

PRACTICE TESTS

for the

MICHIGAN ECPE

12 complete tests

Student's Book



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Διορθώσεις: Γιώργος Ανδρικόπουλος

Υπεύθυνος έκδοσης: Βαγγέλης Μπακλαβάς

DTP: Χριστίνα Κωνσταντινίδου

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57009 ΚΑΛΟΧΩΡΙ ΘΕΣΣΑΛΟΝΙΚΗΣ, Τ.Θ. 1213,

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Web site: <http://www.patakis.gr> • e-mail: info@patakis.gr, sales@patakis.gr

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Listening audio files free download and sample answer sheets:
http://schools.patakis.gr/ecpe_audio



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INTRODUCTION

The Michigan Examination for the Certificate of Proficiency in English (ECPE) is a standardized examination aimed to test the ability of the test taker to use English as a foreign language. Passing it shows the test taker has reached C2 level on the Common European Framework of Reference (CEFR). The CEFR includes six common reference levels, ranging from basic user to master as defined by the Council of Europe (2001). The ECPE is aimed at the C2 (Mastery) level and language users at this level are defined as follows:

Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express [themselves] spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

(Council of Europe, 2001: 24)

The examination is divided into four parts: Writing; Listening; Grammar, Cloze, Vocabulary and Reading (GCVR); and Speaking. The breakdown and timing can be seen in the table below. The speaking section takes place on a different day to the rest of the sections, sometimes before and sometimes afterwards. The other three sections (and their sub-sections) are administered together on the same day in the order they appear in below. The answers to the Listening and GCVR sections are recorded on a special answer sheet and marked by a computer. The Writing and Speaking sections are marked by a qualified examiner.

Section	Time	Description	Number of items
Writing	45 minutes	Test takers have a choice of two options — an article/proposal or an essay.	1 task
Listening (a total of 50 items)	40 minutes	Part 1 (multiple choice) Test takers listen to twenty short conversations, each followed by a question. The question is printed in the test booklet. They must choose the correct answer between four answer options for each item.	20
		Part 2 (multiple choice) Test takers listen to three short talks, each of which is delivered by a single speaker and is followed by six questions. The questions are printed in the test booklet. There are four answer options for each item.	18
		Part 3 (multiple choice) Test takers listen to three talks, each of which is followed by six questions. The questions are printed in the test booklet. Test takers must choose the correct answer between three answer options.	12
GCVR (a total of 70 items)	55 minutes	Grammar (multiple choice) Test takers read sixteen sentences/dialogues, each with a gap in it. They must choose which of the four options that follow fits in the gap grammatically.	16
		Cloze (multiple choice) Test takers read two passages, each with ten gaps, and choose which option fits each gap, lexically, grammatically and/or in terms of meaning, from a choice of four.	20

Section	Time	Description	Number of items
		Vocabulary (multiple choice) Test takers read sixteen sentences, each with a gap in it. They must choose which of the four options that follow fits in the gap in terms of meaning.	16
		Reading (multiple choice) Test takers read three passages, each followed by six questions. They must choose the correct answer to each question from a choice of four.	18
Speaking	30 minutes	Test takers take part in a discussion based on a situation and information given to them in written form. The discussion follows a number of stages and involves two or sometimes three test takers and two examiners.	1 task; 5 stages

Writing

Test takers have to write one response considering and presenting multiple points of view. For the article/proposal, a situation and a purpose for writing is briefly described, followed by instructions on what to write. For the essay, a topic is briefly set up, followed by instructions on what to write. Three sources in the form of simple charts, graphs, figures, and quotations are provided, at least one of which should be incorporated into their response. Test takers are expected to write 1.5-2 pages, which is the equivalent of 250-350 words. Marks will be lost if the script is too short. Scripts are rated in terms of: rhetoric (topic development, information organization, and connection between ideas); grammar/syntax (range and accuracy of grammar); and vocabulary (range and accuracy of vocabulary).

Listening

An ECPE test taker is expected to comfortably understand spoken language of any kind, whether live or recorded and formal or informal. No concession will be given to speed, but test takers should not expect accents that are very difficult to immediately understand. They should be able to cope with both technical and idiomatic language, and have the ability to extract information from extended passages of speech. Note-taking is allowed but not required. However, it is strongly recommended that test takers take notes during the extended listening sections (Parts 2 and 3). Correct answers receive one mark.

GCVR

The entire GCVR section lasts 55 minutes, within which test takers must have completed all four sections (Grammar, Cloze, Vocabulary, and Reading). Care must therefore be taken that test takers do not run out of time, and practice under examination conditions is highly recommended.

Grammar

Items may test the particles of phrasal verbs, prepositions and word formation, as well as “pure” grammar. Each correct answer receives one mark.

Cloze

The cloze section is intended to test test takers’ lexical and grammatical skills in the context of an entire passage. Items may therefore test their understanding of relationships between sentences, chunks of text or the passage as a whole, as well as single grammatical and lexical items. Each correct answer receives one mark.

Vocabulary

Apart from single-word verbs, nouns, adjectives and adverbs, items tested include phrasal verbs (as discrete units of meaning), phrases and idioms. Formal, neutral, and informal language may be tested. Each correct answer receives one mark.

Reading

Test takers are expected to understand both global meaning and text details. Meaning in context, reference words, implication, tone and purpose may also be tested. Each text is self-contained and taken from any formal context. This could involve technical subjects, but not to an extent that requires specialized knowledge. Texts are preceded by a short, introductory sentence and are 250-400 words in length. Each correct answer receives one mark.

Speaking

Test takers are given a choice-based decision-making task. The speaking test lasts approximately 25-35 minutes in the paired format and approximately 35-45 minutes in the three-way format. The discussion takes place between two or occasionally three test takers, and two examiners are present. One examiner participates in stages 1-4; the other in stages 4 and 5. Nonetheless, examiner input is minimal and restricted to giving instructions and eliciting information. Both examiners provide a mark for each test taker. Test takers are scored in the following categories:

- Discourse and interaction (development, functional range, and listening comprehension)
- Linguistic resources (range and accuracy of vocabulary and grammar)
- Delivery and intelligibility

Each test taker is given descriptions of two different related options, each consisting of seven pieces of information. For example, they might each have a description of two different teachers, with positive, negative, and neutral points on each. Test takers will be told what their role is (for example, in the example with the two teachers, test takers might be members of a school board), what their task is (to decide the best teacher for a particular position) and who the second examiner is (the school principal). The topics chosen will never require any specialist knowledge, and the task given will always be a realistic one.

The speaking test then follows five distinct stages. These are designed to link to one another logically and sequentially, and to demand increasingly high levels of linguistic and interactional ability.

Stage 1: Introduction (3-5 minutes)

In this stage, the first examiner and the test takers introduce themselves, and the test takers answer personal questions related to the topic of the discussion. The goal is for the test takers to get comfortable. They are, however, expected to provide extended responses and to ask one another and the first examiner questions.

Stage 2: Summarizing and recommending (5-7 minutes)

In this stage, the test takers are given their information sheets. They are given time to read through their two options and to take notes if they wish. Then the first test taker describes in detail to the second test taker what the two options they have are. At the end of the description, the listener must make a recommendation to the first test taker. For this reason, the second test taker must listen to the descriptions carefully and may take notes if they wish. Once that is done, they swap roles, with the second test taker describing their two options, and the first test taker deciding on the best one. Finally, both test takers report on the option they prefer between their two options. They do not need to provide an extensive explanation for their decision.

Stage 3: Consensus reaching (5-7 minutes)

In this stage, the test takers must agree upon what single option is the best of the four. They do this by

comparing and contrasting the four options, discussing their advantages and disadvantages. It should be noted that test takers are still not allowed to look at their partner's information sheet.

Stage 4: Presenting and convincing (5-7 minutes)

In this stage, the second examiner enters an active role in the interview, taking the role of a person in a position of power (for instance, that of a principal of a school that wants to find the best destination for a school trip). The two test takers must together present the option they have chosen to the second examiner and convince them that it is the best one. Test takers are given a short while to plan their presentation together and may now look at one another's information sheets. Each presents different reasons for choosing the option they did and explains the significance of each reason.

Stage 5: Justifying and defending (5-7 minutes)

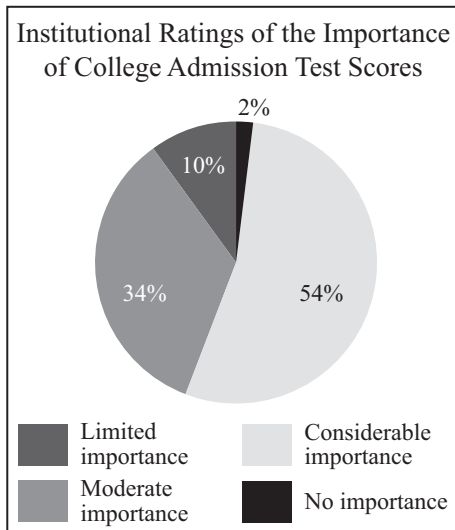
In this stage, the second examiner questions each test taker on the option they have just presented, requiring them to uphold their choice.

Test takers of the Michigan ECPE will receive one of the scores below. Gaining an average (i.e. overall) score of 650 or above means a certificate will be awarded to them. A qualification for the ECPE remains valid for the holder's lifetime.

ECPE Five levels	
Honors (H)	840-1000
Pass (P)	750-835
Low Pass (LP)	650-745
Borderline Fail (BF)	610-645
Fail (F)	0-605

PRACTICE TESTS

- ▶ Choose either Task 1 (Article/Proposal) or Task 2 (Essay). Write on only ONE of these tasks.
- ▶ You will have 45 minutes to write your answer.
- ▶ You will not be graded on the appearance of your paper, but your handwriting must be readable.



“If high school grades become the measure by which college applicants are judged, high schools will have an incentive to hand out A’s like Halloween candy.”

—Heather Hill,
High School Principal

A university education isn’t just about enhancing one’s career prospects. It is about broadening students’ minds and horizons and empowering them to change the world. Nobody must be excluded from it.

—Sean Walters,
student at Williams College

Task 1: Proposal

Experts at the National Center for Fair and Open Testing are considering removing standardized tests as a requirement for college or university admission, but they want to hear public opinion. Write **a proposal** to the Center, suggesting criteria for university entrance. Include at least one piece of information given above to support your response.

Task 2: Essay

There are those that say we educate our children at university so that they get better jobs. Others contend that education plays a different role: that of creating well-adjusted, well-rounded individuals who will make a valuable contribution to the society they live in on many different levels. Write **an essay** discussing the importance of education in modern life. Include at least one piece of information given above to support your response.

Part I

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. Choose the correct answer A, B, C, or D.

1. Where are the speakers?
 - a. They're outdoors.
 - b. They're at the cinema.
 - c. They're at home.
 - d. They're on a bus.
2. What is true about the man?
 - a. The woman is envious of him.
 - b. He's going on a business trip.
 - c. He's been to N.Y. again.
 - d. He's flying at night.
3. How does the woman feel about the man?
 - a. that he deserves praise
 - b. that he needs encouragement
 - c. that she should give him a hand
 - d. that he should have followed safety regulations
4. What does the man want?
 - a. to be sent a message
 - b. to be informed about something
 - c. to contact Mr. Jones
 - d. to know whether to expect a call or not
5. What will the man probably do later?
 - a. send an email
 - b. contact a professor
 - c. register for a course
 - d. hand in an assignment
6. What is true about the woman?
 - a. She's reluctant to meet the man.
 - b. She has no time to meet him.
 - c. She doesn't think they should meet.
 - d. She's not prepared to meet the man.
7. What will happen to the man?
 - a. He will suffer a pay cut.
 - b. He will be transferred to another post.
 - c. He will lose his job.
 - d. Someone else will get his promotion.
8. What does the man say about the topic of the meeting?
 - a. It is not something he is interested in.
 - b. He thinks it is too soon to make a decision.
 - c. He finds it a frightening prospect.
 - d. He doesn't agree with the other speakers.
9. What will the speakers do next?
 - a. go to a concert
 - b. have a rest
 - c. eat somewhere
 - d. get off a bus
10. What is true about the speakers?
 - a. They don't agree on where to go.
 - b. They don't have definite plans after the movies.
 - c. She wants to go to a music performance.
 - d. He doesn't want to go to the movies.
11. Why did the woman fail her driving test?
 - a. She was speeding.
 - b. She didn't turn on her blinker.
 - c. She went through a red light.
 - d. She nearly caused an accident.
12. How can the woman help the man?
 - a. by giving him some health advice
 - b. by just listening to him
 - c. by taking him to a doctor
 - d. by helping him with his work

13. What do we learn about the woman?
 a. She has bad school memories.
 b. She is a teacher.
 c. Few people at her school were helpful.
 d. She was not supposed to go to school.
14. How does the woman feel?
 a. resentful at the man's criticism
 b. worried about her health
 c. afraid that she should see a dentist
 d. sick and tired of explaining things to the man
15. What will the woman probably do?
 a. get the same T-shirt in a larger size
 b. buy something else
 c. get money back
 d. not exchange the gift
16. What has happened?
 a. She doesn't want him to pick up George.
 b. He had forgotten about the game.
 c. She's confused about the date of the game.
 d. She just realized she's terribly late.
17. Where is the stadium?
 a. It is downtown.
 b. It is on Route 3 West.
 c. It is a few miles out of town.
 d. It is 2 miles away from Lincoln Tunnel.
18. What does the woman think?
 a. They don't need a new camera.
 b. The camera is not a bargain.
 c. They must soon make a decision.
 d. They should compare prices before they decide.
19. What can the man do for the woman?
 a. give her some information
 b. take her on his team
 c. design some new software
 d. extend a deadline
20. How does the man feel about the news?
 a. He is puzzled.
 b. He knew it already.
 c. He thinks it's just rumors.
 d. He finds it unsurprising.

Part II

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. You will hear each talk and the questions once. You can take notes if you wish. Choose the correct answer A, B, C, or D.

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

Listen to a speaker at a music event.

21. What is the speaker's main purpose?
 - a. to advertise a CD
 - b. to introduce a music artist
 - c. to promote a music course
 - d. to talk about a music academy

22. What does the speaker imply about members of the audience?
 - a. They have never heard of Katy Cherry before.
 - b. They are aspiring musicians.
 - c. They are from the same community.
 - d. They paid a lot to be present at the event.

23. How did the speaker meet Katy Cherry?
 - a. They were on the same band.
 - b. They were classmates.
 - c. She hired him as a musician.
 - d. He was her music teacher.

24. What does the speaker say about Winslow Music Academy?
 - a. It was founded five years ago.
 - b. Katy provided the money for building it.
 - c. It collaborates with distinguished universities.
 - d. He works for the Academy.

25. What does the speaker say about refreshments?
 - a. They are offered free of charge.
 - b. They were made by Katy's dad.
 - c. They are freshly made.
 - d. They are on a table near the stairs exit.

26. What will the audience probably do next?
 - a. buy Katy's latest CD
 - b. stand in line to have their CDs signed
 - c. listen to a music concert
 - d. be treated to some snacks

Write notes here.

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

Listen to a teacher talking to her class.

27. What school subject is the assignment probably on?
 - a. Chemistry
 - b. Biology
 - c. Physics
 - d. Home Economics

28. Why does the teacher tell the students to listen carefully?
 - a. They are usually a noisy, inattentive class.
 - b. She has no time to explain things again.
 - c. It is quite a difficult assignment.
 - d. How they do in it will affect their term grades.

29. How will the students access the video they have to watch?
 - a. It is on the school website.
 - b. The link is on the handouts they got.
 - c. They will have to look for it online.
 - d. They will click on a link in an email.

30. What must the students do while watching the video?
 - a. take down notes
 - b. compare it to their handouts
 - c. answer questions on their handouts
 - d. jot down what they can't understand


31. What will the students do with the answers handout?
 - a. print it and present it in class
 - b. email it to their teacher
 - c. send it to the rest of the class
 - d. upload it on the class blog

32. What will the students do when they come back to class?
 - a. ask and answer questions
 - b. take a quiz
 - c. present their work
 - d. form different groups

Write notes here.

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

Listen to a professional talking at a book exhibition.

33. What does the speaker probably do for a living?
- He's an author.
 - He's an editor.
 - He's a teacher.
 - He's a proofreader.
34. What does the speaker say about the birth of eBooks?
- Most publishers hailed the digital transformation.
 - Many book lovers viewed it with skepticism.
 - Many said that paper books would disappear.
 - Publishers found it difficult to adjust to the change.
35. What accusation has been made against publishers?
- that they were reluctant to embrace the change
 - that they priced eBooks exorbitantly
 - that they did not enrich eBooks with multimedia
 - that they were slow in producing eBooks
36. What is probably false of authors who will decide to produce eBooks?
- They will become involved in more stages of production.
 - It will be difficult to get their books edited.
 - They will sell them through online bookstores.
 - They will probably make more money.
37. What challenges are publishers faced with?
- They will need to buy new equipment.
 - They will need to adapt their business processes.
 - They will need to pay authors more money.
 - They will need to pay more taxes.
38. What does the speaker mean when he says: 
- that eBooks will be costly in production
 - that eBooks will never catch on
 - that eBooks will complement paper books
 - that eBooks will render paper books obsolete

Write notes here.

Part III

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. You will hear each segment twice. Then you will hear the questions once. Choose the correct answer A, B, or C.

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

Segment 1

39. Why has the wind farm in Texas installed the new radar technology?
- Its installation was relatively economical.
 - Millions of birds fly over it annually.
 - They did it in response to pressure from environmentalists.
40. What can increase the risk of birds crashing into a wind tower at night?
- loss of direction
 - extreme tiredness
 - the height of the towers
41. What can the new technology **not** do?
- monitor weather conditions
 - assess visibility
 - determine risk of accident
42. What prompted NASA to develop this technology?
- protests organized by bird protection activists
 - a similar accident during one of its missions
 - the sheer number of birds killed every year
43. What enables the radar system to get such accurate weather information?
- the extent of the network it gets data from
 - the advanced technology behind it
 - the regular updates on bird activity
44. Which word best describes environmentalists' attitude towards the new technology?
- skeptical
 - indifferent
 - approving

Write notes here.

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

Segment 2

45. Which of the following is **not** entailed in stotting?
- a. rigid legs
 - b. tail held high in the air
 - c. a hunched back
46. When do gazelles stot?
- a. before engaging in a fight
 - b. when approaching a mate
 - c. when feeling threatened
47. Why does the biologist mention male peacocks?
- a. to provide an example of behavior designed to impress
 - b. to compare peacocks and gazelles
 - c. to explain how stotting affects other animals
48. What did the speaker mean by a **win-win situation**?
- a. benefiting both animals involved
 - b. getting rewards through cooperation
 - c. leading a safer life
49. What is the purpose behind the mock fights between dominant male gazelles?
- a. settling disputes
 - b. asserting authority
 - c. attracting mates
50. Under what circumstances do Thomson's gazelles and Grant's gazelles lift their tails?
- a. when marking their territory
 - b. when feeling disturbed
 - c. when warning others of imminent threat

Write notes here.

51. The painters say they the second coat until the middle of next week at the earliest.
 a. haven't finished
 b. will be finishing
 c. won't have finished
 d. are going to have finished
52. how popular the gadget would become, I would certainly have bought some shares in the company.
 a. If I knew
 b. Supposing I had known
 c. Had I known
 d. Should I know
53. Little that the business was already in deep trouble.
 a. knew the lenders
 b. though the lenders knew
 c. the lenders did know
 d. did the lenders know
54. Whatever became that guy from New York that you went to college with?
 a. with
 b. from
 c. to
 d. of
55. If you really don't want to help with the wedding arrangements,
 a. be it so
 b. that's so
 c. so it is
 d. so be it
56. The peacock has a tail to attract a mate with its magnificence.
 a. whose purpose it is
 b. its function is
 c. that's purpose it is
 d. which function is
57. Nobody these instruments without the technician's express permission.
 a. is touching
 b. is to touching
 c. to touch
 d. is to touch
58. The psychologist gave him some techniques to practice for when he started feeling stressed.
 a. breathe
 b. breathless
 c. breathing
 d. breath
59. I can't use the neighbors' swimming pool today – they're
 a. having cleaned it
 b. having it cleaned
 c. having someone cleaned it
 d. having to clean it
60. I hope you don't object your name as one of my referees.
 a. to use me
 b. for my using
 c. me to use
 d. to my using
61. The victim over his wallet by a masked man with a knife.
 a. made him to hand
 b. was made to hand
 c. was made hand
 d. made him hand
62. The prosecutor has demanded that the accused out on bail before the trial, on the grounds that he is a danger to the community.
 a. lets him
 b. to be let
 c. not be let
 d. has been let

63. Sales of ordinary cell phones have collapsed the success of the smartphone.
- a. in spite of
 - b. on the grounds of
 - c. on account of
 - d. with a view to
64. “Have your son’s grades improved at all this semester?”
“Yes – , in fact, that he might be among the top of the class.”
- a. as much as
 - b. so much so
 - c. too much
 - d. so far as
65. All these problems you’re causing won’t disappear; they’re going to you one day.
- a. catch up with
 - b. catch down on
 - c. catch onto
 - d. catch out
66. I might, I couldn’t persuade my colleague to change his mind about leaving.
- a. Hard as
 - b. Much as
 - c. Try as
 - d. However hard

This passage is about DNA fingerprinting.

Forensic science could be (67) to go back 2,500 years. A story from China tells of the general and philosopher Sun Tzu (68) a murder case by asking every villager to bring their sickle into the main square. There in the sunshine, flies settled on the one with (69) of blood still on it.

Yet it was not until the eighties that forensics really came into its (70), with the invention of DNA fingerprinting. (71) until then, scientists had had to rely on the criminal leaving fingerprints behind, (72) could be avoided by the simple tactic of wearing gloves. Hair samples were rarely unique enough to convince a jury; complex analyses of fibers and other evidence left at crime scenes often served (73) to confuse than convict.

DNA was (74) straightforward as a fingerprint and obtainable from just a few cells of the perpetrator. Fewer and fewer serious crimes are solved and fewer criminals are convicted through the use of (75) methods of detective work. It is the man in the lab with the white coat who is the new Sherlock Holmes – as shows (76) the wildly successful CSI series can attest to.

- | | |
|---------------------|-------------|
| 67. a. said | c. told |
| b. had | d. made |
| 68. a. finding | c. cracking |
| b. resolving | d. getting |
| 69. a. coating | c. blobs |
| b. taints | d. traces |
| 70. a. way | c. own |
| b. method | d. place |
| 71. a. Up | c. Not |
| b. Hardly | d. Seen |
| 72. a. it | c. that |
| b. who | d. which |
| 73. a. not | c. was |
| b. more | d. how |
| 74. a. just | c. such |
| b. of | d. as |
| 75. a. conventional | c. radical |
| b. innovative | d. humdrum |
| 76. a. as | c. example |
| b. to | d. like |

This passage is about animal communication.

A study into cow-calf communication (77) combined the brain power of two British universities has come (78) the conclusion that they produce a sum total of three sounds. Researchers spent ten months digitally recording the utterances of cows and their calves, then a (79) year analyzing the sounds using powerful computer software. More specifically, they identified two different sounds produced by the mothers and (80) that came from their offspring.

In the first three to four weeks after giving birth to their young, cows uttered a distinctive low noise with their mouths shut. This was made while the calf was in (81) proximity to its mother and within its field of vision. When the latter lost visual contact with the (82), a different sound was produced. This was of a higher pitch and of greater intensity. The calves, on the other hand, made the same call (83) they wanted milk or were separated from their mother.

Although this is light (84) away from the verbal complexity of humans, apes, monkeys, or even most birds, it does show that there is communication going on, (85) among the lower orders of mammals. For this reason, the researchers can be commended on time well (86).

- | | |
|------------------|---------------|
| 77. a. whose | c. both |
| b. that | d. with |
| 78. a. at | c. down |
| b. to | d. up |
| 79. a. following | c. future |
| b. further | d. second |
| 80. a. one | c. other |
| b. none | d. neither |
| 81. a. near | c. tight |
| b. close | d. next |
| 82. a. next | c. previous |
| b. first | d. former |
| 83. a. either | c. whether |
| b. or | d. nor |
| 84. a. distance | c. miles |
| b. decades | d. years |
| 85. a. except | c. just |
| b. even | d. especially |
| 86. a. paid | c. passed |
| b. spent | d. killed |

87. The teams were very closely matched, and it all the last five minutes of the game.
 a. came down to
 b. brought about
 c. picked up from
 d. kept up with
88. We're willing to help you but, by the same , you must do something for us.
 a. respect
 b. placement
 c. token
 d. coupon
89. These results prove that this mammal did walk the Earth at the same time as the dinosaurs.
 a. overtly
 b. impulsively
 c. excessively
 d. conclusively
90. My brother's son Philip has become very in class, and the teacher keeps having to send him out so she can get on with the lesson.
 a. disordered
 b. disloyal
 c. disruptive
 d. disrespectful
91. There wasn't time for more, so I just threw the cape on the model and sent her out on the catwalk.
 a. whatever
 b. however
 c. anyhow
 d. anytime
92. Our government doesn't talk to theirs officially, but the president keeps some back of communication open.
 a. avenues
 b. gateways
 c. channels
 d. rooms
93. You're going to have to be with your daughter if you want her behavior to improve.
 a. firmer
 b. heftier
 c. earthier
 d. tardier
94. I found out about the post by word of , rather than from the newspaper.
 a. tongue
 b. talk
 c. street
 d. mouth
95. June found it hard to her emotions on seeing her sister after so many years apart.
 a. condemn
 b. confine
 c. constrain
 d. contain
96. The cause of the crash was eventually determined to be wiring sparking off a fire in one of the engines.
 a. defective
 b. inferior
 c. lucrative
 d. successive
97. The acting was good, but the plot was rather and the dialogue similarly dull.
 a. artificial
 b. bland
 c. listless
 d. devious
98. Napoleon was beaten by Wellington at the Battle of Waterloo, bringing his brilliant military career to an end.
 a. concretely
 b. discretely
 c. decisively
 d. concisely

99. The so-called scandal was to the press on purpose by the singer's agent.
- a. tipped
 - b. leaked
 - c. strained
 - d. lured
100. The average family spends most of their income on vacations and entertainment rather than saving.
- a. fallible
 - b. feasible
 - c. durable
 - d. disposable
101. Petra's brother is an alcoholic who hasn't been able to a job for over a month these last ten years.
- a. hold down
 - b. lay out
 - c. lean on
 - d. put up
102. Walking out on a well-paid job like that is madness, in my opinion.
- a. mere
 - b. sheer
 - c. entire
 - d. whole

This passage is about truffles.

Known as “king of the mushrooms”, “diamond of the kitchen”, and by a dozen more effusive epithets, the truffle is one of the most expensive substances on Earth, with white truffles regularly fetching five figures per kilo. Prized for their powerful but exquisite flavor, their availability has been until relatively recently restricted by the ability of truffle hunters to find them growing in the wild.

This is no mean feat, as truffles grow underground, living in a symbiotic relationship among the roots of certain trees like beeches and oaks. Dogs and pigs have been traditionally used to find them by smell, and truffle hunters jealously guard the knowledge of the locations they have found truffles in, passing it down from generation to generation.

More recently, however, agriculturalists have been enjoying some success in the commercial cultivation of truffles. A limestone soil, a temperate climate and good drainage provide the conditions the fungi need to grow – plus a great deal of patience. A farmer planting young trees infected with the fungus can expect to wait at least five years for their first harvest, and seven to eight before their orchard starts showing a decent yield. In the meantime, great care also needs to be taken to prevent other kinds of fungi from taking hold instead of the truffle.

Interestingly, the French had discovered and lost the secret of truffle cultivation once before. In 1808, Joseph Talon planted acorn seedling he had dug up from around truffle-producing oak trees, and in time they too produced truffles. By 1890, 75,000 hectares of land were producing hundreds of tons of truffles. A combination of urbanization and the loss of 20% of the French male population during the First World War, however, meant the knowledge was lost and the truffle orchards were allowed to grow wild.

103. In the first sentence of paragraph 1, what does **effusive epithets** mean?
- meaningless insults
 - extravagant titles
 - indifferent names
 - enthusiastic fans
104. Why are truffles so difficult to locate?
- Only pigs and dogs can spot them.
 - Truffle-hunters tell nobody their location.
 - They can grow nearly anywhere.
 - They are not in open view.
105. How do truffle hunters master the art of hunting them?
- They have to go through rigorous training.
 - It is something they learn from their predecessors.
 - They can find information in books or on-line.
 - They learn it from farmers engaged in their cultivation.
106. Why, is it implied, are farmers reluctant to plant truffles?
- It takes a long time to see a return on an investment.
 - Truffles are sensitive to viral infections.
 - The right combination of growing conditions is rare.
 - It is easy to mistake other kinds of fungi for truffles.
107. How did France lose the knowledge of truffle cultivation?
- Joseph Talon did not survive the First World War.
 - Experiments carried out post-war were unsuccessful.
 - The French countryside emptied in the 20th century.
 - 20% of the men in France moved to the cities.
108. What is the passage about?
- a recent discovery in truffle cultivation
 - a resurgence in truffle production
 - the ancient art of truffle hunting
 - truffle farming in the 19th century

This passage is about Beethoven.

That Beethoven was deaf is well-known, and speculation on the effect that may have had on his music has never ended. But a study by cardiologists has presented an intriguing theory into how a heart condition he may have suffered from could have contributed to his unique style of composition.

Obviously, the delicate instruments used in today's medicine to detect the finer rhythms of the heart were not available in the eighteenth century, so the study relies instead on an understanding of how tempo and key in music can affect the heart, and how it can mirror the rhythms of the heart, and extrapolates from there to theories about Beethoven's cardiac health.

Beethoven's music is noted for its sudden changes in tempo and key, something which marks it as modern, but cardiologist Dr. Zachary Goldberger, who was in charge of the study, believes the reason could be much more fundamental. "When your heart beats irregularly from heart disease, it does so in some predictable patterns," he said. "We think we hear some of those same patterns in his music."

For example, at the beginning of the Piano Sonata No 26 in E-flat major, Opus 81a, there is a rhythm of two short notes and one longer note that suspiciously resembles the beating of a heart suffering from arrhythmia. The last movement of Beethoven's String Quartet in B-flat Major, Opus 130, has a sudden key change to C-flat major. The section that follows creates a shortness of breath in the listener, another classic symptom of arrhythmia.

Though none of this is, of course, possible to prove, it has an air of plausibility to it. Being deaf, Beethoven gathered much of his sensation of music from the sense of feel, from the vibrations the music produced through the air, the floor, or even through the wood and keys of his beloved piano. The beating of his heart, therefore, as he lay dreaming of symphonies and overtures, cannot but have had a most powerful influence on his music.

109. What is the purpose of the passage?
- to overturn a commonly held theory about Beethoven
 - to put forward a theory about the cause of Beethoven's deafness
 - to speculate about why Beethoven's music sounds as it does
 - to describe the influence of disabilities on musical ability
110. What were the results of the study based on?
- notes by Beethoven's actual physician
 - results from medical tests carried out at the time
 - comparisons between musical tempo and heartbeats
 - anecdotal evidence regarding Beethoven's life
111. What conclusion did the study draw?
- Beethoven's tempos match irregular heartbeats too closely to ignore.
 - Beethoven's music was not as modern as critics might believe.
 - Beethoven should not get as much credit for writing his music as he does.
 - Beethoven spent much of his life in fear of a heart attack.
112. What diagnosis was made about Beethoven's heart?
- Beethoven suffered from a heart condition.
 - Beethoven died from heart failure.
 - Beethoven went deaf long before his heart problem developed.
 - Heart disease caused Beethoven's loss of hearing.
113. What adds validity to this theory?
- Beethoven's deafness
 - Beethoven's medical records
 - Beethoven's musical genius
 - Beethoven's premature death
114. How does the author feel about the claims of the study?
- inclined to believe them
 - dubious in the extreme
 - confused as to their reasoning
 - dismissive of their seriousness

This passage is about desalinization.

Once-barren patches of desert are blooming, and it's thanks to reverse osmosis desalinization. This method of turning salt water into potable has changed the whole balance of fresh water politics and economics, but some environmentalists are sounding a warning. The process that turns deserts green could be making the seas as uninhabitable as the deserts once were.

About 97% of the water on the planet is salt water in the seas and oceans, and the vast majority of the fresh water is unavailable, either because it is frozen as ice in the Arctic, Antarctic and in glaciers, inaccessible in remote aquifers and subterranean lakes, or undrinkable in swamps. With the population of the world growing exponentially, this means a small and limited quantity of water must be shared between more and more people. Doomsayers warn of wars over water as intense and without quarter as the oil wars of the 20th century.

Almost every country, however, has access to the sea, and reverse osmosis desalinization plants have sprung up all over the world to exploit this. Osmosis is a natural process whereby water of two different concentrations of salt on different sides of a permeable membrane will gradually equalize, with water molecules moving from the solution of lesser concentration to that of the greater. Reverse osmosis uses multiple membranes and high pressure to “fool” the water into leaving the salty environment into a fresh-water reservoir.

The disadvantages of reverse osmosis plants are twofold. Firstly, they require a great deal of power to run, something which hot countries are mitigating to some extent with the introduction of large-scale solar power installations. The second and more serious problem is what to do with the highly concentrated salt water that is left at the end. At present, most plants simply pump it back into the sea, but the salinity tolerance of sea life is within a narrow and very specific band. Environmentalists have already noted the emergence of “dead zones” in the vicinity of reverse osmosis plants out-flow pipes.

115. What is the main advantage of reverse osmosis desalinization?
- It can be carried out in the middle of a desert.
 - It only requires a minimal amount of water.
 - It can be used in any coastal country.
 - It can turn the desert into a garden.
116. Why is so little water available to use?
- Much of the fresh water is undrinkable.
 - Most fresh water is inaccessible.
 - Seas are growing saltier as the years pass.
 - More and more people are fighting over it.
117. What do pessimists predict about wars over water?
- They will be fierce and merciless.
 - They can only be prevented with the help of desalination.
 - They will be mainly fought in poverty-stricken areas.
 - They will be longer in countries with access to the sea.
118. How does reverse osmosis work?
- Water in low salt concentrations goes to higher salt concentrations.
 - It's an artificial process that works in the opposite way due to pressure.
 - Different concentrations on each side of a membrane will even up.
 - Water moves from the sea and into containers for fresh water.
119. What problem of reverse osmosis plants has been partially dealt with?
- the difficulties of financing them
 - getting permission to establish them
 - what to do with the waste product
 - how to generate the electricity to run them
120. Why does the author mention **dead zones**?
- to emphasize the damage reverse osmosis plants can cause
 - to examine what some environmentalists are claiming
 - to show what happens when salinity levels drop radically
 - to employ the technical term for this part of a plant

Stage One: Introduction (3-5 minutes)

Introduce yourselves and actively participate in the conversation by providing expanded responses and also by asking each other and the examiner questions. Use the following questions as prompts:

Tell each other about the transport you use in your daily life. Do you drive a car? If not, would you like to, and why? What kind of public transport do you prefer? Do you think about the environment when planning a trip?

Stage Two: Summarizing and Recommending (5 to 7 minutes)

The two of you are friends planning to visit a college 600 miles away with ten other fellow students. You two are the committee in charge of deciding how to get there. Four means of transport are possible. Each of you will be given descriptions of two of the four means of transport. You will need to describe the two means of transport to the other member of the committee, so that you both will know about all four means of transport. The examiner is the teacher who will accompany you all on the trip.

Candidate A**By airplane**

- one-hour flight
- \$200 per person round trip
- 6am departure only
- free tea/coffee served
- non-stop
- environmentally unfriendly
- no overnight stay necessary

By car

- ten-hour drive
- \$100 per car each way
- leave when convenient
- four cars needed
- stop whenever necessary
- driving tiring
- two nights' stay needed

Candidate B**By train**

- eight-hour journey
- \$100 per person
- trains leave 8am, 12 noon, 6pm
- can walk around; food on train
- a number of stops; one change
- greenest way to travel
- one night's stay required

By bus

- twelve-hour journey
- \$80 per person
- buses leave every hour
- bus stop on campus
- rest stop every three hours
- lap desk and free Wi-Fi access
- get overnight bus – sleep on bus

Stage Three: Consensus Reaching (5 to 7 minutes)

Compare and contrast the options you have individually chosen and discuss the advantages and disadvantages of each one. Make an agreement on one single option. You are still not allowed to look at each other's piece of paper.

Stage Four: Presenting and Convincing (5 to 7 minutes)

Present and convince the examiner that the option you have chosen is the best one. You can take some time to collaborate and plan your short presentation. At this point, you may look at each other's paper, if you wish. Each one of you must present different reasons for deciding on a particular option and explain why you consider those reasons important.

Stage Five: Justifying and Defending (5 to 7 minutes)

Answer your examiner's questions. You must justify and defend the reasons for your choice.