



ECPE

Sample Test

Prove your English. Achieve your goals.
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Writing Answer Document Instructions

Look only at your own test. Test takers 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 LEFT of PAGE ONE of your writing answer document. Fill in the following information on the lines:

- **FULL NAME:** Print your full name in this order: first name, then middle initial, then family name.
- **TODAY'S DATE:** Print the month, day, and year.

Look at the MIDDLE LEFT of PAGE ONE of your writing answer document. Fill in the blocks according to the following:

- **CENTER:** Print the 3-digit test center number. The number for this center is ____.
- **REGISTRATION:** Print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number.
- **FORM:** Print the form letter that is on the front of your test booklet.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the number or letter that is the same as the number or letter you have printed in the block above.
- Darken the circle completely so that you cannot see the number or letter inside.
- Do this for your center number, registration number, and form letter.
- Darken only one circle in each of the columns.
- Leave the section that says "Task" blank for now.

Look at the TOP RIGHT of PAGE THREE of your writing answer document. Find where it says "Registration."

- Print your 6-digit personal registration number.
- Include all zeros, including those at the beginning of the number.

The example below shows the correct way for Maria Soledad Garcia to fill out the information section of the writing answer document.

The example shows a writing answer document for Maria S. Garcia. At the top right is the ECPE logo. Below it, the student's name "MARIA S. GARCIA" and date "05/31/18" are printed. To the left of the name is a barcode with "WRT300" below it. Below the name and date are three blocks: "CENTER" with the number "123", "REGISTRATION" with the number "345679", and "FORM" with the letter "A". Below these blocks are three columns of circles for marking answers. The first column has circles for numbers 1-9 and 0. The second column has circles for numbers 0-9. The third column has circles for letters A-Z. In the "TASK" section, there are two options: "ARTICLE/PROPOSAL" and "ESSAY". Below the task section is a large grey box with the text "DO NOT WRITE IN THIS AREA". At the bottom right is another barcode with "10001" below it.



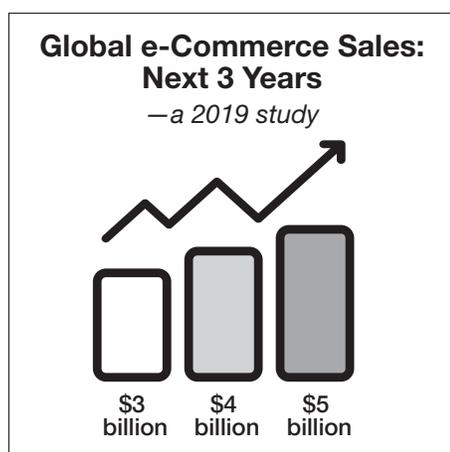
Do not turn the page until instructed to do so.

WRITING

Writing Instructions

- Choose either Task 1 (Article/Proposal) or Task 2 (Essay). Write on only ONE of these tasks.
- Once you have chosen your task, darken the circle for “Article/Proposal” or “Essay” on your writing answer document.
- You will have 45 minutes to write your answer.
- Use #2 (soft) pencil only.
- Use only the lines provided on the writing answer document to complete this section. You should write about two pages.
- Do not write your answer in this booklet.
- You will not be graded on the appearance of your paper, but your handwriting must be readable.
- You may use the planning area provided in this booklet, but it will not count toward your score.

Writing Prompt



6,500/year

**jobs in
London eliminated
due to technology**

—a recent news report

**“We’ve received
many complaints from
customers because we
don’t offer same-day
delivery.”**

—Helen Grier, online
business owner

Task 1: Article

A delivery company in your city is planning to start using robots to deliver packages to homes and businesses. Many people are concerned about this idea. Write an **article** for a local news website explaining the impact of the delivery company’s decision and what you think about it. Include at least one piece of information given above to support your response.

Task 2: Essay

Online shopping has made many products accessible to more people. What positive and negative effects might this have? Write an **essay** addressing this topic and explain your opinion about it. Include at least one piece of information given above to support your response.

Remember

Once you have chosen your task, darken the circle for “Article/Proposal” or “Essay” on your writing answer document.

Planning Area ONLY

DO NOT write your answer in this space.



Do not turn the page until instructed to do so.

BLANK PAGE

LISTENING & READING

Answer Sheet Instructions

Look at the TOP LEFT of PAGE ONE of your answer sheet. Fill in the following information on the lines:

- **FULL NAME:** Print your full name in this order: first name, then middle initial, then family name. Use all capital letters.
- **TODAY'S DATE:** Print the month, day, and year.
- **SIGNATURE:** Sign your name.

Look at the MIDDLE LEFT of PAGE ONE of your answer sheet. Fill in the blocks according to the following:

- **CENTER:** Print the 3-digit test center number (the examiner will tell you the number).
- **REGISTRATION:** Print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number.
- **LAN (Language):** print the 2-digit code number for your native language (the examiner will tell you the number).
- **FORM:** Print the letter on the front of the test booklet.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the number that is the same as the number you have printed in the block above.
- Darken the circle completely so that you cannot see the number inside.
- Do this for all the numbers of your registration number AND center number.
- Darken only one circle in each of the columns.

Look at the box that says **GENDER**:

- Darken the circle FEMALE, MALE, PREFER NOT TO SAY, or PREFER TO SELF-DESCRIBE.
- If you choose PREFER TO SELF-DESCRIBE, please fill in the line with the gender description you prefer.

Look at the TOP MIDDLE of PAGE TWO of your answer sheet:

- **REGISTRATION:** Print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number.
- **FULL NAME:** Print your full name in this order: first name, then middle initial, then family name. Use all capital letters.

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

- Do not fold or crease your answer sheet.
- Mark all your answers on the separate answer sheet. Answers marked in the booklet will not be scored.
- Make heavy black marks that fill the circle completely. Your mark must be dark enough to be read by the scanning machine. The scanner cannot see very light marks.
- Do not make any other marks on your answer sheet.

The example below shows the correct way for Maria Soledad Garcia to fill out the information section of the answer sheet.

The image shows a sample answer sheet for the ECPE Listening & Reading section. The student's name is MARIA S. GARCIA and the date is 05/31/18. The center number is 123, registration number is 345679, LAN is 84, and FORM is A. The gender section is marked FEMALE. The listening section contains 50 numbered questions, each with five circles for marking answers.

ECPE LISTENING & READING ANSWER SHEET

MARIA S. GARCIA 05/31/18
Full Name (PRINT) Today's Date (mm/dd/yy)

Maria Soledad Garcia
Signature

CENTER	REGISTRATION	LAN	FORM
1 2 3	3 4 5 6 7 9	8 4	A

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

- Make heavy black marks that fill the circle completely.
- Cleanly erase any answer you wish to change.
- Make no stray marks on the answer sheet.
- Do not fold or crease the answer sheet.
- The examiner will tell you how to fill in the identification section.

EXAMPLES

WRONG WRONG

WRONG RIGHT

GENDER

FEMALE
 MALE
 PREFER NOT TO SAY
 PREFER TO SELF-DESCRIBE: _____

LISTENING

1. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	27. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	39. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
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3. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	16. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	29. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	41. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	30. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	42. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	18. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	31. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	43. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	32. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	44. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	33. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	45. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	21. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	34. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	46. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	22. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	35. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	47. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	23. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	36. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	48. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	24. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	37. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	49. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	25. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	38. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	50. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
13. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	26. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		

- If you change your mind about an answer, erase your first mark completely.
- Fill in only one circle for each question.
- Any question 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 26 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.

LISTENING

Listening Section Instructions

This section of the test has three parts. 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. If you do not know the answer, you may guess. Try to answer as many questions as possible.

Part 1

In this part, you will hear 20 short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. The answer choices are printed in the test booklet. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, C, or D.

Do you have any questions?

1. What ingredient does the woman need?
 - A. butter
 - B. vegetable oil
 - C. flour
 - D. eggs
2. How does the woman feel?
 - A. embarrassed about her bag
 - B. confused about how her bag got damaged
 - C. upset about the dog's behavior
 - D. excited to go shopping
3. What is probably the woman's relationship to the company?
 - A. She is interviewing for a position.
 - B. She is a frequent customer.
 - C. She is a new employee.
 - D. She is the man's boss.
4. What will the man probably do later?
 - A. contact a professor
 - B. withdraw from a class
 - C. finish an assignment for a course
 - D. check to see when his homework is due
5. What will the man do for Ms. Anderson?
 - A. watch her house
 - B. deliver her mail
 - C. take care of her dog
 - D. take her to the airport
6. How will the man help the woman?
 - A. He will set up the meeting room.
 - B. He will print out some materials.
 - C. He will read the presentation slides.
 - D. He will take notes at the meeting.
7. Why does the man apologize to the woman?
 - A. He took her drink.
 - B. He is not paying attention.
 - C. He took her place in line.
 - D. He did not understand her order.
8. Why is the boy asking the girl for help?
 - A. because she took the class once before
 - B. because she is a very good student overall
 - C. because she has a big rock collection
 - D. because she has a good book about rocks
9. What does the man imply about Anthony?
 - A. He can't be depended upon to produce quality work.
 - B. He didn't finish writing a report on time.
 - C. He was assigned to edit a report.
 - D. He has been given several important tasks.
10. What does the woman think of the building?
 - A. It has too many windows.
 - B. It has a confusing design.
 - C. It was probably expensive to build.
 - D. It isn't very attractive.

LISTENING

11. What will the man probably do?
- A. buy a train ticket
 - B. check the bus schedule
 - C. ask for a lower price
 - D. drive a car tomorrow
12. What does the woman say about houses for sale right now?
- A. They have been for sale a long time.
 - B. They all sell really fast.
 - C. They are all very expensive.
 - D. They are not in good condition.
13. What does the boy say he wants to happen?
- A. He wants to attend the same university as the girl.
 - B. He wants to get a loan from his parents.
 - C. He wants to receive discounted university tuition.
 - D. He wants to go to a good university.
14. What does the woman think about the man's suggestion?
- A. She questions whether his idea will work.
 - B. She doesn't think she needs his help.
 - C. She appreciates his expertise in the area.
 - D. She thinks his idea is very innovative.
15. What does the man say about his group?
- A. They haven't chosen a topic yet.
 - B. They have a missing member also.
 - C. They have problems finding time to meet.
 - D. They haven't started their work yet.
16. What are the speakers discussing?
- A. a report the man needs to write
 - B. preparations for the man's time off
 - C. the duties of the woman's new job
 - D. problems the man is having at work
17. Why does the woman mention her job?
- A. to ask to change her schedule
 - B. to request payment for her work
 - C. to explain her preference for a task
 - D. to show her skill for a position
18. Why is the woman talking to the man?
- A. to access an online system
 - B. to request an email
 - C. to submit paperwork
 - D. to schedule an appointment
19. How does the woman help the man?
- A. by suggesting he talk to someone
 - B. by offering to read his paper
 - C. by showing him a new website
 - D. by letting him borrow a book
20. What is the man worried about?
- A. if the airline forgot to make a change
 - B. if he will be able to call someone
 - C. if he will need to wait a long time
 - D. if the airline's sale has already ended

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LISTENING

Part 2

In this part, you will hear three short talks. After each talk, you will hear six questions about it. Before each talk begins, you will have time to preview the questions that are printed in the test booklet.

You will hear each talk and the questions once. If you want to, you may take notes in your booklet as you listen. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, C, or D.

Do you have any questions?

Now you will hear the first talk. Look at the questions.

Listen to a speaker at a literary event.

21. What is the speaker's main purpose?
- A. to explain a change to a program
 - B. to talk about a new book
 - C. to advertise a writing workshop
 - D. to introduce a local author
22. What does the speaker imply about members of the audience?
- A. They are writers themselves.
 - B. They are from the same town.
 - C. They are unfamiliar with Frank Delmont.
 - D. They are visiting from all over the country.
23. How did the speaker meet Frank Delmont?
- A. They worked in the same place.
 - B. She saw him in a café.
 - C. She edited his first book.
 - D. They attended the same university.
24. What does the speaker say about the Writer's Workshop?
- A. It happens in the winter.
 - B. It has more participants this year.
 - C. It is a new program.
 - D. It is for college students.
25. What does the speaker say about refreshments?
- A. They are upstairs.
 - B. They are high quality.
 - C. They are on a table in the back.
 - D. They are free of charge.
26. What will the audience probably do next?
- A. have some treats
 - B. listen to a presentation
 - C. register for a workshop
 - D. purchase a book

Notes

LISTENING

Now you will hear the second talk. Look at the questions.

Listen to a student giving a presentation about a place he visited.

27. What does the speaker say about Native Americans?
- A. They taught others how to fish.
 - B. They lived in Yellowstone for thousands of years.
 - C. They got lost in Yellowstone.
 - D. They created the first national park.
28. Why does the speaker mention lava?
- A. to share some of the dangers of Yellowstone
 - B. to describe something interesting he saw
 - C. to discuss how geysers are formed
 - D. to explain how a certain volcano is unique
29. What is probably true about the speaker?
- A. He did not plan his presentation.
 - B. He has never seen a bear in nature.
 - C. He had never been to Yellowstone before.
 - D. He did not want to give a presentation.
30. What will the speaker probably do next?
- A. show some videos and pictures
 - B. show the class a map
 - C. share more facts about Yellowstone
 - D. talk about more animals
31. Why is the speaker most likely discussing his vacation?
- A. His family wanted him to.
 - B. He is the only student who visited Yellowstone.
 - C. He visited Yellowstone on a class trip.
 - D. Ms. Jones asked him to.
32. What does the speaker mean when he says: 
- A. He's not finished writing it yet.
 - B. He's out of time to speak.
 - C. That's all there is to say.
 - D. The report was a lot of work.

Notes

Now you will hear the third talk. Look at the questions.

Listen to a software product manager talking to her team.

33. What information does the speaker say was being tracked?
- A. money earned
 - B. user activity
 - C. hours worked
 - D. number of servers
34. Why does the speaker mention times of day?
- A. to suggest that some people should work longer
 - B. to emphasize how long some people have worked
 - C. to describe when people use a product
 - D. to share what time to release a product
35. What does the speaker suggest about future priorities?
- A. They'll be focused on new products.
 - B. They'll change day-to-day.
 - C. They'll include the next software release.
 - D. They'll be less extensive than recent work.
36. What does the speaker imply about the future of the company?
- A. They will start developing different products.
 - B. They may hire additional people.
 - C. They may have to work harder soon.
 - D. They will focus more on marketing their products.
37. What is the main purpose of the talk?
- A. to provide feedback on a new product
 - B. to show appreciation for the employees' work
 - C. to explain how to use new technology
 - D. to tell employees when to return to work
38. What does the speaker mean when she says: 
- A. There were an unexpected amount of users.
 - B. The software worked consistently.
 - C. There were some surprising reviews.
 - D. The software was released on time.

Notes

Part 3

In this part, you will hear two segments from a radio program. After each segment, you will hear six questions about it. Before each segment begins, you will have time to preview the questions that are printed in the test booklet.

You will hear each segment twice. Then you will hear the questions once. If you want to, you may take notes in your booklet as you listen. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, or C.

Do you have any questions?

LISTENING

Look at the questions. Then listen to the first segment.

39. What recent event involving a rare manuscript does the first speaker refer to?
- A. a surprising discovery
 - B. a record-breaking sale
 - C. a gift to a university
40. According to Dr. Laramie, what made the illustrators different from other highly skilled artists?
- A. their religious faith
 - B. the way they made their paints
 - C. the lack of recognition for their work
41. What key feature is shared by both the Book of Hours and earlier illuminated manuscripts?
- A. their beautifully decorated pages
 - B. their use by individual citizens
 - C. their substantial size and weight
42. What does Dr. Laramie say about the value of the Book of Hours?
- A. Its value cannot be determined.
 - B. It should be heavily insured.
 - C. Recent news stories have increased its value.
43. What does the reporter imply about similar illuminated manuscripts?
- A. They should be stored carefully.
 - B. Few are displayed for the public to see.
 - C. More may be discovered in the future.
44. What is the main purpose of this report?
- A. to educate listeners about an art form
 - B. to announce the discovery of an ancient book
 - C. to explain a set of religious beliefs

Notes

LISTENING

Look at the questions. Then listen to the second segment.

45. Why does Michelle Perez mention French perfume and roses?
- A. to emphasize the difficulty of a process
 - B. to introduce a new product
 - C. to illustrate the need for experts
46. What would Michelle Perez probably say is the greatest challenge for a perfumer?
- A. determining the right mix of scents
 - B. finding high-quality ingredients
 - C. taking best advantage of technology
47. How does Michelle Perez view the recent research by two physicists?
- A. She is critical of how it was conducted.
 - B. She is suspicious of its participants.
 - C. She is skeptical of its implications.
48. Why doesn't the reporter use products with fragrances?
- A. He is allergic to the ingredients.
 - B. He prefers to use unscented products.
 - C. He wants to be considerate of others.
49. What does Steven Brown say about allergies to fragrances?
- A. They cause people to sneeze.
 - B. Many people have them.
 - C. Evidence for them is limited.
50. What is the purpose of this report?
- A. to discuss the complexity of a product
 - B. to announce new developments in an industry
 - C. to challenge accepted practices

Notes



End of the listening test

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Reading Section Instructions

Do not begin this section until the examiner has read these instructions to you. Do not turn the page until the examiner has told you to do so.

This section of the examination contains 70 questions. Each question has only one correct answer.

Here are examples of each kind of question. In each example, the correct answer is underlined. If you do not understand how to do the questions, raise your hand and a proctor will explain the examples to you. None of the actual test questions can be explained.

Grammar

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

Natalia _____ the ocean every morning when she lived on the coast.

- A. use for swimming at
- B. used swimming for
- C. used to swim in**
- D. use it to swim

Cloze

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

The way we react to challenges is _____ 1. A. Therefore C. As a result
 significantly affected by praise. **(1)** B. However D. In sum
 merely the presence or absence of praise that
 matters. Research has shown that different
 kinds of praise have different effects.

Vocabulary

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

The first things we study as children in school are very _____ so students are not overwhelmed.

- A. perpetual
- B. questionable
- C. corrective
- D. elementary**

Reading

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

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.

According to the passage, how does a standard vending machine compare to a home refrigerator?

- A. Home refrigerators use infrared detectors.
- B. Home refrigerators keep sodas cooler.
- C. Vending machines use more energy to cool less space.**
- D. Vending machines require constant maintenance.

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. If you do not know the answer, you may guess. Try to answer as many questions as possible.

You have **55 minutes** to answer all 70 questions. If you finish before the time is over, you may check your answers within the reading section only. Do not go back to the listening section of the exam. Do not leave the room before the end of the time period. Remain silent and in your seat until the group is dismissed.

Do you have any questions?

READING: GRAMMAR

51. If Jessica _____ classes this semester as last semester, she will be able to graduate this summer.
- A. took as many as
 - B. will take so many
 - C. would take many
 - D. takes as many
52. The restaurant ran out of ice cream but _____ cake to serve to all of the customers.
- A. did have enough
 - B. isn't having enough
 - C. will be much more
 - D. hadn't had more
53. The governor promised to use _____ to improve the state's schools.
- A. all means possibly
 - B. any means possible
 - C. few means possibly
 - D. the means possible
54. _____ in difficult economic times, the small company hired five new employees last year.
- A. Well done unless
 - B. Doing well even
 - C. They do well except
 - D. Though done well
55. The directions do not say how many total kilometers _____ to drive.
- A. do we have
 - B. we have
 - C. have we
 - D. having
56. I wasn't able to get _____ sooner, but it really wasn't an urgent matter.
- A. back from you
 - B. you back
 - C. back for you
 - D. back to you
57. Amanda felt that her new part-time job would be a great opportunity _____ more practical experience.
- A. to get the
 - B. getting some
 - C. to get some
 - D. getting the
58. Each of the new students _____ with an advisor later today before selecting classes.
- A. would have met
 - B. had a meeting
 - C. is meeting
 - D. are going to meet

READING: GRAMMAR

59. It's not entirely clear _____ held this year, given all the new developments currently taking place within the organization.
- A. when the conference will
 - B. whether the conference will be
 - C. if the conference is
 - D. that the conference being
60. The team has just too many injured players to win many _____ games this season.
- A. they remained
 - B. for its remains
 - C. of its remaining
 - D. their remaining
61. Even though the teacher told the students to divide the work for the project equally among themselves, Nicole _____ by herself.
- A. had them taken on
 - B. took it to
 - C. took it on
 - D. had taken to them
62. I could check the numbers again for accuracy, but I don't think _____.
- A. it's worth doing
 - B. it would be worth
 - C. is worth to do
 - D. is worth doing it
63. Her latest novel is the fictionalized account of the life of a nineteenth-century poet _____ in the founding of the university.
- A. that is playing the role
 - B. who goes on to play a role
 - C. is playing on a role
 - D. going to play in a role
64. Because it keeps me awake, only in the morning _____ coffee.
- A. should I drink
 - B. I have drunk
 - C. can I drink
 - D. I would have drunk
65. The repairperson installed _____ in the broken windows.
- A. new glass
 - B. new glasses
 - C. a new glass
 - D. some new glasses
66. Our new business partner _____ of international sales experience to the table.
- A. brought wealth
 - B. brings a wealth
 - C. brings the wealthy
 - D. has brought wealth

READING: CLOZE

This passage is about an ancient city.

Nagar, an ancient city of Mesopotamia, was in the same location as modern-day Tell Brak, Syria. The city's location is puzzling, since the wide variation in rainfall (67) from year to year in Tell Brak (68) life difficult for local farmers. Some years, the land around the (69) is beautiful and green in the springtime, (70) in others the landscape receives (71) enough rain to grow food crops. In the dry years, enormous dust storms black out the sun and farming is impossible without deep (72) and diesel pumps.

Previous research (73) that the ancient climate (74) was similar to what we see today, so how could Nagar thrive with such apparent (75)? It must have had a significant role in trade. An area to the south was (76) by nomads, for whom Nagar could have been a marketplace for their wool and dairy products. Nagar was also situated on well-traveled routes that connected resource-poor cities of southern Iraq with the timber, copper, silver, and precious stones of the mountains to the north.

- | | | |
|-----|-----------------|------------------|
| 67. | A. levels | C. predictions |
| | B. measures | D. changes |
| 68. | A. causes | C. shows |
| | B. does | D. makes |
| 69. | A. farm | C. scene |
| | B. site | D. view |
| 70. | A. also | C. hence |
| | B. while | D. as |
| 71. | A. nearly | C. barely |
| | B. clearly | D. mostly |
| 72. | A. water | C. precipitation |
| | B. wells | D. tunnels |
| 73. | A. suggests | C. results |
| | B. studies | D. recommends |
| 74. | A. model | C. pattern |
| | B. style | D. plan |
| 75. | A. features | C. restrictions |
| | B. compensation | D. disadvantages |
| 76. | A. inhabited | C. transferred |
| | B. resided | D. traded |

READING: CLOZE

This passage is about a U.S. Olympic athlete.

In the 1948 London Olympics, spectators gathered to watch two giants in track and field compete in the high jump finals. Alice Coachman, of the United States, jumped 1.68 meters on her first attempt, (77) breaking a 16-year-old Olympic record. Coachman's (78), London's own Dorothy Tyler, also jumped 1.68 meters. However, because it was (79), Tyler took the silver medal, while Coachman won the gold.

Getting to the Olympics wasn't an easy (80) for Coachman, though. Raising ten children in a rural southern town, her parents couldn't afford expensive training equipment. (81), because she was African American during a time when racial discrimination was rampant, Coachman was (82) from using any of her city's training facilities. Not discouraged, she crafted her own hurdles (83) sticks and rags and practiced (84) barefoot. Years later, she even won several university-level championships performing shoeless. Coachman's teachers (85) her extraordinary talents and introduced her to coaches at Tuskegee Preparatory School, where (86), putting her on the path toward her stellar Olympic performance. As Coachman received her medal from King George VI, she set another record: becoming the first African American woman to have earned the gold.

77. A. hastily C. recently
B. instantly D. formerly
78. A. contender C. contestant
B. competitor D. entrant
79. A. on her second attempt C. not as high
B. a longer time D. a different person
80. A. stunt C. feat
B. adventure D. deed
81. A. Therefore C. Additionally
B. Yet D. Still
82. A. exiled C. locked
B. barred D. eliminated
83. A. out of C. through its
B. according to D. off some
84. A. running in C. to running
B. by running D. having run
85. A. accepted C. recognized
B. imagined D. envisioned
86. A. she ended up enrolling C. she first practiced jumping
B. the Olympics were held D. she coached students

READING: VOCABULARY

87. Airline passengers may _____ up to twenty-four hours before their flight's scheduled departure.
- A. check in
 - B. check out
 - C. check with
 - D. check on
88. Some experts link the trend of dressing _____ in professional settings to the growing influence of younger employees in many companies.
- A. individually
 - B. vaguely
 - C. loosely
 - D. casually
89. As _____ to the university, Shelly didn't know her way around campus.
- A. a novelty
 - B. an apprentice
 - C. a newcomer
 - D. a rookie
90. Museum staff are in the process of _____ the damaged sculpture.
- A. relieving
 - B. restoring
 - C. replenishing
 - D. reversing
91. At the beginning of university, Ron made _____ decision to study history, and he hasn't regretted it.
- A. a candid
 - B. a unanimous
 - C. an innate
 - D. a spontaneous
92. I couldn't remove the mark from my shirt, because it was made with _____ ink.
- A. intractable
 - B. invaluable
 - C. indelible
 - D. intangible
93. The agency plans to _____ the unused skills of people in the neighborhood to help build the facility for those in need.
- A. tap into
 - B. hit on
 - C. line up
 - D. track down
94. The _____ on this rug is always tangled because my cat plays with it all the time.
- A. fringe
 - B. motif
 - C. hem
 - D. mane

READING: VOCABULARY

95. Job applicants were told not to _____ the influence of a good personal reference.
- A. preclude
 - B. prescribe
 - C. discount
 - D. dispense
96. Treating customers well affects the company's _____ positively because they are likely to return to the store and spend more.
- A. fine line
 - B. fine print
 - C. bottom dollar
 - D. bottom line
97. The new building has been _____ Paulson Hall in honor of one of the university's most popular professors.
- A. nominated
 - B. addressed
 - C. dubbed
 - D. summoned
98. Until its launch, the product's new features will be kept secret to keep the public in _____.
- A. edge
 - B. suspense
 - C. strain
 - D. tension
99. Sandra's athletic _____ was demonstrated by her skillful win at the tennis match this weekend.
- A. knack
 - B. prowess
 - C. fluency
 - D. splendor
100. I thought I had read some of that author's work, but these titles don't really _____.
- A. catch the eye
 - B. say the word
 - C. play a part
 - D. ring a bell
101. According to the study, even newborn babies have the ability to _____ between familiar smells.
- A. ascertain
 - B. discriminate
 - C. categorize
 - D. segregate
102. The changes to the office layout were designed to improve efficiency and be _____ disruptive.
- A. minimally
 - B. scarcely
 - C. narrowly
 - D. silently

This passage is about roads.

Many people would assume that the smooth flow of traffic in urban and suburban areas is highly dependent on street designs that incorporate regulations for vehicles and pedestrians. As it turns out, this may not be the case after all. A type of street design called a *woonerf*, the Dutch term for “living street,” operates under quite a different philosophy. A *woonerf* is a paved street area with practically no signs, lines, traffic signals, or curbs. It seems counterintuitive that the absence of typical traffic markings could lead to safer streets with fewer accidents and even enhance traffic flow, yet it seems that it does.

Street markers serve to create an artificial sense of safety, but in fact, they actually make roads less safe because drivers tend to feel that they do not need to be as cautious or pay as much attention if they have signs and markers telling them what to do. Removing markers creates an ambiguous environment for drivers, cyclists, and pedestrians, causing them to pay more attention to their surroundings and requiring them to interact more with each other by making eye contact more frequently. In effect, making streets appear to be more dangerous actually makes them safer, promoting a cooperative balance among the users.

The implementation of this plan has brought positive results. One town in England that recently removed white lines from roads saw a 35 percent decrease in the rate of accidents and a 5 percent drop in average driving speed. First introduced in the 1970s in the Netherlands, where they are still common, living streets can also be found in Germany, Denmark, and Switzerland, and they are becoming more popular throughout Europe and the U.S. By taking into account humans’ response to apparent danger, these shared spaces are able to create an environment where humans function well.

103. What is the main purpose of this passage?
 - A. to discuss how the idea of the *woonerf* was developed
 - B. to describe an innovative road design
 - C. to promote *woonerf* use in places with no road signs
 - D. to show how traffic markers are detrimental
104. In the last sentence of paragraph 1, which word could best replace **enhance**?
 - A. connect
 - B. improve
 - C. repair
 - D. heal
105. According to the passage, what can create ambiguity for drivers, cyclists, and pedestrians?
 - A. making eye contact with each other
 - B. no lines on the road
 - C. too many cars on the road
 - D. confusing signs
106. According to the author, how does a *woonerf* make people act?
 - A. more ambiguously
 - B. more awkwardly
 - C. more cooperatively
 - D. more independently
107. What effect does a *woonerf* have on traffic speed?
 - A. There is no effect on traffic speed.
 - B. Traffic goes faster in some places and slower in others.
 - C. Traffic moves faster.
 - D. Traffic moves more slowly.
108. What does the author suggest is humans’ response to apparent danger?
 - A. to act more quickly
 - B. to act more cautiously
 - C. to act more aggressively
 - D. to act more impulsively

This passage is about horses.

It seems impossible to imagine the American continents without horses. Nevertheless, modern horses are actually a fairly recent import to the New World, having been brought by Spanish explorers in 1519. Since then, their role in American societies has been fundamental. They are present as working animals on farms and ranches, friends and pets to many people, but also exist in wild herds in many countries in the Americas, including the United States.

In a way, these herds are following paths created by their ancestors, because despite their importation in the 1500s, horses actually originated in North America. By about 4 million years ago horses populated the American continents, and approximately 2.5 million years ago they crossed the Bering land bridge between Alaska and Russia to expand into Asia and then Europe.

They and the counterparts they left behind evolved independently until the end of the Quaternary period, approximately 10,000 years ago, at which point the world's wildlife landscape changed dramatically. The Late Quaternary Extinction, marked by a period of climate change, eliminated between 70 percent and 80 percent of the large mammal species in the Americas. Unlike their saber-tooth cat predators (among many others), horses lived on in the populations that had split off millennia before, and after several thousand years, returned to the land they had come from.

So are horses immigrants to the Americas, or are they a native species whose territorial occupation has merely experienced an interruption? The answer has recently been redefined. The horses that went extinct in North America and those that returned are members of the same genus, *Equus*, but different species. Fossil evidence shows some difference in the two species' physical characteristics. However, newer technology that analyzes fossil DNA shows that the two species are actually genetically identical. As with differences in humans' physical appearances, the horses' different characteristics are merely variations within their single species.

The distinction isn't merely an academic one—there are real consequences to the way horses are classified. In the U.S., as in other countries, native wildlife receives environmental protections that immigrant species are not afforded. Given that horses are hardly at risk of extinction today, it's easy to assume that this classification doesn't matter. But if horses are recognized as a native species, they will be in a better position to withstand any potential threats in the future.

109. What is the main purpose of the passage?
 - A. to illustrate how horses came to populate all the continents
 - B. to argue for stronger animal welfare laws
 - C. to describe the identification of a new horse species
 - D. to introduce an issue of wildlife classification

110. In the third sentence of paragraph 1, what does **their** refer to?
 - A. societies'
 - B. horses'
 - C. Spanish explorers'
 - D. American continents'

111. What difference between horses and saber-toothed cats does the passage point out?
 - A. The two species originated in different locations.
 - B. Horse populations were not entirely eliminated.
 - C. The two species had opposite reactions to climate change.
 - D. Saber-toothed cats did not populate South America.

112. Why does the article mention human differences?
 - A. to support claims about horses' intelligence
 - B. to explain the abilities some horses display
 - C. to illustrate genetic findings about horses
 - D. to describe various roles horses have played in history

113. In the second sentence of paragraph 5, which word could best replace **afforded**?
 - A. expected
 - B. survived
 - C. managed
 - D. provided

114. What implication in the passage does the author likely disagree with?
 - A. Horses' large population numbers protect them from harm.
 - B. Horses have played a significant role in American society.
 - C. Climate change was responsible for a mass extinction.
 - D. Horses were a food source for large cats.

This passage is about documentary films.

In 1903, audiences at London’s Alhambra Theatre jumped in fright at what they saw on the screen. Then they watched in fascination as images of giant eight-legged creatures crawled before them. Large and scary looking when projected in a film hall, the creatures were actually tiny organisms called cheese mites. This was the world’s first nature documentary, and it was hugely popular.

Cheese Mites and similar films of the time were filmed through a microscope. Like many scientific advances, the technology that made these first nature documentaries possible was the product of individual exploration rather than formal research. Francis Martin Duncan and Percy Smith were amateur scientists in the early twentieth century. They devised a number of clever methods for filming things they found in nature. Producer Charles Urban saw the potential in their inventions for producing a new kind of film for popular viewing.

The times were right for this sort of entertainment. By the end of the nineteenth century, growing numbers of people had taken up science-related pastimes like collecting butterflies and attending nature talks. It is not surprising, then, that movies featuring magnified cheese mites, plant cells, and even a juggling fly were appealing. While many people enjoyed films like *Cheese Mites* simply for the spectacle, other people’s primary interest in them was educational. The juggling fly, for instance, was in a film that demonstrated the amazing strength of insects. However, for producers such as Urban, the entertainment value was critical to making them a financial success.

Eventually, nature films became a theater staple. They progressed from microscopic film footage to time-lapse photography, which allowed audiences to see the full life cycle of a flower in an eight-minute film. Producers had discovered that this was an ideal length.

115. What is the main purpose of the passage?
 - A. to compare science films with other kinds of films
 - B. to show how science influences everyday life
 - C. to describe the origins of a type of filmmaking
 - D. to explain how the first film was made

116. What point does the author make about advances in science?
 - A. They are influenced by popular culture.
 - B. They often are the result of informal experiments.
 - C. They generally do not receive enough public attention.
 - D. They usually take longer than people think.

117. Why are butterflies mentioned in the passage?
 - A. to provide an example of a nineteenth-century pastime
 - B. to identify the subject of an early documentary
 - C. to describe the professional background of a filmmaker
 - D. to compare two films about insects

118. In the third paragraph, why does the author describe *Cheese Mites* as a spectacle?
 - A. The insects in the film were very small.
 - B. It was dramatic and unusual.
 - C. It was highly educational.
 - D. The subject matter was important.

119. What does the author suggest about Charles Urban?
 - A. His filmmaking skills were limited for the time.
 - B. He conducted scientific research for his films.
 - C. He also owned movie theaters.
 - D. His primary goal was not science education.

120. What can be concluded about people’s hobbies in the early twentieth century?
 - A. They showed that movies were losing popularity.
 - B. They were a factor in the popularity of science films.
 - C. They were enjoyed mainly by educated people.
 - D. They were a result of science education in schools.



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