

# PRACTICE TESTS

for the

# MICHIGAN ECPE

**12 complete tests**

**Teacher's Book**



Το παρόν έργο πνευματικής ιδιοκτησίας προστατεύεται κατά τις διατάξεις της ελληνικής νομοθεσίας (Ν. 2121/1993 όπως έχει τροποποιηθεί και ισχύει σήμερα) και τις διεθνείς συμβάσεις περί πνευματικής ιδιοκτησίας. Απαγορεύεται απολύτως άνευ γραπτής αδείας του εκδότη η κατά οποιονδήποτε τρόπο ή μέσο (ηλεκτρονικό, μηχανικό ή άλλο) αντιγραφή, φωτοανατύπωση και εν γένει αναπαραγωγή, εκμίσθωση ή δανεισμός, μετάφραση, διασκευή, αναμετάδοση στο κοινό σε οποιαδήποτε μορφή και η εν γένει εκμετάλλευση του συνόλου ή μέρους του έργου.

Εκδόσεις Πατάκη – Βιβλία για την εκπαίδευση

Αντιγόνη Μπρατσόλη, James Richards, *Practice Tests for the Michigan ECPE (C2) – Teacher’s Book*

Διορθώσεις Ευαγγελία Δάλκου

Υπεύθυνη έκδοσης Χαρά Κόκκιου

DTP Χριστίνα Κωνσταντινίδου

Φιλμ-μοντάζ Μαρία Ποινιού-Ρένεση

Copyright© Σ. Πατάκης Α.Ε.Ε.Δ.Ε. (Εκδόσεις Πατάκη), Αθήνα, 2015

Πρώτη έκδοση από τις Εκδόσεις Πατάκη, Αθήνα, Αύγουστος 2015

Κ.Ε.Τ. Α012 – Κ.Ε.Π. 611/15

ISBN 978-960-16-6438-5



ΠΑΝΑΓΗ ΤΣΑΛΔΑΡΗ (ΠΡΩΗΝ ΠΕΙΡΑΙΩΣ) 38, 104 37 ΑΘΗΝΑ,

ΤΗΛ.: 210.36.50.000, 210.52.05.600, 801.100.2665, ΦΑΞ: 210.36.50.069

ΚΕΝΤΡΙΚΗ ΔΙΑΘΕΣΗ: ΕΜΜ. ΜΠΕΝΑΚΗ 16, 106 78 ΑΘΗΝΑ, ΤΗΛ.: 210.38.31.078

ΥΠΟΚΑΤΑΣΤΗΜΑ ΒΟΡΕΙΑΣ ΕΛΛΑΔΑΣ: ΚΟΡΥΤΣΑΣ (ΤΕΡΜΑ ΠΟΝΤΟΥ – ΠΕΡΙΟΧΗ Β΄ ΚΤΕΟ),

57009 ΚΑΛΟΧΩΡΙ ΘΕΣΣΑΛΟΝΙΚΗΣ, Τ.Θ. 1213,

ΤΗΛ.: 2310.70.63.54, 2310.70.67.15, ΦΑΞ: 2310.70.63.55

Web site: <http://www.patakis.gr> • e-mail: [info@patakis.gr](mailto:info@patakis.gr), [sales@patakis.gr](mailto:sales@patakis.gr)

## TABLE OF CONTENTS

INTRODUCTION .....	5
<b>PRACTICE TESTS</b>	
TEST 1 .....	11
TEST 2 .....	31
TEST 3 .....	51
TEST 4 .....	71
TEST 5 .....	91
TEST 6 .....	111
TEST 7 .....	131
TEST 8 .....	151
TEST 9 .....	171
TEST 10 .....	191
TEST 11 .....	211
TEST 12 .....	231
<b>APPENDIX I: WRITING SAMPLE ANSWERS</b> .....	251
<b>APPENDIX II: SAMPLE QUESTIONS IN SPEAKING, STAGE FIVE</b> .....	267
<b>APPENDIX III: TRANSCRIPTS</b> .....	271
SAMPLE ANSWER SHEETS .....	322
TABLE OF CONTENTS OF CDs .....	324



## INTRODUCTION

The Michigan Examination for the Certificate of Proficiency in English (ECPE) is a standardized examination aimed to test the ability of the candidate to use English as a foreign language. Passing it shows the candidate 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 (see pp. 322-3) and marked by computer. The Writing and Speaking sections are marked by a qualified examiner.

Section	Time	Description	Number of items
<b>Writing</b>	30 minutes	Candidates write one essay from a choice of two.	1 task
<b>Listening</b>	35-40 minutes	Part 1 (multiple choice) Candidates listen to fifteen short conversations. For each, they are presented with three statements, and must choose the one which has the same meaning as, or is true based on, the conversation.	15
		Part 2 (multiple choice) Candidates listen to a question or statement and must choose the most appropriate response from a choice of three.	20
		Part 3 (multiple choice) Candidates listen to three parts of a radio show, each on a different topic and each followed by five questions. The questions also appear on the test booklet, followed by three options; candidates must choose the correct one based on what they heard.	15
<b>GCVR</b>	75 minutes	Grammar (multiple choice) Candidates read forty sentences/dialogues, each with a gap in it. They must choose which of the four options that follow fits in the gap grammatically.	40
		Cloze (multiple choice) Candidates read two passages, each with ten gaps, and choose which option fits each gap, lexically and/or grammatically, from a choice of four.	20

Section	Time	Description	Number of items
		Vocabulary (multiple choice) Candidates read forty 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.	40
		Reading (multiple choice) Candidates read four passages, each followed by five questions. They must choose the correct answer to each question from a choice of four.	20
<b>Speaking</b>	30-35 minutes	Candidates 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 candidates and two examiners.	1 task; 5 stages

### Writing

The candidate must write one of a choice of two essays in 30 minutes. Topics will not be technical, but rather those a candidate of this level would be expected to be familiar with. Candidates are expected to write 1.5-2 pages, which is the equivalent of 250-350 words. Marks will be lost if the essay is too short. An essay question will consist of a context or situation, a precise instruction as to what the candidate must discuss and an indication of what should be included. All three elements must be covered in the essay for the candidate to receive a satisfactory score. Essays 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 candidate 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 candidates 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 candidates take notes during the extended listening sections (Part 3). Correct answers receive one mark.

### GCVR

The entire GCVR section lasts 75 minutes, within which candidates must have completed all four sections (Grammar, Cloze, Vocabulary and Reading). Care must therefore be taken that candidates 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 candidates’ 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. Both formal, neutral and informal language may be tested. Each correct answer receives one mark.

### **Reading**

Candidates 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**

Candidates 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 candidates, 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 candidate. Candidates 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 candidate 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. Candidates will be told what their role is (for example, in the example with the two teachers, candidates 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 candidates introduce themselves, and the candidates answer personal questions related to the topic of the discussion. The goal is for the candidates 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 candidates 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 candidate describes in detail to the second candidate what the two options they have are. At the end of the description, the listener must decide which of the two options described to them is best, giving justifications. For this reason, the second candidate must listen to the descriptions carefully, and may take notes if they wish. Once that is done, they swap roles, with the second candidate describing their two options, and the first candidate deciding on the best one.

#### **Stage 3: Consensus reaching (5-7 minutes)**

In this stage, the candidates 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 candidates 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 takes an active role in the interview, that of a person in a position of power (for instance, the role of a principal of a school that wants to find the best destination for a school trip). The two candidates must together present the option they have chosen to the second examiner and convince them that it is the best one. Candidates 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 candidate on the option they have just presented, requiring them to uphold their choice.

Candidates 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



- For the writing section you will have 30 minutes to write on one of the two topics.
- You may make an outline or notes if you wish, but your outline will not count toward your score.
- Write about one-and-a-half to two pages. Your essay will be marked down if it is extremely short.
- Your essay will be judged on how clearly and effectively you present your views, how skillfully you develop the topic and organize your writing as well as on the range, accuracy and appropriateness of your grammar and vocabulary.

Topics
1. There is a body of opinion that says examinations are a poor indicator of ability and knowledge in a subject, and that they favor people of a certain temperament. A system of continual assessment is usually put forward as an alternative. Which do you find fairer? Discuss, supporting your opinion with specific reasons.
2. In most countries, the age at which citizens are allowed to vote is eighteen. A person of this age is considered to have the maturity to decide on the running of the country and the right to have a say in it. When do you feel is the appropriate age for someone to be able to vote in national elections? Support your opinion with specific reasons.

**Part I**

In this part, you will hear short conversations. From the three answer choices given, select the answer which means about the same thing as what you hear, or is true based upon what you hear. No problems can be repeated.

1. a. They're outdoors.  
 b. They're at the cinema.  
c. They're at home.
2. a. She's envious of him.  
 b. He's flying at night.  
c. He's not happy about the trip.
3.  a. She feels he deserves praise.  
b. He's afraid of flying.  
c. She offers to give him a hand.
4.  a. He wants to be informed about something.  
b. She doesn't know his cell phone.  
c. He doesn't want to accept a call.
5. a. She's reluctant to meet him.  
 b. She has no time to meet him.  
c. She doesn't think they should meet.
6. a. She's not being honest.  
b. He can't wait to hear the news.  
 c. The news is bad.
7. a. She offers to buy him dinner.  
b. They have to be somewhere in half an hour.  
 c. They're going somewhere together.
8. 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.
9.  a. He's been irritable lately.  
b. He has a health problem.  
c. He doesn't want to talk about his problem.
10. a. She has bad school memories.  
 b. She is a teacher.  
c. Few people at school were helpful.
11.  a. She resents his criticism.  
b. She's worried about his health.  
c. He thinks she should see a dentist.
12. a. She doesn't want him to pick up George.  
b. He had forgotten about the game.  
 c. She's looking forward to the game.
13. a. The stadium is downtown.  
b. The stadium is on Route 3 West.  
 c. The stadium is a few miles out of town.
14. a. She thinks they don't need a camera.  
b. She thinks the camera is not a bargain.  
 c. She thinks they should compare prices before they decide.
15.  a. She needs his help before they start.  
b. She's not going to be in his team.  
c. They'll have to work on the new software.

**Part II**

In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question. No problems can be repeated.

16.  a. If the truth be told, I'm not sure it's wise.  
 b. I'm thinking about it right now.  
 c. You've got a very high opinion of yourself.
17. a. Yes – he'll be finished in a minute.  
 b. Not that you'd notice.  
 c. Every once in a while, yes.
18.  a. No, that was my last one this afternoon.  
 b. Yes, I found them very difficult.  
 c. Well, I sat for History 101 this morning.
19.  a. Closer to Houston, actually.  
 b. It seems like it, yes.  
 c. She's right next door to them.
20.  a. It's a pity they couldn't make it.  
 b. All I'm asking for is an apology.  
 c. What a shame they didn't say sorry.
21.  a. I think we left them on the subway.  
 b. I was looking at it just a minute ago.  
 c. Gordon's nowhere to be found.
22. a. I had no idea.  
 b. Is that a ballpark figure?  
 c. Hit me with it.
23. a. She'll pop in just after lunch.  
 b. She called and left a message with Tim.  
 c. She just left an hour ago.
24.  a. I didn't make it either.  
 b. I'm afraid I can't do both.  
 c. How dare you!
25. a. I wish they'd stop pushing us around.  
 b. When you decide on a date, let me know.  
 c. I heard already, but thanks for letting me know.
26.  a. I wouldn't miss it for the world.  
 b. I had the time of my life.  
 c. I'm over the moon about it.
27. a. Yes, we'll be there in no time.  
 b. No, it should only take a couple of hours.  
 c. It depends on how much gas we have.
28.  a. I was hoping you'd say that.  
 b. Just put it on the bill.  
 c. I never eat dessert, thanks.
29. a. Actually, not as much as you'd imagine.  
 b. No, I've never been there.  
 c. No, I didn't get any further today.
30.  a. I hadn't noticed, to be honest.  
 b. I've never been so insulted.  
 c. Yes, it's too salty.
31.  a. I'm not from round here.  
 b. Yes, thank you, I do.  
 c. What a strange request.
32.  a. We'll contact you if it is.  
 b. That was quite something.  
 c. Let's wait and see.
33. a. Whatever you say.  
 b. Hey, it's just business, right?  
 c. Don't tell me what to do!
34. a. It was a very difficult word.  
 b. Why not – you're making sense to me.  
 c. Not really. She talks so quickly sometimes!
35. a. Not if I see you first.  
 b. I'd rather you didn't.  
 c. Of course he won't mind.

**Part III**

In this part, you will hear three short segments from a radio program. Each of the segments is on a different topic. As you listen, you may want to take some notes to help you remember information given in the talk. After each talk, you will be asked some questions about what was said. From the three answer choices given, choose the one that best answers the question according to the information you heard. No problems can be repeated.

**Segment 1**

36. Why has the wind farm in Texas installed the new radar technology?
- a. Its installation was relatively economical.
  - b. Millions of birds fly over it annually.
  - c. They did it in response to pressure from environmentalists.
37. What can increase the risk of birds crashing into a wind tower at night?
- a. loss of direction
  - b. extreme tiredness
  - c. the height of the towers
38. What can the new technology **not** do?
- a. monitor weather conditions
  - b. assess visibility
  - c. determine risk of accident
39. What enables the radar system to get such accurate weather information?
- a. the extent of the network it gets data from
  - b. the advanced technology behind it
  - c. the regular updates on bird activity
40. Which word best describes environmentalists' attitude towards the new technology?
- a. skeptical
  - b. indifferent
  - c. approving

**Write notes here.**

**Segment 2**

41. Which of the following is **not** entailed in stotting?
- a. rigid legs
  - b. tail held high in the air
  - c. a hunched back
42. 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
43. 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
44. What is the purpose behind the mock fights between dominant male gazelles?
- a. settling disputes
  - b. asserting authority
  - c. attracting mates
45. 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.**

**Segment 3**

46. How does the scholarly community feel about this book?
- a. enthusiastic
  - b. upset
  - c. disillusioned
47. What is the common element between the two maps supporting the 1421 theory?
- a. They depict landforms accurately.
  - b. They were published at the same time.
  - c. They were found in Taiwan.
48. Why does the speaker mention the horse pictures?
- a. to discredit a long-held historical belief
  - b. to prove that the Chinese were competent horsemen
  - c. to provide an example of pre-Columbian native art
49. Which of the following is **not** an item providing evidence of Chinese presence in America?
- a. coins
  - b. an item of clothing
  - c. a metal container
50. Why is the 1421 theory doubted by most historians?
- a. There is not enough evidence to support the theory.
  - b. The inventor of the theory is an amateur historian.
  - c. The maps used as evidence may be fake.

**Write notes here.**

51. Economic growth in Oregon was roughly ...  
..... California's.  
 a. the same as  
b. the same as that of  
c. as same as  
d. same as such
52. Not ..... any account should you tell an outsider of our plans.  
a. at  
b. to  
 c. on  
d. with
53. If the weather is as bad tomorrow, we .....  
Mount Fuji as we had planned.  
a. may not have to climb  
b. could not be climbing  
c. might not have climbed  
 d. might not be able to climb
54. One of the customers is demanding ..... to the manager.  
 a. to speak  
b. speak  
c. to speaking  
d. in speaking
55. 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
56. .... 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
57. What ..... the high levels of pollutants being emitted by the plant.  
a. we are concerned is  
 b. concerns us is  
c. is concerning us  
d. are we concerned
58. The climbers knew they couldn't get back before nightfall because ..... so long to reach the peak.  
a. had it taken  
b. of taking them  
c. they had taken it  
 d. it had taken them
59. It is by no means certain ..... enter the competition or not.  
a. either our team is going to  
b. if our team does  
 c. whether our team will  
d. neither will our team
60. .... the hackers gained access to millions of patients' records by exploiting a weakness in the insurance company's website.  
a. They are said  
b. They have  
c. It is said to have  
 d. It is said that
61. 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
62. Whatever became ..... that guy from New York that you went to college with?  
a. with  
b. from  
c. to  
 d. of
63. His roommate insists Joseph pay for the printer, ..... there is no proof Joseph broke it.  
a. unless  
b. despite  
 c. although  
d. however
64. 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

65. Before I found this apartment last year, I .....  
... moving back in with my parents.  
a. had been considered  
**b. was considering**  
c. have been considering  
d. am considering
66. Kenny's uninterested in the degree ..... ;  
what he cares about is the knowledge it offers  
him.  
a. all by itself  
b. just by its own  
**c. in and of itself**  
d. with itself or without
67. The peacock has a tail ..... to attract a  
mate with its magnificence.  
**a. whose purpose it is**  
b. its function is  
c. that's function it is  
d. which function is
68. Nobody ..... these instruments without the  
technician's express permission.  
a. is touching  
b. is to touching  
c. to touch  
**d. is to touch**
69. "Why were you arguing with Tom again?"  
"..... started it this time."  
a. He was that  
b. It was he  
c. He was the one  
**d. It was him who**
70. The psychologist gave him some .....  
techniques to practice for when he started  
feeling stressed.  
a. breathe  
b. breathless  
**c. breathing**  
d. breath
71. I can't use the neighbors' swimming pool to-  
day – they're .....  
a. having cleaned it  
**b. having it cleaned**  
c. having someone cleaned it  
d. having to clean it
72. The final dish on the tasting menu was .....  
I've ever tried.  
a. the one tasty  
**b. one of the tastiest**  
c. one of the tastier  
d. to be the tastiest one of
73. 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**
74. 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
75. Only after we have inspected the entire build-  
ing ..... as safe.  
a. will it certify  
**b. will it be certified**  
c. it will be certified  
d. will be certified
76. "Why doesn't he go work in the oil fields up  
north?"  
"He wishes ..... , but his health is too  
poor."  
a. to do  
b. he did  
c. he would  
**d. he could**
77. The prosecutor has demanded that the ac-  
cused ..... out on bail before the trial, on  
the grounds that he is a danger to the commu-  
nity.  
a. lets him  
b. to be let  
**c. not be let**  
d. has been let

78. 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
79. "Have your son's grades improved at all this semester?"  
"Yes - ..... , in fact, that he might be among the top in the class."  
a. as much as  
**b. so much so**  
c. too much  
d. so far as
80. 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
81. Getting a good grade in these exams ..... 24-7 for the next six months.  
a. means to study  
b. is meaning to study  
**c. means studying**  
d. is meaning studying
82. The little girl got a big shock, but otherwise she was ..... for her experience.  
a. not the worse  
**b. none the worse**  
c. nothing worse  
d. not the worst
83. We need to find out why ..... this way to the drug.  
a. are the patients reacting  
b. the patients reacting  
**c. the patients are reacting**  
d. the patients they are reacting
84. "I have no desire to go to the engagement party of a couple I met two weeks ago."  
"..... , to be honest."  
a. Nor did I  
**b. Neither do I**  
c. I don't too  
d. So did I
85. .... 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
86. We think this is the best course of action, but ..... our partners will agree.  
**a. we're not completely sure whether**  
b. we're completely not sure whether  
c. we completely aren't sure whether  
d. completely we're not sure that
87. The third question ..... I really felt I answered perfectly.  
a. it was that  
b. was that  
**c. was one that**  
d. that it was
88. No matter ..... we tried to convince her to stay, my mother insisted on leaving.  
a. what hardly  
b. how hardly  
**c. how hard**  
d. however hard
89. Joan deeply regrets ..... those negative things about you to the manager, and asked that you forgive her.  
a. having to say  
**b. having said**  
c. to having said  
d. to say
90. I'm not sure I like my new job yet, but I'm taking each day .....  
a. if it's coming  
**b. as it comes**  
c. while it's coming  
d. when it comes

**This passage is about DNA fingerprinting.**

Forensic science could be **(91)** to go back 2,500 years. A story from China tells of the general and philosopher Sun Tzu **(92)** 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 **(93)** of blood still on it.

Yet it was not until the eighties that forensics really came into its **(94)**, with the invention of DNA fingerprinting. **(95)** until then, scientists had had to rely on the criminal leaving fingerprints behind, **(96)** 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 **(97)** to confuse than convict.

DNA was **(98)** 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 **(99)** methods of detective work. It is the man in the lab with the white coat who is the new Sherlock Holmes – as shows **(100)** the wildly successful CSI series can attest.

91.  a. said  
b. had  
c. told  
d. made
92. a. finding  
b. resolving  
 c. cracking  
d. getting
93. a. coating  
b. taints  
c. blobs  
 d. traces
94. a. way  
b. method  
 c. own  
d. place
95.  a. Up  
b. Hardly  
c. Not  
d. Seen
96. a. it  
b. who  
c. that  
 d. which
97. a. not  
 b. more  
c. was  
d. how
98. a. just  
b. of  
c. such  
 d. as
99.  a. conventional  
b. innovative  
c. radical  
d. humdrum
100. a. as  
b. to  
c. example  
 d. like

**This passage is about animal communication.**

A study into cow-calf communication **(101)** combined the brain power of two British universities has come **(102)** 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 **(103)** year analyzing the sounds using powerful computer software. More specifically, they identified two different sounds produced by the mothers and **(104)** 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 **(105)** proximity to its mother and within its field of vision. When the latter lost visual contact with the **(106)**, 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 **(107)** they wanted milk or were separated from their mother.

Although this is light **(108)** away from the verbal complexity of humans, apes, monkeys or even most birds, it does show that there is communication going on, **(109)** among the lower orders of mammals. For this reason, the researchers can be commended on time well **(110)**.

101. a. whose  
 b. that  
 c. both  
 d. with
102. a. at  
 b. to  
 c. down  
 d. up
103. a. following  
 b. further  
 c. future  
 d. second
104.  a. one  
 b. none  
 c. other  
 d. neither
105. a. near  
 b. close  
 c. tight  
 d. next
106. a. next  
 b. first  
 c. previous  
 d. former
107. a. either  
 b. or  
 c. whether  
 d. nor
108. a. distance  
 b. decades  
 c. miles  
 d. years
109. a. except  
 b. even  
 c. just  
 d. especially
110. a. paid  
 b. spent  
 c. passed  
 d. killed

111. At this college, we take young people full of ..... and dreams and show them how to turn them into reality.
- a. aspirations
  - b. dedications
  - c. preparations
  - d. indications
112. 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
113. We're willing to help you but, by the same ....., you must do something for us.
- a. respect
  - b. placement
  - c. token
  - d. coupon
114. 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
115. We left the hotel immediately – our room was ..... with cockroaches.
- a. wriggling
  - b. crawling
  - c. creeping
  - d. burrowing
116. Warren has some ..... thinking to do about his future.
- a. grave
  - b. broad
  - c. wide
  - d. deep
117. The producers must give the director some ..... of autonomy or he's not going to make the film for them.
- a. lever
  - b. degree
  - c. unit
  - d. grade
118. 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
119. It took me a few days of wandering around Manhattan before I found my .....
- a. course
  - b. positioning
  - c. compass
  - d. bearings
120. The state governor has blamed the rise in unemployment on the large numbers of young people entering the labor ....., though most economists disagree.
- a. lake
  - b. force
  - c. ranks
  - d. ring
121. 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
122. Did you ..... a good impression of the candidate through the course of the interview?
- a. shape
  - b. form
  - c. draw
  - d. make

123. 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
124. The businessman was charged with ..... setting up companies in his employees' names for purposes of tax evasion.  
a. fraudulently  
b. contemptuously  
c. selflessly  
d. brutally
125. 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
126. He's ruthlessly ambitious, and will ..... any opportunity to advance himself.  
a. wrench  
b. grip  
c. grapple  
d. grasp
127. I found out about the post by word of ....., rather than from the newspaper.  
a. tongue  
b. talk  
c. street  
d. mouth
128. June found it hard to ..... her emotions on seeing her sister after so many years apart.  
a. condemn  
b. confine  
c. constrain  
d. contain
129. Race is a ..... that has been particularly difficult to overcome in American society.  
a. boundary  
b. border  
c. barrier  
d. limit
130. If you carry out robberies with a loaded firearm, the law will deal with you ..... when it catches up with you.  
a. harshly  
b. malignantly  
c. hardly  
d. atrociously
131. If what you're ..... is that I owe you some kind of debt of gratitude, then you are deeply mistaken.  
a. implying  
b. impelling  
c. implanting  
d. imploring
132. The company is planning a ..... on staff misuse of office supplies.  
a. crackdown  
b. go-between  
c. takeover  
d. comeback
133. The salespeople have ..... account they can use while they are on the road, but they must provide receipts.  
a. an expenditure  
b. an expense  
c. a purchase  
d. a deficit
134. "Luckily, my daughter didn't ..... my nose," laughed Mr. Hargreaves.  
a. inherit  
b. bequeath  
c. take  
d. gain

135. 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
136. How can they be such close friends – they ...  
..... two completely different worlds.  
a. reside  
b. contain  
c. include  
 d. inhabit
137. Knowing an innocent man was in jail for a crime she had committed left her ..... with guilt for years.  
a. agonized  
 b. tortured  
c. twisted  
d. wrapped
138. The acting was good, but the plot was rather ..... and the dialogue similarly dull.  
a. artificial  
 b. bland  
c. listless  
d. devious
139. 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
140. The so-called scandal was ..... to the press on purpose by the singer's agent.  
a. tipped  
 b. leaked  
c. strained  
d. lured
141. The ..... of the newspaper has dropped to under a million, putting it in grave danger of bankruptcy.  
a. edition  
b. publication  
c. extradition  
 d. circulation
142. The average family spends most of their ..... income on vacations and entertainment rather than saving.  
a. fallible  
b. feasible  
c. durable  
 d. disposable
143. The runner was ..... placed just behind the leader, so as to be in the best position to make a break for the line in the last 200 meters.  
a. superficially  
 b. strategically  
c. flexibly  
d. intrusively
144. 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
145. Walking out on a well-paid job like that is ..... madness, in my opinion.  
a. mere  
 b. sheer  
c. entire  
d. whole
146. My solicitor is working on a ..... tax evasion case at the moment and is getting a lot of unwanted media attention.  
 a. high-profile  
b. long-lasting  
c. little-known  
d. eye-catching

147. The painter is putting the finishing ..... to the baby's room, so it'll be ready in plenty of time for the birth.
- a. touches
  - b. fixtures
  - c. strokes
  - d. imprints
148. Though Barry came from a very poor background, it doesn't seem to have ..... him in his rise to the top.
- a. hindered
  - b. strived
  - c. reformed
  - d. preceded
149. Douglas looked very ill at ..... when he realized his ex-wife was at the gathering too.
- a. ease
  - b. home
  - c. heart
  - d. gills
150. We would only be persuaded to extend a deadline under ..... circumstances.
- a. exemplary
  - b. explicit
  - c. exceptional
  - d. expressive

**This passage is about globalization.**

152 Economists who support globalization often point to the drop in world poverty it has brought about over the last two decades. Life expectancy is up, 2 billion more people now have access to clean water, and deaths from preventable diseases like TB, malaria, and measles are down. Death rates for infants and mothers have also seen a reduction, as have numbers of underweight children.

Yet in the West, things are not so rosy, and could even be said to be taking the opposite course. Between the end of the Second World War and the beginning of the eighties, income for the bottom 20% in society increased at a greater rate than that of the top 20%. 153 Since 1980, their income has hardly increased at all, while that of the top 20% carried on increasing steadily. Today, over half of US wealth is in the hands of just 3% of the population, and America is less equal than the Philippines in those terms.

Those that blame jobs going overseas for these ills are shooting wide of the mark. Domestic companies are also cutting wages, and at the same time corporate profits are through the roof. Indices of poverty such as infant mortality are on the rise once again. 154 The American Dream of rising out of a life on the breadline, struggling week to week to pay rent and utilities, to education, wealth and a middle-class life, are more unattainable than practically ever before.

There are a number of theories as to where this trend will end up. It could all seem to point to the fact that as the wealth of a country rises, it only benefits all areas of society for a limited period of time. Another theory says that the trend will continue until all countries have reached a similar level of wealth. 155 Nobody, however, seems at all confident that things will improve for the USA – or other countries of the West – any time soon.

151. What is the main idea of the passage?
- Globally, economies are going consistently downhill.
  - Quality of life indicators are not growing so fast in the USA.
  - Globalization is not affecting countries equally worldwide.
  - Globalization has meant wealth leaving the West for developing countries.
152. What does evidence from the developing world show?
- Globalization is having an undeniably positive impact there.
  - Economies there are finally benefiting from wise economic decisions.
  - Healthcare figures are improving due to better education.
  - People are living longer and putting pressure on welfare bodies.
153. What economic picture do we get of the USA?
- Trends are practically opposite to those in the developing world.
  - Economists are not at all optimistic about its future.
  - Only 23% of the population has grown wealthier in over 40 years.
  - It is now a poorer country in real terms than the Philippines.
154. In the last sentence of the third paragraph, what does **on the breadline** mean?
- just getting by
  - living off charity
  - having plenty to eat
  - living on the streets
155. How does the author feel about the future?
- pessimistic that the developing world can rise much further
  - optimistic that economies will meet in the middle
  - resigned to a long period of American decline
  - certain the developing countries will rise and then fall too

**This passage is about truffles.**

156 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 wild.

157 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.

158 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.

159 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.

156. In the first sentence of paragraph 1, what does **effusive epithets** mean?
- meaningless insults
  - extravagant titles
  - indifferent names
  - enthusiastic fans
157. 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.
158. 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.
159. 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 20<sup>th</sup> century.
  - 20% of the men in France moved to the cities.
160. 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 19<sup>th</sup> 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.

161. 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
162. What were the results of the study based on?
- notes made 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
163. 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.
164. What diagnosis was made about Beethoven's heart?
- Beethoven suffered from a heart condition.
  - Beethoven may have died from heart failure.
  - Beethoven went deaf long before his heart problem developed.
  - Heart disease caused Beethoven's loss of hearing.
165. 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 20<sup>th</sup> 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 outflow pipes.

166. 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.
167. Why is so little water available to use?
- Much of the fresh water is undrinkable.
  - The majority of the fresh water is inaccessible.
  - Seas are growing saltier as the years pass.
  - There are more and more people fighting over it.
168. How does reverse osmosis work?
- Water in low salt concentrations goes to higher salt concentrations.
  - It's a natural 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.
169. What problem of reverse osmosis plants has been partially dealt with?
- the difficulties of financing them
  - the problem of getting permission to establish them
  - what to do with the waste product
  - how to generate the electricity to run them
170. 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.*

**NB. Turn to page 269 for sample questions in Speaking, Stage Five.**

APPENDIX

I

# WRITING

sample answers



**PRACTICE TEST 1**

1. *There is a body of opinion that says examinations are a poor indicator of ability and knowledge in a subject, and that they favor people of a certain temperament. A system of continual assessment is usually put forward as an alternative. Which do you find fairer? Discuss, supporting your opinion with specific reasons.*

The traditional method of testing a student's knowledge of a subject has always been the examination. Often held at the end of a school or college year, its purpose is to assess to what extent the subject matter of the year has been absorbed. Recently, however, studies have pointed to the fact that written tests may not be as objective as they seem, and a growing number of academics favor a shift to a different form of assessment, such as continual assessment, which I agree is far fairer.

The main problem with examinations is, of course, the stress. To have to perform for two or three hours in order to prove the knowledge of a year puts a great deal of pressure on students. Some thrive in such an environment, of course, but others simply do not have the temperament for it, so their grades suffer.

In addition, the type of learning usually employed for examinations is cramming; spending the two weeks previous to the deadline feverishly poring over the books to have everything in there for the big day. Studies have shown, unfortunately, that this type of learning does not lead to long-term knowledge. Many students quizzed six months after their examinations were over had forgotten most of what they had learned.

Continual assessment solves both of these problems. Studying throughout the year for small tests and projects creates deep, long-term knowledge with a more practical basis to it. It also enables those who have a deep fear of examinations to prove themselves in other ways, and rewards those who put in the hard work week in and week out.

In conclusion, there is no doubt in my mind that continual assessment has a role to play at both school and college level. It would remove some of the enormous pressure students feel on their shoulders at the end of every year. While I do not feel that end-of-year examinations should be done away with altogether, the academic system would definitely benefit if their influence was less powerful.

2. *In most countries, the age at which citizens are allowed to vote is eighteen. A person of this age is considered to have the maturity to decide on the running of the country and the right to have a say in it. When do you feel is the appropriate age for someone to be able to vote in national elections? Support your opinion with specific reasons.*

When is someone ready to vote? With such power comes great responsibility, and most countries don't feel people are ready for it until they reach eighteen, the legal age of adulthood. I am of the opinion that the voting age should be dropped by three years, to the age of fifteen.

Of course, most people will say that at the age of fifteen, you are still a minor, and therefore a child. It is my belief, however, that at fifteen, while you are certainly a minor, you are by no means a child. It is an age at which you have begun to question the world around you, and decide what you like and dislike about it.

There is another argument that a fifteen-year-old does not understand politics and the way a country works well enough to make a wise decision. First of all, I find this very patronizing. There are many fifteen-year-olds I know with a great deal of knowledge of politics and governance. Secondly, it assumes that every member of the electorate over the age of eighteen has a sound grasp of politics, society and economics, something I am highly doubtful of.

In fact, one of the reasons teenagers do not bother with politics is that they are excluded from it until they reach a voting age. This has the added effect of pushing them away from mainstream politics, leading to the creation of underground and anti-establishment subcultures. The inclusion of teens in the way the country they are growing up in is run could only empower this extremely insecure group.

All in all, though it sounds like a radical idea, I believe that giving younger people the vote is actually the logical next step. One hundred years ago, women could not vote, and many men believed they did not have the mental capacity to make a wise decision. Today nobody would dare say such a thing. In one hundred years from now, we could be in the same position with fifteen-, sixteen- and seventeen-year-olds.

## PRACTICE TEST 2

1. *Recently, the municipal authorities in your town decided to keep shops open on Sundays, arguing it would be convenient for customers and beneficial for shop owners. Yet many workers protested, claiming they are being denied their basic right for a work-free day. Do you think that shops should stay open on Sundays? Discuss, providing specific examples.*

In an effort to promote business, more and more municipalities are taking the decision to open on Sundays, a day when stores traditionally remain closed. This has caused great controversy, and I feel on the whole that it is a negative step.

First of all, it will mean the end to many small stores, which cannot afford to open up on Sundays. Whether run just by the owners or with the help of one or two assistants, Sunday opening would be intolerable. An owner who runs a store without help would be forced to work seven days a week, whereas one who pays workers would have a wage bill that increases by at least 15%. There are those who argue that no one is forced to open on a Sunday, but this argument is naive. With stores open on Sunday, a large chunk of Saturday's trade would move to this day, and with Saturday presently being the biggest shopping day of the week, not opening on Sundays would be business suicide.

Secondly, Sunday is meant to be a day of rest. Whether you are religious or not, Sunday has always been the day when the traffic stops, the crowds thin, families go on outings and friends meet up for coffee. Opening the stores on Sunday is just the beginning of it becoming an ordinary working day, which would be a terrible shame, for me. It would also be a terrible burden for store employees, who would find themselves obliged to work many Sundays of the year, missing out on weekend life with family and friends.

To sum up, I firmly believe that opening stores on Sundays would be a mistake, both for store owners and employees. Of course, there are some weekends when both might agree Sunday opening is a good idea, in the run-up to Christmas, for example, but this should be the exception rather than the rule.

2. *There are more and more bullying incidents in schools today. In your opinion, what factors influence students' behavior in schools, and how can the problem of bullying be combated? Discuss, giving specific examples to support your point of view.*

With incidents of bullying on the rise, parents, teachers, students and the authorities would all like a strategy to deal with it. What, however, is making young people act this way towards others, and what can be done to nip the problem in the bud?

Firstly, children and teenagers have the capacity to be kind and to be cruel. Cruelty takes the upper hand where it is allowed to or even encouraged. For example, parents who push their children to succeed no matter what the cost are creating individuals who do not care about other people's feelings or the law; just winning and not getting caught. This creates sociopathic children capable of great cruelty.

Secondly, bullying is about opportunity. If the schoolyard is not monitored, for example, it becomes a place where violence and intimidation can reign. As schools grow, students become more anonymous and it is easier to get lost in the system. More recently, there is the huge anonymous playground called cyberspace, which many parents do not understand and many children and teenagers are allowed to roam unchecked.

**APPENDIX II**

**SPEAKING** Stage five  
sample questions



**PRACTICE TEST 1** (from p. 30)

- Do you think that we should take the environmental cost of plane travel into account?
- How tired would people be after ten hours' driving in a car?
- Is the food you get on a train generally of a high quality?
- Would it be possible to get a good night's sleep on a coach?

**PRACTICE TEST 2** (from p. 50)

- Do you believe that a TV presenter lacking the ability to remember facts and names will make an efficient interviewer?
- Do you think that good looks is enough for somebody to host a major entertainment show, despite the lack of experience?
- Do you think that a popular TV host need not be popular among colleagues?
- Do you think that older and less attractive people have a place in TV?

**PRACTICE TEST 3** (from p. 70)

- What value does the endorsement of a celebrity add to an advertisement?
- Do people really watch TV commercials so much anymore?
- Are people growing more or less suspicious of shopping online?
- How many people read SMS adverts that are sent to their mobile device?

**PRACTICE TEST 4** (from p. 90)

- Do you think that jewelry-making and woodworking would appeal to the modern teenager?
- Can everybody at the camp become involved with music playing or just talented teens?
- Is a summer camp an appropriate place for teens to face their fears with animals?
- What if teens who engage in filmmaking start arguing rather than learn to cooperate?

**PRACTICE TEST 5** (from p. 110)

- How easy is it to protect a large group of children from dangers like strong currents in the sea?
- Would city children be able to manage with very basic facilities?
- What would camp organizers do if the weather turned bad?
- What would happen if a child or children had a medical emergency in such a remote location?

**PRACTICE TEST 6** (from p. 130)

- How will you be able to afford the costly rental fees?
- What will you do if the conference room proves too small for the number of conferees?
- What if conferees complain about having to pay for parking as well as conference fees?
- What if this venue is not attractive to conferees that would enjoy a visit to the city center?

APPENDIX **III**

# TRANSCRIPTS



**TEST 1****Part 1****1 01**

In this part, you will hear short conversations. From the three answer choices given, select the answer which means about the same thing as what you hear, or is true based upon what you hear. No problems can be repeated.

Voice: Number 1

M: Would you mind moving over one, so I can have a better view of the screen?

F: Not at all.

Voice: Number 2

M: I'm going to New York City next Friday. I can't wait to see the Big Apple!

F: Are you flying?

M: Yeah – I'm taking the red eye. It was much cheaper.

F: You might be able to get some sleep on the plane.

M: I'll try to. Meanwhile, eat your heart out!

F: Yeah right. Didn't you know I spent a weekend in New York last month?

Voice: Number 3

F: I've got to hand it to you! It took a lot of courage to overcome your fear and board our roller coaster!

M: There's only one thing I'd like to ask. Have there ever been any accidents?

F: There's no need to worry. There are three safety systems on this ride. You're absolutely safe, provided you follow all safety regulations.

Voice: Number 4

M: I'm expecting a call from Mr Jones. Please keep me posted if he calls.

F: Should I take a message?

M: Just ask him if they're going to extend the contract.

F: How can he reach you if he needs to speak to you?

M: Give him my cell phone.

Voice: Number 5

M: We could meet, tomorrow. Say about 11.00?

F: I'm on a really tight schedule.

Voice: Number 6

F: We really appreciate your hard work for the com-

pany all those years. But financial difficulty has made us take some quite difficult decisions.

M: Give it to me straight. I can handle it.

F: I am afraid we have to lay you off.

Voice: Number 7

M: I'm so tired and hungry.

F: Same here. At least we're off in half an hour.

M: We can grab a bite on our way to the concert.

F: OK. What do you want?

Voice: Number 8

M: So it's the movies with Sally and Tom, right?

F: Yeah, we're meeting outside the movie theater at 7.00.

M: And what shall we do after that? How about dinner?

F: Well, I don't know. Let's play it by ear.

Voice: Number 9

F: What's been eating you lately? You've become so edgy.

M: I'm really sorry for the way I've been acting.

F: If you tell me what's been bugging you, maybe we can work things out together.

M: It would help to spill my guts to someone.

Voice: Number 10

M: So, how was your first day at school? Did you get along well with the kids and the rest of the faculty?

F: Almost everybody bent over backwards to make things easier for me.

M: I told you your fears were really unfounded!

Voice: Number 11

M: I can't believe you ate five chocolate bars in less than an hour!

F: Get off my case; you know I've got a sweet tooth.

M: I know and I'm fine with that, as long as it doesn't make you sick one day.

F: If something's going to make me sick, it's your constant nagging!

Voice: Number 12

M: I have to pick up George from the airport on Thursday afternoon.

F: What do you mean, Thursday? I thought we had tickets to the Knicks game on Thursday. We got seats behind the bench!

M: No, that's next Thursday.

F: Phew! I'm losing track of time!

Voice: Number 13

F: What's the best way to get to the stadium?

M: Trust me; you want to avoid going via downtown, although it's the shortest route. What you can do instead, is take the Lincoln Tunnel and follow signs for Route 3 West. Take Route 3 West for 2 miles to the Sports Complex's exits, 16W or 18W. From there you'll get directly to the Sports Complex parking areas.

Voice: Number 14

M: Hey, look at that! State-of-the-art digital camera for only three hundred bucks! I think we should get it.

F: Let's not rush into something until we've done our homework. I think we should do some online research before we make a final decision.

Voice: Number 15

F: We have work to do. When do you think we can start?

M: I can start right away. Fill me in on the task.

F: OK. I need you to brief me on our new software before we prepare a presentation for the convention next month. The deadline is next Tuesday.

M: No problem. Do I get to pick my own team?

*End of part 1*

## Part 2

1 02

In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question. No problems can be repeated.

16. What do you think of my rock climbing idea?

17. Jerry plays tennis, doesn't he?

18. Do you have any more exams to do?

19. Doesn't your aunt live somewhere near Dallas?

20. Sandy and Petra send their apologies.

21. Have you seen Gordon's books anywhere?

22. Do you have any idea how much money this player could cost us?

23. Did Mrs. Benson come into the office at all yesterday?

24. I missed the lecture – could you do me a favor and lend me your notes?

25. The meeting's been pushed back until next Tuesday.

26. We're really looking forward to seeing you at Christmas.

27. It's a long way to Montana, isn't it?

28. Would you like a second helping of cheesecake?

29. Didn't you go to Canada last fall?

30. I forgot to put any salt on the salad.

31. Have you any idea how to get to the war museum?

32. Is the presidential convoy going to come down this street?

33. You're not going to take this personally, are you?

34. Did you understand a word she said?

35. Do you mind if I tell Costas?

*End of part 2*

## Part 3

1 03

In this part, you will hear three short segments from a radio program. Each of the segments is on a different topic. As you listen, you may want to take some notes to help you remember information given in the talk. After each talk, you will be asked some questions about what was said. From the three answer choices given, choose the one that best answers the question according to the information you heard. No problems can be repeated.

*Now you will hear the first segment.*

M1: About 7,000 migrating birds are killed every year as a result of fatal collisions with rotating blades in wind farms across the US. A radar system developed by NASA is hoping to prevent these deadly crashes by detecting approaching birds and analyzing weather conditions. Suzanne Lewis reports.

F: Our expert today is ecologist Derek King and we'll be talking about this pioneering air traffic control system. A wind farm in southern Texas situated on the Central Flyway, a main route for millions of migratory birds each autumn and spring, has installed the system, hoping to reduce the number of birds found dead after crashing into towers, blades,

power lines and other installations. Dr. King, what can you tell us about this project?

- M2: Suzanne, 7,000 dead birds a year is a shocking number. Estimates from a single wind farm in California showed as many as 1,300 birds of prey killed each year – or about three a day. Of course, wildlife experts say that in ordinary circumstances the birds would be thousands of feet above the wind farm, passing the turbines without incident. But a sudden storm which will bring strong head winds and fog can prove fatal. Because birds normally fly at night, they become disoriented, elevating the risk they will lose altitude and fly to their death into hundreds of feet tall wind towers along their route. But this new radar technology already installed in the Peñascal wind farm in Texas, enables it to spot approaching birds from as far as four miles away, assess their altitude and numbers, analyze weather conditions, and then determine in real time whether the birds are in danger of flying into the rotating blades. If the analysis of the data suggests that the birds will perilously fly off course, the turbines are programmed to shut down, restarting once the birds are safely on their way. Similar technologies have been used by the US Air Force for more than a decade, and NASA turned to such systems after a turkey buzzard flew into the Discovery shuttle, moments after its launch in 2005. The radar system developed draws on a huge network of 148 weather radars to provide real-time information about bird activity, and the data it receives is updated every six minutes. The new technology can bring results at relatively little cost to the farm. Forecasts suggest wind turbines would be forced to close only between 40 to 60 hours in total during peak migration times.
36. Why has the wind farm in Texas installed the new radar technology?

37. What can increase the risk of birds crashing into a wind tower at night?
38. What can the new technology **not** do?
39. What enables the radar system to get such accurate weather information?
40. Which word best describes environmentalists' attitude towards the new technology?

*Now you will hear the second segment.*

F1: Animals may not possess advanced language skills, but they communicate in other ways. Body language and, in particular, body posture or movement are associated with messages to be conveyed. Jason McArthur reports.

M: Among such animals are gazelles, those medium-sized antelopes that live in Africa and Asia, which make extensive use of body language to be effective communicators. Biologist Marcia Johnson is here with more details.

F2: One of the most striking examples of gazelle body language is stotting. Stotting is a stereotyped series of repeated high jumps, with all four legs held stiff, head pointing downward, and back arched. The most common instance of stotting is when gazelles spot an approaching predator. They tend to stot before running away, and the logical question is: why waste precious time jumping up and down when they should be taking to their heels as fast as possible? Originally biologists interpreted stotting as an altruistic act of warning the rest of the herd of danger. This may be partly true, but later another theory developed. This theory, which gained wide acceptance, is that through stotting the gazelles are actually communicating their high level of fitness to the predator. This is a common occurrence among animals, the most striking example being the male peacock, whose extravagant tail requires extra energy to carry and display, but can also earn him the most mating opportunities, as it is a symbol of capability. A similar explanation is that stotting is a warning sent to the predator that it has been seen, and therefore does not have the advantage of surprise. This is a win-win situation for both prey and predator, as the former escapes the chase and the latter doesn't waste time stalking prey when it has already been seen.

M: But stotting is not the only kind of communication used by gazelles. My understanding is that most gazelle communication is reserved for one another.

F2: That's right, Jason, and the reason is that gazelles are a simple, straightforward species, whose only concern is eating, sleeping and mating. So, communication is a means of securing mates and demarcating their territories. Most species of gazelle live in herds led by a dominant male that gets first choice of territory and mating partners and is interested in maintaining this high social status among the gazelle community. Achieving and re-  
 44 maintaining this social status is done mostly by intimidation: when meeting at the border of their territories, males carry out mock fights in which they rush towards each other as if they are about to clash, but without touching. They then engage in a repertoire of exaggerated display postures like pretend grooming, repeated scratching of the neck and head, and displaying side views of their body to scare others off. These rituals have no victor, but merely maintain the boundaries of the territories. Apart from boundary demarcation, a few gazelle species communicate messages of approaching danger. For instance, the Thomson's gazelle and the Grant's  
 45 gazelle species have white rumps that they flash as warning signals by lifting their tails. Other gazelles stamp their front feet on the ground to indicate a disturbance.

M: It seems that the study of animal body language is a rapidly growing area and plays an important part in understanding animal behavior.

41. Which of the following is **not** entailed in stotting?
42. Why does the biologist mention male peacocks?
43. What did the speaker mean by a **win-win situation**?
44. What is the purpose behind the mock fights between dominant male gazelles?
45. Under what circumstances do Thomson's gazelles and Grant's gazelles lift their tails?

*Now you will hear the third segment.*

M1: Who doesn't know that Christopher Columbus discovered America? But now a British amateur his-

torian has come to set the story on its ear with his best-selling book entitled "1421: The Year China Discovered America". He claims Chinese sailors had reached America more than 70 years before Columbus. Sarah Lee reports.

F: Historian Hugh Cooper is here with us to shed light on this controversial issue, known as the 1421 theory, which has put the scholarly community in a 46 stew. Dr. Cooper, is there any chance there could be a grain of truth in this book?

M2: Probably not. The book uses two maps as evidence: the one, an ancient-looking map found in a shop in Taiwan and written in classical Chinese, depicts Fu Sang, the legendary land of Chinese fable. Fu Sang resembles North America and some of its 47 features look a lot like geographical anomalies unique to the continent, such as the Grand Canyon. The second one, a Chinese map known as the 1418 map, shows all of the world's oceans and continents, correct in shape and situation, and is quite accurate even to details such as the Potomac River in the Northeast of the present-day USA. According to the author, not only had the Chinese already explored the world before European explorers, but it was with Chinese maps that the Europeans were able to circumnavigate the globe.

F: And I believe it's the existence of the horse in America that also supports the 1421 theory. Historians accept it was the Europeans who brought the horse to the American continent. But this is contradicted by some pre-Columbian native art found in Brazil and Peru that depicts horses, and in one case, what is thought to be Chinese cavalry on horseback. Since the Chinese were experienced horsemen, it 48 makes sense that they would have brought horses to the Americas when launching an expedition to the continent.

M2: According to the 1421 theory, during the Ming Dynasty, a great admiral named Zheng He with his fleet of 28,000 men made voyages to destinations all over the Indian Ocean before reaching Indonesia and, eventually, continued east all the way to the Americas. In the Pacific Northwest, investigations 49 at eight different sites have uncovered Chinese coins. A 300-year-old garment from the Nez Perce

tribe of present-day Idaho has ornaments woven into it that are believed to be Chinese beads. And in the Florida Keys artifacts of pre-Columbian Chinese jade have been unearthed from a riverbed and the sea floor.

F: But I suppose that historians aren't rushing to rewrite the history books. From what I know, anthropologists, historians, linguists and archeologists have set out to discredit the 1421 theory.

M2: Exactly. And the big question is: if the Chinese had a presence in the Americas prior to Columbus, then why isn't their mark left indelibly on the face of American civilization? For example, crumbling remains of the stone outposts the Norse built during their stay can still be seen in Newfoundland. Accounts of the Vikings' encounters with Native Americans are found in their folklore.

50 What similar evidence is there of Chinese presence in America?

46. How does the scholarly community feel about this book?

47. What is the common element between the two maps supporting the 1421 theory?

48. Why does the speaker mention the horse pictures?

49. Which of the following is **not** an item providing evidence of Chinese presence in America?

50. Why is the 1421 theory doubted by most historians?

*End of the listening test.*

## TEST 2

### Part 1

1 04

In this part, you will hear short conversations. From the three answer choices given, select the answer which means about the same thing as what you hear, or is true based upon what you hear. No problems can be repeated.

Voice: Number 1

F: I think your report leaves a lot to be desired.

M: What you got is not the final product; I'm going to make some amendments.

F: In that case, I'll pinpoint the areas you need to reconsider in a memo and get back to you.

Voice: Number 2

M: You must have heard about the new shopping mall!

F: Not really... last thing I heard, plans to build it had gone awry.

M: It seems they found the funds they needed, and they're going on with the project after all.

Voice: Number 3

F: So, how are things going in your new job?

M: The boss is OK, but some of the colleagues are really antagonistic.

F: Well, I'd keep my eyes open, then; you wouldn't want to get stabbed in the back!

Voice: Number 4

M: You look a bit down in the dumps. What's the problem?

F: I'm really worried about the driving test tomorrow.

M: Worrying about something like this won't get you anywhere, you know.

F: Easier said than done.

Voice: Number 5

M: How did you do in the French test?

F: Not very well. I'll be lucky if I can scrape it.

M: There's always next time.

Voice: Number 6

M: What's with all these bags?

F: I bought you a shirt and some socks and a new dress for me to wear at the wedding. How do you like it?

M: You're not really going to wear this dress at the wedding! It's way too short.

F: You bet!

Voice: Number 7

F: What's the matter?

M: Indigestion. I ate too much of that meatloaf.

F: It serves you right, then!

Voice: Number 8

F: I haven't heard from Rachel for ages. Is she still dating George?