably poisoned its prey.
  - Its poison was deadlier than that of modern-day animals.
158. What is mentioned about *Tyrannosaurus rex*?
- It was about the same size as *Sinornithosaurus*.
  - Its style of attack differed from *Sinornithosaurus*.
  - It hunted *Sinornithosaurus*.
  - It competed with *Sinornithosaurus* for food.
159. *Sinornithosaurus*' body size and shape was most similar to which animal?
- a tiger
  - a lizard
  - a snake
  - a bird
160. What are scientists likely to investigate about other dinosaurs?
- if they shared the same features as *Sinornithosaurus*
  - if they were more effective hunters than *Sinornithosaurus*
  - if they hunted with *Sinornithosaurus*
  - if they often fought with *Sinornithosaurus*

**This passage is about nutrition education for children.**

Medical evidence suggests that high fruit and vegetable consumption plays an important role in disease prevention. Nevertheless, many children fall short of the recommended intake every day, often preferring highly processed snack foods containing artificial ingredients. Recent studies show that a combination of classroom instruction in nutrition and hands-on school gardening activities are an effective way to promote eating fresh produce and establish healthy eating habits that are maintained into adulthood.

School gardens typically involve students in every aspect of planting, maintaining, harvesting, and serving fruits and vegetables. To evaluate the effectiveness of such projects, one experiment measured students' attitudes toward fruits and vegetables with a questionnaire. They were asked about their willingness to try unfamiliar fruits and vegetables. They specified their preferences in a series of choices between two foods. They also completed food-recall journals, writing down everything they had recently eaten. The same questionnaire was administered after the experiment.

The students were then divided into two groups. The first received classroom nutrition instruction. The second participated in hands-on gardening and ate what they grew. Students that both received classroom instruction and participated in the "seed to table" project became more willing to eat a greater variety of fruits and vegetables. They doubled their previous consumption of fresh produce, and continued to prefer it over processed snacks six months later.

Critics of school gardens say that they waste hours that should be spent on core curriculum subjects, such as math and history. Supporters point to studies showing that school gardens are associated with improved academic performance as well as more positive attitudes about school and education. Opponents also contend that school gardens do not produce enough food to feed the children what they lack. This argument misses the point that the goal is educational—to prepare students to make good choices as future consumers.

161. What is the passage mainly about?
- the results of poor nutrition in childhood
  - the effects of a school program on children's behavior
  - the research findings about children's nutritional needs
  - the role of fresh produce in the prevention of illness
162. What is the relationship between the gardening programs and classroom instruction in nutrition?
- The programs cost less than classroom instruction.
  - The programs support classroom instruction.
  - The programs eliminate the need for classroom instruction.
  - The programs provide teachers for classroom instruction.
163. What did the scientists do at the start of the experiment?
- They asked the children to explain why certain foods are healthy choices.
  - They let the children make food purchases at the grocery store.
  - They observed what the children typically ate for snacks.
  - They asked children to indicate their food choices.
164. In the fourth sentence of paragraph 3, what does the phrase **seed to table** suggest?
- The children gave a report of their experience at the end.
  - The children enjoyed cooking for their classmates.
  - The children were involved from start to finish.
  - The children performed two different tasks.
165. In the first sentence of paragraph 4, to what does the word **they** refer?
- gardens
  - critics
  - hours
  - subjects

**This passage is about security systems.**

In the past few years, many security systems have started to use biometrics, which identifies people through physical features unique to them, such as their fingerprints or the position of features on their faces. These systems can be fooled, however. For example, a group of researchers was able to deceive an iris scanner by showing it a laser-printed picture of a person's eye. They also got past a facial recognition scanner by showing the camera a short video. And, unlike passwords, which can be changed when compromised, we cannot just change our faces.

To address this problem, security experts are developing *cancelable biometrics*. Before biometric features are stored, computers alter them in a specific, repeatable way. Hackers who break into a system would not see the original images, which they would hope to use for criminal purposes. If they also manage to learn the pattern used to distort the images, the pattern could simply be canceled and a different one used in its place.

With cancelable biometrics, stolen data become less valuable. Because different organizations can use different formulas for altering people's features, data stolen from one place wouldn't work in another. The limited utility of stolen information would be a disincentive for would-be data thieves. Also, if an organization can check only its version of distorted biometrics, it could reduce people's fear that governments or big companies might maintain vast databases for intrusive tracking or marketing purposes.

Still, no single security system is foolproof. Thus, it is recommended that multiple methods be used together. For example, use biometrics plus a password to enter a secure area. It is also recommended that appropriate methods be chosen for each security context. After all, a person can't get past a security guard with a piece of paper showing someone else's eye.

166. According to the passage, what is one disadvantage of traditional biometric systems?
- They can be changed easily.
  - They can be tricked.
  - They require using multiple security methods.
  - They use predictable passwords.
167. According to the passage, what do thieves want to steal?
- facial scanners
  - computer passwords
  - images of criminals
  - pictures of people
168. What is one benefit of information from cancelable biometric systems?
- It cannot be scanned.
  - It can be used for marketing.
  - It is less useful for thieves.
  - It works at more organizations.
169. In the last sentence, why does the author mention security guards?
- to illustrate how security systems can be used together
  - to demonstrate that printed pictures are inappropriate identification
  - to give an example of the most reliable form of security
  - to explain why guards use cancelable biometric methods
170. What is the main purpose of this passage?
- to identify ways of tricking security systems
  - to criticize the use of security systems
  - to compare the security systems different organizations use
  - to describe a way to improve security systems

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## ECPE Sample Test, Form B

### Listening Section Audio Script

#### Examination for the Certificate of Proficiency in English Sample Test, Form B

#### Listening Section Instructions

This is a test of your ability to understand spoken English. The listening section has three parts. There are 50 questions. Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely.

#### Part 1

In this part, you will hear short conversations. From the three answer choices, select the answer which means about the same thing as what you hear, or is true based upon what you hear. For example, listen to the conversation:

- M:** Let's go to the football game.  
**F:** Good idea. I don't want to stay home.  
**N:** The correct answer is b.

For problems 1 through 15, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

- F:** Do you think we need to tell the hotel an extra person is coming?  
**M:** You may want to call. Sometimes they charge extra depending on how many people are staying.
- M:** I asked Kevin to approve my vacation days a week ago and I didn't hear back. So I emailed him again yesterday, and still no word.  
**F:** Why don't you just ask him in person?  
**M:** I don't know . . . he's such a difficult person to talk to . . .
- M:** Professor, I changed my mind. I'm not going to drop this class after all.  
**F:** So you're staying, are you? I was hoping you'd reconsider that decision.
- F:** The committee has read the project report and they've got some concerns.  
**M:** I see. So what's the next step?  
**F:** I'm afraid they've asked for some rather extensive revisions.  
**M:** That's OK. It's part of my job.
- F:** How old would you say Bob is?  
**M:** About thirty, give or take.  
**F:** Wow. I wouldn't have guessed over twenty-five.  
**M:** I know—he could be mistaken for a college student.
- M:** Did you enjoy the photography exhibit?  
**F:** Yeah—those shots of the Earth were stunning.  
**M:** It's so cool how it looks, from so far away.  
**F:** A blue ball in a sea of darkness—it really makes you feel small.
- F:** Hey Joe, any plans for lunch today?  
**M:** I wish! I'm swamped right now, so I was thinking of just grabbing something here.



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8. **F:** I've read this page three times and nothing's sinking in. Let's take a break and go get some coffee.  
**M:** It might be better to just call it quits. Get a good night's sleep and hit the books again in the morning.  
**F:** Yeah, you're probably right.
9. **F:** Fred, are you still using that German dictionary I lent you?  
**M:** Whoops, sorry. I forgot all about it. When do you need it?  
**F:** It's not urgent, but I plan to take German again next semester.
10. **F:** How's your little girl doing? Is she walking yet?  
**M:** Not yet, but let me tell you, she's a real handful.
11. **F:** I'm running into problems with my job search. It's just not going anywhere. Do you have any recommendations?  
**M:** Hmm. Well, have you attended any alumni networking sessions?  
**F:** Not yet, but I'll look into it.
12. **M:** Nice new phone! Must have been expensive.  
**F:** Didn't you know? The company gives them to all the field representatives.  
**M:** Really? I wish my department paid for our cell phones.  
**F:** Maybe you need to change departments.
13. **F:** I just got a new mountain bike and I wanna try it out on some rugged terrain.  
**M:** Have you been down to the trail by the river?  
**F:** No. How do you get there?  
**M:** There's a trailhead right by my house.
14. **M:** Is parking in this lot free? I don't see any meters . . .  
**F:** No, I'm afraid not. See that blue machine over there? You pay there. Just be sure to remember your space number.  
**M:** My what? Oh, this complicated one . . . Maybe I'll just take my chances.
15. **F:** We have to present the quarterly status report to the client on the fifteenth of next month.  
**M:** So we'll do a practice presentation on the thirteenth or fourteenth?  
**F:** The sooner the better. Waiting till the fourteenth doesn't leave much time to fix any problems.

End of Part 1.

## Part 2

In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question. For example, listen to the question:

**M:** When's your sister getting married?

**N:** The correct answer is a.

For problems 16 through 35, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

16. **F:** When was the last time you managed to have a really restful vacation?
17. **M:** Do you have a backup plan, in case we run into trouble?
18. **F:** Professor Chapman sure didn't mince her words when giving feedback on my paper.
19. **F:** Excuse me, I was wondering . . . is that the science building?
20. **F:** Would you like to sign up for the free tutoring service?
21. **M:** What's the best way to get in touch with Fred when he's traveling?
22. **F:** Have you decided to stay in a university dormitory, or rent an apartment?
23. **M:** Does it really cost you fifty dollars to fill up your truck?
24. **M:** You left an hour before we did, so how come we got here first?
25. **F:** This isn't a big enough space for everyone who's coming to the meeting.
26. **F:** Poor Mary—do you think she has that bug that's going around?
27. **M:** You wouldn't happen to carry this wallet in brown, would you?
28. **F:** The new assistant seems rather cold—is there something the matter?
29. **F:** Where is our study group going to meet next weekend?
30. **M:** Am I dreaming, or did they just give Johnson a performance award?

31. **M:** Why does Dave keep coming into the room and then leaving?
32. **M:** How did your excursion to Sweden work out last month?
33. **M:** What do you think we could do to brighten up the kitchen?
34. **M:** I can't believe the committee's decision was unanimous, can you?
35. **F:** Professor Black, is this a good time to go over the lab requirements?

End of Part 2.

### Part 3

In this part, you will hear three short segments from a radio program. The program is called "Learning from the Experts." You will hear what three different radio guests have to say about three different topics. Each talk lasts about three minutes. As you listen, you may want to take some notes to help you remember information given in the talk. Write your notes in this test booklet. After each talk, you will be asked some questions about what was said. From the three answer choices given, you should choose the one that best answers the question according to the information you heard.

Remember, no problems can be repeated. For problems 36 through 50, mark all your answers on the separate answer sheet. Do you have any questions?

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*Now you will hear the first segment.*

- F1:** Of course none of us were around to witness the extinction of the dinosaurs, but scientists say that unless something is done to halt the spread of a disease, we may see the extinction of . . . the frog. Peter Reynolds reports.
- M:** Pollution. Habitat destruction. Climate change. Scientists believe that these are some of the factors that have contributed to the dramatic decline in frog populations around the world. Many species of frogs are not just threatened with, but are already close to, extinction. And frogs face yet another threat: an aquatic fungus that infects their skin. This fungus is accelerating the decline of the worldwide frog population. Biologist Katherine Murray is here to tell us more.
- F2:** That's right, Peter. It's a skin disease called chytrid fungus, which coats a frog's skin. This reduces a frog's ability to absorb water, so frogs become ill and can eventually die from dehydration. Scientists speculate that this fungus began spreading globally as early as the 1930s, when researchers first shipped

the African clawed frog around the world for medical uses. This African species, however, is immune to the fungus, so scientists believe that the fungus on the African frogs started attacking frog populations that weren't immune.

Many zoos are helping to combat the problem by starting captive breeding programs. This involves a zoo cleaning its frogs with an antifungal wash and then isolating them in order to prevent the possible spread of the fungus. The zoos will eventually return these uncontaminated frogs to their natural habitats. But scientists have yet to determine how to stop the spread of chytrid fungus in the wild. And that's what is really needed.

- M:** It's encouraging that there's a conservation plan, but it looks like a solution needs to be found for eradicating the fungus in the wild before these healthy zoo frogs can be released. Is there anything else that can be done in the meantime?
- F2:** Humans do contribute to the spread of this fungus. So it's vital that we do our part. It'll take international cooperation because each country must put strict quarantine procedures in place—that is, holding frog shipments between different countries until they know the frogs are healthy—and tightly controlling the shipment of frogs around the world. Governments need to enforce laws so we can be in the best position to stop the spread of chytrid fungus.
- Saving the frog is not just some cute, feel-good cause. Frogs—all amphibians—are critical to maintaining balance in the world's ecosystems. This is because they're vital to the control of insects in tropical regions. Furthermore, those insects can cause diseases in humans. So, by saving the frog, we are ultimately helping to save ourselves.
- M:** Listeners interested in learning more about the zoos participating in the program to save frogs from the chytrid fungus should visit our website. As Dr. Murray said, we need to do our part, so please consider making a donation to an animal conservation group. Instructions are available on the website.
36. *What is the report mainly about?*
37. *How does chytrid fungus affect frogs?*
38. *Why does the biologist mention zoos?*
39. *What does the biologist say about shipping frogs internationally?*
40. *According to the reporter, how can listeners help address the problem?*

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*Now you will hear the second segment.*

**M1:** We all know about leap years: every fourth year February has twenty-nine days rather than the usual twenty-eight. But few people are aware of the fascinating history behind the leap year. Joan Smith reports:

**F:** Believe it or not, the leap year has been observed ever since the time of Julius Caesar. Over two thousand years ago, Caesar's astronomers created a new calendar—the Julian calendar—and its use spread throughout the powerful Roman Empire. The Julian calendar reflected a basic fact of astronomy: the earth doesn't really take 365 days to orbit the sun. It takes 365 days plus about six hours. The astronomers realized that they needed to adjust the calendar in order to keep it in line with the Earth's orbit. An additional six hours needed to be added each year, so that meant in four years, one day would have to be added to the calendar. The astronomers came up with leap day and designated February 29 as the leap day. But there was still a problem. Here's astronomer Bill Johnson to explain the details.

**M2:** Many people think we still follow the Julian calendar and observe leap day every fourth year. But we don't, and this is why: as astronomers learned more and more about Earth's orbit, they realized that having a leap day every fourth year didn't quite work out. The Julian calendar didn't account for the length of one year accurately enough. To be precise, one year is 365 days, 5 hours, 48 minutes, and 46 seconds long. So if you add a leap day every fourth year, over time, you're going to get a calendar that's ahead of the Earth's actual orbit.

**F:** More and more scientists became aware of the fact that the Julian calendar and the orbit didn't fit. So, between the 1500s and the 1700s, leaders of many countries around the world actually changed their calendars to address the issue. Here's astronomer Bill Johnson again.

**M2:** In 1582, the Catholic Church took the lead, replacing the Julian calendar with a revised calendar known as the Gregorian calendar. The main difference between the Gregorian calendar and the Julian calendar is that a leap day is no longer observed every four years. In today's Gregorian calendar, "century years," like 1700, 1800, and 1900, are not leap years—unless they are divisible by 400. And I'm not sure that most people are aware of this. So 2000 was a leap year, but 2100 and 2200 will not be. This solved the problem: since then, the calendar has more accurately reflected the Earth's orbit.

**F:** But what about all those extra days that were added to the calendar five hundred years ago? Different countries had different solutions. In Great Britain the decision was made to simply eliminate eleven days.

So in 1752, eleven days were eliminated from the month of September. According to historians, people were upset because they thought the government was stealing eleven days from them! Think about it: people went to bed on September 2, and they woke up on September 14! Can you imagine how much chaos that would cause today? Fortunately the calendar now seems fixed for good.

41. *What is the report mainly about?*
42. *Why does the reporter mention Julius Caesar?*
43. *What can be inferred about most people's knowledge of leap years?*
44. *What does the astronomer emphasize about the Gregorian calendar?*
45. *What does the reporter say would happen if days were eliminated from the modern calendar?*

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*Now you will hear the third segment.*

**M1:** Every year, individuals, families, corporations, and foundations donate billions of dollars to organizations that help people in need. In the United States, a growing number of these organizations are community-based foundations. Many people consider community-based foundations to be more effective than other types of charitable organizations. Mary Adams reports.

**F:** Today, there are over 650 community-based foundations across the United States. Community foundations differ from private and corporate foundations in several ways. Mainly, community foundations are focused on serving local and regional communities. They are often run by local citizens who help make decisions that affect the people in their own cities and towns. Private and corporate foundations, on the other hand, are often run by people who have little connection to, or knowledge about, a specific community's needs. Today, we're talking with Dr. John Stephens, director of the Atlanta Community Foundation, about the advantages of community-based foundations.

**M2:** First, let me briefly explain how foundations work. Foundations are organizations that solicit, receive, and manage charitable contributions. Generally, private and corporate foundations have specific areas of interest because of the people or companies that run them; for example, their leaders may have an interest in programs that focus on the environment. In other cases, they may focus on national issues. For example, technology in schools has been a hot-button issue in educational circles around the United States for several years now. Because this issue receives so much media and research attention, some foundations have directed more funding to programs related to computer technology. However,

specific schools in a particular city may have a greater need for help in other areas, such as reading literacy or improvements in school facilities. This is where community-based foundations are most effective. They are more familiar with regional and local issues, and can better anticipate challenges and identify new solutions to community problems.

**F:** So, when foundations focus on local communities, their interests are more consistent with the needs of the public they serve.

**M2:** Exactly. Giving grants based on issues that are popular with the media or in academia can be short-sighted. While the money may help to improve a specific problem, it can also shift attention away from more serious issues and prevent people from asking important questions, such as, “What challenges do our local schools face?”

Community foundations look comprehensively at regional issues, including education, healthcare, housing, and transportation. They sometimes sponsor research to investigate the causes of different problems, and then work with communities to develop plans to implement solutions that are culturally and socially appropriate. Such collaboration gives citizens and community leaders a greater sense of ownership, since they have input in resolving their own local issues.

**F:** Community foundations offer a regional approach to addressing social and educational problems. And perhaps most importantly, they provide people with the chance to make a difference at home, because in addition to making financial contributions, citizens can often participate in community foundation activities and events.

46. *Why are different types of foundations discussed at the beginning of the report?*
47. *What does Dr. Stephens imply about private and corporate foundations?*
48. *Why does Dr. Stephens mention computer technology?*
49. *According to Dr. Stephens, what is housing an example of?*
50. *What does the reporter conclude that citizens can do themselves?*

End of the listening test.

## Answer Key for ECPE Sample Test, Form B

Listening		Grammar		Cloze	Vocabulary		Reading
1. B	26. C	51. D	71. D	91. C	111.B	126.A	151.D
2. A	27. C	52. B	72. C	92. B	112.A	127.A	152.A
3. C	28. C	53. D	73. B	93. B	113.B	128.B	153.D
4. C	29. B	54. B	74. B	94. A	114.A	129.D	154.A
5. A	30. C	55. A	75. B	95. A	115.C	130.A	155.D
6. C	31. A	56. C	76. A	96. D	116.B	131.A	156.A
7. B	32. B	57. A	77. A	97. A	117.A	132.B	157.C
8. B	33. C	58. B	78. B	98. C	118.D	133.D	158.B
9. C	34. A	59. C	79. C	99. D	119.C	134.C	159.D
10. A	35. C	60. C	80. C	100.C	120.A	135.C	160.A
11. A	36. A	61. C	81. C	101.C	121.D	136.A	161.B
12. C	37. B	62. D	82. B	102.B	122.B	137.C	162.B
13. C	38. C	63. B	83. B	103.C	123.D	138.C	163.D
14. B	39. C	64. D	84. C	104.C	124.D	139.B	164.C
15. C	40. C	65. C	85. B	105.B	125.A	140.A	165.A
16. A	41. B	66. C	86. C	106.D		141.A	166.B
17. C	42. B	67. D	87. C	107.A		142.C	167.D
18. B	43. B	68. B	88. A	108.D		143.D	168.C
19. B	44. B	69. A	89. B	109.B		144.B	169.A
20. A	45. C	70. C	90. A	110.C		145.C	170.D
21. B	46. B					146.C	
22. B	47. B					147.B	
23. B	48. A					148.C	
24. B	49. B					149.C	
25. B	50. B					150.A	