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# PRACTICE TEST 5

## Writing

(30 minutes)

Write on one of the topics given below. If you write about something else, your paper will not be graded. If you do not understand the topics, ask the examiner to explain or translate them. You will be graded on the clarity of your writing and the linguistic range and accuracy you show. Write  $1\frac{1}{2}$  to 2 pages. You may make any corrections or other changes in the body of the composition.

### TOPICS

1. Describe an incident in which someone you trusted really let you down. What did you learn from the experience?
2. Some people feel that education is about learning facts and figures, while others believe it should be more about teaching people how to get along with each other in society. What is your opinion?

For help in writing these compositions, see *Writing Tutorial*, pages 198–199.

## Listening Comprehension Test

(35–40 minutes)

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

**PART I** – In this part of the test, you will hear a short conversation. From the three answer choices given, choose the answer which means the same thing as you hear, or that is true based on what you hear.

For problems **1–17**, mark your answers on the separate answer sheet. No problem can be repeated. Please listen carefully. Do you have any questions?

1. a. It's going to take a while.  
b. It's already done.  
c. It will be done soon.
2. a. She thinks Joe should be embarrassed.  
b. She's amazed at how clumsy Joe is.  
c. She doesn't see Joe anywhere.
3. a. She is tired because she hates her job.  
b. Looking for a new job makes her tired.  
c. Being tired doesn't affect her opinion.
4. a. He thinks she's exaggerating.  
b. He doesn't want to go with her.  
c. He doesn't understand her point.
5. a. He was injured while crossing the street.  
b. The back of his car has been damaged.  
c. He failed to stop for a red light.
6. a. She didn't want him to know about it.  
b. She didn't think it was important.  
c. She didn't want to bother him.
7. a. They went to the wrong airport.  
b. They boarded the wrong plane.  
c. They'll have to change their reservations.
8. a. She's worried that he might be ill.  
b. She thinks they're better off without him.  
c. She agrees they should start without him.
9. a. They've already missed one meeting.  
b. They've argued and still haven't made up.  
c. They might have to cancel the meeting.
10. a. He thinks the children are responsible.  
b. He doubts whether the children will do it.  
c. He thinks she's being too strict.
11. a. She's not happy that he's going away.  
b. She's willing to help while he's away.  
c. She offers to go away with him.
12. a. Jack has just taken over the family company.  
b. Jack has just opened his own company.  
c. Jack has just received a major promotion.
13. a. They're thinking about moving.  
b. Their house was robbed recently.  
c. They need to invest in home security.
14. a. They're not sure whether Robert is out of town.  
b. Neither of them know why Robert is away.  
c. They're concerned about Robert's safety.
15. a. It's been a particularly severe winter.  
b. He's been feeling ill for several weeks.  
c. Cold weather always depresses him.
16. a. His car had a flat tire at the mall.  
b. She thinks he should always take the train.  
c. He doesn't have the money for a new car.
17. a. She doesn't think he's being very fair.  
b. They both think the instructor is great.  
c. She agrees with his negative assessment.

## PRACTICE TEST 5

**PART II** – In this part of the test, you will hear a question. From the three answer choices given, choose the one which best answers the question.

For problems **18–35**, mark your answers on the separate answer sheet. No problem can be repeated. Please listen carefully. Do you have any questions?

- 18.** a. Yes, I did.  
b. Strange, I didn't hear anything.  
c. Perhaps, let's see.
- 19.** a. Wasn't it last year?  
b. Pretty soon, I believe.  
c. By 10 p.m. He's really exhausted.
- 20.** a. I suppose I might have.  
b. I'll have to think about it.  
c. Better late than never.
- 21.** a. It looks long enough to me.  
b. I'm very busy right now.  
c. No, could you?
- 22.** a. You will tell her, won't you?  
b. I've got a very soft voice.  
c. I was too embarrassed to ask.
- 23.** a. If it isn't too expensive.  
b. I'm willing to give it a go.  
c. Hardly anyone speaks English.
- 24.** a. I'm used to it. He's that way with everyone.  
b. Actually, I've just been promoted.  
c. To be honest, I could use a raise.
- 25.** a. I can't afford it.  
b. Sorry, guns make me nervous.  
c. OK, let's have a look.
- 26.** a. In the drawer next to the sink.  
b. I usually wear gold.  
c. The fork goes on the left.
- 27.** a. It's almost my turn.  
b. I'll hang up when I'm good and ready.  
c. I had no idea he was a pilot.
- 28.** a. It's several hours yet.  
b. About two hundred miles.  
c. We'll go next week.
- 29.** a. I've never seen such a blaze.  
b. Yes, I put it out just in time.  
c. It was the best I've ever seen.
- 30.** a. I bought mine at the mall.  
b. I found them a bit uncomfortable.  
c. It's hard to say.
- 31.** a. Philip tried, but he dropped it.  
b. Try Philip.  
c. The Yankees, wasn't it?
- 32.** a. Sorry, it's way out of our way.  
b. Unfortunately, there's no other way.  
c. There must be a better way.
- 33.** a. Yes, you may.  
b. I'd take the car.  
c. It's too soon.
- 34.** a. Well, I really appreciate it.  
b. I deserved it.  
c. It was something else.
- 35.** a. Please don't give it another thought.  
b. I hope you can.  
c. I'm glad you did.

**PART III** – In this part, you will hear three short segments from a radio program. The program is called “Learning from the Experts.” Each talk lasts about two minutes. As you listen, you may want to take 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, you should choose the one which best answers the question according to the information you heard.

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

### SEGMENT 1

36. What question concerns the speaker?
  - a. Why do so many people in the developing world suffer from malnutrition?
  - b. Should genetically engineered foods be used in the developing world?
  - c. How can genetic engineering be used to fight malnutrition in the developing world?
37. How do researchers think they can improve the situation?
  - a. By genetically engineering large quantities of iron, vitamin A and other nutrients
  - b. By genetically engineering rice and other staple crops to be more nutritious
  - c. By adding iron and vitamin A to the soil in which rice and other staple crops are grown
38. What have researchers in Switzerland done?
  - a. They have developed a strain of rice that is rich in vitamin A but not iron.
  - b. They have determined why some rice turns bright yellow.
  - c. They have developed a new strain of rice that is rich in both iron and vitamin A.
39. What is true of essential amino acids?
  - a. The only way for the human body to obtain them is through protein-rich foods.
  - b. Even the presence of small amounts can lead to malnutrition.
  - c. The body can only produce them if certain proteins are present.
40. How do genetically modified sweet potatoes differ from ordinary sweet potatoes?
  - a. They are not as sweet, but contain three to five times more protein.
  - b. They are sweeter and are much richer in protein and essential amino acids.
  - c. They are three to five times larger and contain much more vitamin A.

### SEGMENT 2

41. What do experts at Mercedes–Daimler say about the car of the future?
  - a. It will allow the driver to avoid traffic jams.
  - b. It will feed information to drivers and at times take over the controls.
  - c. It will be controlled by on-board computers and not the driver.
42. What is the main feature of Daimler’s “side–stick” car?
  - a. It combines joystick steering with conventional pedals for braking and acceleration.
  - b. All controls are on a single joystick to the right or left of the driver.
  - c. A pair of joysticks replaces conventional steering and pedal controls.
43. What is true of experienced drivers who have test–driven the “side–stick” car?
  - a. They found the car difficult to handle.
  - b. They adapted to it much better than 17-year-old novice drivers.
  - c. They said they would definitely purchase the car if Daimler were to market it.
44. What might drivers not like about the car of the future?
  - a. The fact that the on-board electronics system would sometimes take control
  - b. The fact that the car will not perform well despite all the on-board technology
  - c. The fact that the car will send out and receive a constant stream of information
45. How do experts at Daimler feel about satisfying customer preferences?
  - a. Customer preferences must always be a manufacturer’s top priority.
  - b. What customers want is important, but safety should always come first.
  - c. Nothing must detract from the driver’s thrill of being fully in command.

**PRACTICE TEST 5**

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**SEGMENT 3**

46. What fascinated the researcher most about the explosion of Krakatoa?
- The destructive power of the volcanic eruption
  - The effect of the eruption on Earth's atmosphere
  - The tidal waves that were caused by the eruption
47. Why did the researcher originally feel that it was probably unrealistic to believe that a connection existed between Krakatoa and the creation of the painting?
- The artist would have been too young to remember the Krakatoa eruption.
  - No volcanic eruptions occurred in the year that Munch finished the painting.
  - Ten years separated the eruption and the actual creation of the painting.
48. Which was not one of the facts that the researcher uncovered on his trip to Norway?
- The artist made frequent reference to the eruption in his journals.
  - Rough sketches of the painting were made in the early-to-mid 1880s.
  - Norway experienced the 'Krakatoa glow' in the winter of 1883-84.
49. When did the artist experience the emotions that eventually resulted in his painting "The Scream"?
- After hearing about the eruption from friends
  - After reading an article in a local newspaper
  - While walking at sunset with several friends
50. What is true about the paintings in "The Frieze of Life"?
- Most are based on the death of his mother and sister.
  - Most are based on experiences from the artist's past.
  - Most feature a haunting blood-red Krakatoa sunset.

## Grammar – Cloze – Vocabulary – Reading

(75 minutes)

This part of the examination contains 120 problems, numbered 51–170. There are 40 grammar, 20 cloze, 40 vocabulary and 20 reading comprehension problems. The examiner will not explain any test problems. If you do not understand how to do the problems, raise your hand and a proctor will explain the examples to you.

Do not spend too much time on any one problem. Each problem counts the same. If you do not know the answer to a problem, you may make a reasonable guess. Each problem has only one correct answer. Work fast but carefully. You have 75 minutes to answer all 120 problems.

## GRAMMAR

51. "I can't believe you're late again!"  
"I'm sorry, but ....."
- I couldn't help
  - it couldn't help
  - I couldn't be helped
  - it couldn't be helped
52. "Which English course are you going to take?"  
"My advisor recommended ..... Shakespeare."
- I took
  - that I take
  - me to take
  - to take
53. "Why don't you buy a new stereo?"  
"I can't afford to, ..... they are on sale."
- even if
  - despite
  - no matter
  - if only
54. The new shopping mall has dozens of stores, many ..... are looking to hire new staff.
- that
  - who
  - of whom
  - of which
55. "Do you think he'll get into a good college?"  
"With poor grades like his, ....."
- I don't believe it
  - I'm afraid not
  - I doubt so
  - I don't think
56. Despite frequent interruptions, she ..... ten pages this morning.
- already wrote
  - has already been writing
  - has already written
  - had already written
57. "How did he react?"  
"He looked ..... a ghost."
- like he did when he saw
  - as though he had seen
  - as if he has seen
  - like he had been seeing
58. "I'm surprised he didn't get the job."  
"He might have ..... a better interview."
- had he had
  - if he had
  - did he have
  - if he would have
59. Shall we try the Mexican restaurant tonight? I've got a taste ..... something spicy.
- of
  - to
  - for
  - in
60. "Where would you like me to sit?"  
"..... would be fine."
- Somewhere
  - Whereas
  - Whereabouts
  - Anywhere
61. "I couldn't do anything to avoid the accident."  
"It was foolish ..... on such icy roads."
- to drive
  - your driving
  - that you drove
  - of driving
62. He's suffering from a disease ..... is not yet known.
- which cause
  - the cause of which
  - which the cause
  - that is the cause

## PRACTICE TEST 5

63. "All that exercise has made me hungry!"  
"A nice juicy steak is ..... ."  
a. that which you need  
b. what you are needing  
c. just what you need  
d. what do you need
64. Edward is one of the most ..... people I have ever known.  
a. perceptible  
b. perceived  
c. perceiving  
d. perceptive
65. "Have you seen Fred recently?"  
"As a matter of fact, just ..... ."  
a. the last week  
b. few days ago  
c. the other day  
d. before a week
66. He said he didn't have enough money for his rent, ..... a new laptop computer.  
a. not mentioning  
b. apart from  
c. let alone  
d. without speaking of
67. All things ..... , more and more people are enjoying a higher standard of living these days.  
a. into account  
b. considered  
c. told  
d. in general
68. "Did you enjoy the performance?"  
"..... as I did the last time."  
a. Even more  
b. Just as much  
c. Much more  
d. So much
69. John's ..... professor is notorious for giving incredibly difficult tests.  
a. economist  
b. economical  
c. economy  
d. economics
70. "They say she's an excellent bookkeeper."  
"Yes, seldom ..... makes a mistake."  
a. is it that she  
b. does she  
c. she  
d. is she that
71. "Did she tell you about Louis?"  
"Yes, she warned me ..... everything he says."  
a. I wouldn't believe  
b. not to believe  
c. don't believe  
d. to believe not
72. "The rose bushes look beautiful."  
"Yes, I've just ..... ."  
a. had them trimming  
b. had trimmed them by the gardener  
c. had the gardener to trim them  
d. had them trimmed by the gardener
73. "Have you heard what happened to Jill?"  
"No, but I wish somebody would let ..... ."  
a. it on me in  
b. it in on me  
c. me in on it  
d. me on in it
74. It is imperative that people ..... aware of the risks involved in taking such medication.  
a. must be  
b. will be  
c. have been  
d. be
75. "What does she see in a man like that?"  
"..... falls in love for the wrong reasons."  
a. Many young women  
b. Young woman  
c. Many a young woman  
d. So young woman
76. He regrets ..... harder to avoid the break-up of his marriage.  
a. not to have worked  
b. not to work  
c. not having worked  
d. him not working

77. "Would you like Rita to arrange things?"  
"I'd rather ..... till I get back."  
a. her to wait  
b. that she waits  
c. her waiting  
d. she waited
78. "You'll remember to call Ed, won't you?"  
"I ..... if you hadn't just reminded me."  
a. had forgotten  
b. would forget  
c. might have forgotten  
d. forgot
79. The widow's ..... husband was an extremely wealthy man.  
a. lately  
b. later  
c. latest  
d. late
80. "What don't you like about her dress?"  
"It's exactly ..... ."  
a. the same with mine  
b. the same to me  
c. the same as me  
d. the same as mine
81. .... from the long day at work, she decided to go to the party.  
a. However she was tired  
b. Tired though she was  
c. Though tiring  
d. To be tired
82. If you ..... ever be in Washington, please don't hesitate to call us.  
a. could  
b. would  
c. should  
d. will
83. "Would you like to see a film tonight?"  
"To be honest, ..... ."  
a. I don't want  
b. I'd rather not  
c. I wouldn't like  
d. I didn't think so
84. "Why was Sally dismissed?"  
"..... decisions was her downfall."  
a. Her inability to make  
b. She was unable to make  
c. Incapable of making  
d. Not being capable to make
85. "Do you think they'll win the championship?"  
"..... they will."  
a. If there's a chance  
b. Chance is  
c. Chances are  
d. They have a good chance
86. "You do realize you hurt her feelings."  
"Believe me, ..... ."  
a. it wasn't meant to  
b. it wasn't my meaning  
c. I wasn't meant to  
d. I didn't mean to
87. The class spent the past semester learning how to solve algebraic ..... .  
a. equators  
b. equivalentes  
c. equations  
d. equals
88. "Would you go back to your old job?"  
"..... unemployed."  
a. I should have been  
b. I'd sooner be  
c. I'd better be  
d. If only I were
89. "Do you prefer French or Italian food?"  
"That depends on ..... !"  
a. whose check is paid  
b. whom the check is paying  
c. who's paying the check  
d. who is the check paying
90. "Shall we go to Hawaii or the Bahamas?"  
"Whatever ..... is fine with me."  
a. your decision  
b. you decide  
c. is your decision  
d. to decide

**CLOZE**

A seacoast is the dynamic border between two worlds – the terrestrial and the marine. In the realm of life science, we can observe marine animals that inhabit the shoreline and tidepools. In the realm of Earth science, we can observe how the ocean’s currents, waves and winds sculpt the ....(91).... , alternately carrying off and depositing sand.

These forces not only ....(92).... the land, but they also affect the living populations. Sometimes animals that ....(93).... deeper water are thrown off ....(94).... . They come close to the shoreline ....(95).... may actually be found on the ....(96).... . They may be injured, sick or disoriented and ....(97).... become cold, hungry or dehydrated. ....(98).... is the case with various species of dolphin, porpoise, seal, whale and turtle that become stranded ....(99).... the Atlantic coastline. ....(100).... there is help for some animals. In many locations, when beached animals ...(101).... sighted, professionals and volunteers are on the scene. Sick, cold or injured animals are immediately ....(102).... in a rehabilitation program with the intent of getting them well ....(103).... to be returned to their natural habitat. ....(104).... the animals are tagged with a transmitter for future tracking.

Among the large marine animals that are regularly tracked along the Atlantic coast are whales, dolphins, seals, walruses and sea turtles. ....(105).... an individual from one of these populations is seen on shore, the observer can call ....(106).... the sighting to an agency that ....(107).... such creatures; if possible, a rescue team is ....(108).... . Every acknowledged animal sighting is assigned a number and becomes part of the database for that species. If the animal ....(109).... treatment of an injury or disease, it may be given a temporary tank to live in ....(110).... it can recuperate and be returned to the wild.

- 91. a. surf c. shoreline  
b. nature d. surface
- 92. a. shape c. damage  
b. cleanse d. moisten
- 93. a. live c. have  
b. inhabit d. drink
- 94. a. balance c. course  
b. shore d. route
- 95. a. where c. but  
b. or d. so
- 96. a. water c. ground  
b. run d. beach
- 97. a. to c. had  
b. soon d. should
- 98. a. Such c. There  
b. It d. Similar
- 99. a. among c. within  
b. from d. along
- 100. a. When c. But  
b. Although d. Rarely
- 101. a. got c. are  
b. have d. become
- 102. a. taken c. going  
b. placed d. sent
- 103. a. and c. or  
b. only d. enough
- 104. a. Only c. When  
b. Often d. Seldom
- 105. a. Although c. If  
b. Usually d. Such
- 106. a. in c. out  
b. up d. for
- 107. a. watches c. hunts  
b. records d. helps
- 108. a. transmitted c. deported  
b. dispatched d. distributed
- 109. a. demands c. requires  
b. requests d. necessitates
- 110. a. unless c. or  
b. until d. which

## VOCABULARY

111. Healthy relationships are based on trust and ..... respect.
- casual
  - eventual
  - mutual
  - imperial
112. Some people have no ..... about cheating on their income tax declarations.
- queries
  - inquiries
  - expectations
  - qualms
113. Damages from the hurricane have been ..... at millions of dollars.
- esteemed
  - assessed
  - accessed
  - apportioned
114. Everyone at the party was taken ..... by his rude behavior.
- apart
  - aback
  - aside
  - for granted
115. The mayor's office reports that funds have been ..... for a new hospital.
- earmarked
  - pinpointed
  - dog-eared
  - sidetracked
116. She ..... reminded him that he was not the only candidate who was well-qualified for the post.
- gratefully
  - tactfully
  - resentfully
  - respectively
117. The director asked his legal experts to ..... a merger agreement.
- draw up
  - write off
  - run up
  - bring out
118. As parents they have tried to ..... a strong sense of responsibility in their children.
- instill
  - install
  - distill
  - dispel
119. The professor spent hours ..... over his notes for the next day's lecture.
- hovering
  - poring
  - triumphing
  - grieving
120. You must be coming down with the flu. It's not like you to feel so .....
- sluggish
  - witless
  - homesick
  - mediocre
121. The scientist has been at the ..... of genetic research for several decades.
- foreground
  - forehead
  - forefront
  - foresight
122. Winning the lottery on the day he was laid off was a ..... of incredibly good luck.
- jolt
  - bolt
  - stroke
  - streak
123. The horrible accident had left him with ..... memories that refused to fade.
- irresistible
  - inedible
  - indelible
  - illegible
124. When he stayed out till four in the morning, his parents decided it was time to .....
- let bygones be bygones
  - turn over a new leaf
  - let sleeping dogs lie
  - lay down the law

## PRACTICE TEST 5

- 125.** He taught his children the importance of ..... the benefits of a good education.
- gathering
  - intercepting
  - selecting
  - reaping
- 126.** In the first years of elementary school, children learn the ..... of reading and math.
- manifestations
  - rudiments
  - ambiguities
  - supplements
- 127.** Today's job market is characterized by ..... competition for well-paid positions.
- ruthless
  - complacent
  - vagrant
  - shrill
- 128.** The eager new employee spent her first few weeks on the job ..... .
- letting her hair down
  - biding her time
  - learning the ropes
  - getting a new lease on life
- 129.** Authorities said it would be several days before the flood waters ..... .
- alleviated
  - receded
  - succumbed
  - submerged
- 130.** The teacher reprimanded the disrespectful student for ..... her by her first name.
- escorting
  - addressing
  - classifying
  - incriminating
- 131.** The director is looking to build up a staff with people who are ..... to new ideas.
- resistant
  - appreciative
  - tolerant
  - receptive
- 132.** Frequent exposure to loud noise may result in hearing ..... .
- impediment
  - impeachment
  - imposition
  - impairment
- 133.** The older generation has been slow to ..... computer technology.
- embellish
  - embrace
  - emancipate
  - emulate
- 134.** Everyone in the room could sense the ..... between the two rival politicians.
- amity
  - unanimity
  - anonymity
  - enmity
- 135.** If he continues to spend his money so ..... , his inheritance will be gone in no time.
- elegantly
  - expectantly
  - extravagantly
  - equitably
- 136.** Upon hitting the floor, the fine crystal wine glass ..... into a thousand pieces.
- shuddered
  - shimmered
  - simmered
  - splintered
- 137.** Government troops were called in to ..... the rebellion.
- put down
  - look down on
  - cut down on
  - press down on
- 138.** She wondered what it would be like to be ..... and not have to worry about money.
- destitute
  - abundant
  - luxuriant
  - affluent

- 139.** The decorator chose ..... colors to create a more relaxing atmosphere.
- substantial
  - subordinate
  - subdued
  - subjective
- 140.** The young executive was shocked at the problems he had inherited from his ..... .
- ancestor
  - successor
  - forerunner
  - predecessor
- 141.** Diplomats feel confident that the terms of the peace ..... will soon be agreed upon.
- contract
  - symphony
  - treaty
  - truce
- 142.** The Golden Gate in San Francisco is one of the longest ..... bridges in the world.
- expenditure
  - suspension
  - supposition
  - expansion
- 143.** The course familiarizes students with word processing and other computer ..... .
- promotions
  - incentives
  - progressions
  - applications
- 144.** The boundary between the two properties has been in ..... for many years.
- dispute
  - disrepute
  - conflict
  - contrast
- 145.** The population in the southern part of the country is ..... Catholic.
- disparagingly
  - subsequently
  - predominantly
  - apparently
- 146.** Is there anything in ..... that you would like me to make for dinner?
- brief
  - principle
  - succession
  - particular
- 147.** The graying middle-aged woman envies younger women who are still in ..... .
- good standing
  - their prime
  - their element
  - bloom
- 148.** The overweight girl was constantly ..... by her unkind classmates.
- lauded
  - taunted
  - amused
  - nurtured
- 149.** Each chapter begins with a(n) ..... of the material that is covered.
- oversight
  - overview
  - outlook
  - omission
- 150.** They canceled their weekend sailing plans ..... high winds and rough seas.
- on behalf of
  - in tandem with
  - on account of
  - at the expense of

## READING

**Passage 1**

Evolution has generated a nearly endless list of behavioral wonders by which animals seem almost perfectly adapted to their world. A prime example is the honey bee's system of communication. A foraging bee returning from a good source of food will perform a "waggle dance" on the vertical sheets of honeycomb. The dance specifies to other bees the distance and direction of the food. The dance takes the form of a flattened figure 8; during the crucial part of the maneuver (the two parts of the figure 8 that cross) the forager vibrates her body. The angle of this part of the run specifies the direction of the food: if this part of the dance points up, the source is in the direction of the sun, whereas if it is aimed, for example, 70° left of vertical, the food is 70° left of the sun. The number of wagging motions specifies the distance to the food. 5

The complexity of this dance language has paved the way for studies of higher animals. Some species are now known to have a variety of signals to smooth the operations of social living. Vervet monkeys, for example, have the usual set of gestures and sounds to express emotional states and social needs, but they also have a four-word predator vocabulary: a specific call for airborne predators, another for four-legged predators such as leopards, a third for snakes, and a final one for other primates. Each type of alarm elicits a different behavior. Leopard alarms send the vervets into the top branches of trees, whereas the airborne-predator call causes them to drop like stones into the interior of the tree. The calls seem innate, but the young learn by observation which species of each predator class is dangerous. An infant vervet may deliver an aerial alarm at the sight of a vulture, a stork or even a falling leaf, but eventually comes to ignore everything airborne except the martial eagle. 10 15

151. The passage offers two examples of how animals ...
- communicate to ensure their survival.
  - gradually evolve into highly complex social organisms.
  - avoid predators.
  - depend on gesture as a means of communication.
152. It is clear from the passage that honeybees ...
- do not use sound to communicate.
  - are the only animals that employ dance language.
  - dance when they find food.
  - use the sun as a point of reference for flying.
153. When a honeybee finds food, it performs a "waggle dance" to show other bees ...
- how hungry it is.
  - how much food is available.
  - how far and in what direction they must fly.
  - where the sun is in relation to the hive.
154. What is remarkable about the language ability of vervet monkeys?
- It is limited to a four-word vocabulary for predators.
  - They can alert each other to dangers from specific predators.
  - They rely on sounds rather than gestures.
  - They are the only animals that can express emotions and social needs.
155. According to the passage, young vervets ...
- cannot initially distinguish predators from animals that pose no threat.
  - are born with a highly developed sense of who their predators are.
  - instinctively know exactly how and when to use the various alarm calls.
  - often confuse the different alarm calls.

**Passage 2**

Every day thousands of people are admitted to hospitals because of the malfunction of some vital organ. Because of a dearth of transplantable organs, many of these people will die. In perhaps the most dramatic example, the American Heart Association reports only 2,300 of the 40,000 Americans who needed a new heart in 1997 got one. Lifesaving livers and kidneys likewise are scarce, as is skin for burn victims and others with wounds that fail to heal. 5

An exciting new strategy, however, is poised to revolutionize the treatment of patients who need new vital structures: the creation of man-made tissues or organs, known as neo-organs. In one scenario, a tissue engineer injects or places a given molecule, such as a growth factor, into a wound or an organ that requires regeneration. These molecules cause the patient's own cells to migrate into the wound site, turn into the right type of cell and regenerate the tissue. In the second, and more ambitious, procedure, 10 the patient receives cells – either his or her own or those of a donor – that have been harvested previously and incorporated into three-dimensional scaffolds of biodegradable polymers, such as those used to make dissolvable sutures used to close surgical incisions. The entire structure of cells and scaffolding is transplanted into the wound site, where the cells replicate, reorganize and form new tissue. At the same time, the artificial polymers break down, leaving only a completely natural final product in 15 the body – a neo-organ.

While tissue engineering has not yet come of age, a glimpse of the future has already arrived. The creation of some tissues for medical use is already a fact, to a limited extent, in hospitals across the U.S. These groundbreaking applications involve fabricated skin, cartilage, bone, ligament and tendon and make musings of “off-the-shelf” whole organs seem less than far-fetched. 20

- 156.** What overall problem is alluded to in the first paragraph?
- The number of patients with diseased hearts has increased dramatically.
  - Not enough people are willing to donate their organs.
  - There is a severe shortage of skin for burn victims.
  - The availability of organs for transplant is severely limited.
- 157.** How many different techniques for growing new tissue are described in the second paragraph?
- one
  - two
  - three
  - four
- 158.** In one technique ...
- a donor's cells generate healthy tissue when injected into a wound or diseased organ.
  - diseased organs are replaced with structures of biodegradable polymers.
  - growth factor molecules reproduce themselves and form healthy tissue in a diseased organ.
  - a patient's cells migrate to the problem area, change form and replicate as healthy tissue.
- 159.** What role is envisioned for biodegradable polymers in the growth of a neo-organ?
- They will serve as a permanent framework for the fully grown organ.
  - They will eventually dissolve, leaving only natural tissue in the fully grown organ.
  - They will be the material from which the neo-organ is grown.
  - They will be the agent which causes the patient's cells to regenerate.
- 160.** According to the passage, what is true about tissue engineering?
- It is unlikely that the field will come of age in the foreseeable future.
  - Doctors believe that recent developments are still premature.
  - Some promising applications have already begun to be used.
  - Some people feel the concept is strange and unlikely to catch on.

**Passage 3**

On April 20, 1861, just eight days after South Carolina secessionists fired the first shots on Fort Sumter to begin the Civil War, an enormous apparition descended gently upon a sparsely populated village nine miles west of Unionville, South Carolina. A cautious, well-armed group of men carefully ventured out to the open field where the 50-foot-high monstrosity had landed. As they neared it, a young man sporting a tall silk hat and formal Prince Albert coat leapt out of the attached basket, waving frantically. The man, who identified himself as Thaddeus Sobieski Constantine Lowe, told the incredulous crowd that he had just completed an aerial journey from Cincinnati, Ohio – more than 500 miles away – in just nine hours. The purpose of the trip, he explained, was to test the nature of atmospheric wind currents before embarking on a much grander scheme: the crossing of the Atlantic Ocean to Europe by way of passenger balloon. The rural crowd was not concerned with the merits of Lowe’s scientific quest. He was quickly branded a Yankee spy, and only through a combination of quick talking and good luck did he escape bodily harm and incarceration. He was allowed to gather up his contraption and transport it in a wagon train to Columbia, the state capital. There, his reputation as an aerialist was well enough known to secure his return to the North.

An unexpected side effect of Lowe’s journey was the insight it gave him into conditions in the South on the eve of the Civil War. Military encampments were clustered near rail junctions, with volunteers mustering for the coming conflict. Train cars loaded with Confederate regiments were heading northward, and the tension in the air was palpable to the young aeronaut. Upon returning to Ohio, Lowe turned to one of his financial supporters, an influential newspaper editor who had originally agreed to sponsor the transatlantic balloon flight. Lowe persuaded him to abandon that plan and instead write a letter to U.S. Treasury Secretary Salmon P. Chase, suggesting that the Federal government establish a balloon corps under Lowe’s command to provide aerial reconnaissance for Northern armies.

161. Why did Lowe embark on his aerial journey?
- as a test run for a future transatlantic flight
  - to gather military information for the North
  - to see how far his balloon could fly
  - in hopes of making it all the way across the Atlantic
162. The villagers greeted Lowe’s arrival with ...
- mild curiosity.
  - justifiable mistrust.
  - open aggression.
  - concerns about his sanity.
163. The passage implies that the villagers dispensed with Lowe by ...
- putting him on trial for espionage.
  - beating him and putting him in jail.
  - putting him on a steam train headed for Columbia.
  - allowing higher authorities to decide his fate.
164. The experience made Lowe realize that ...
- crossing the Atlantic in a balloon was a frivolous idea.
  - his backers would probably abandon the transatlantic project.
  - it was his civic duty to enlist in the army as soon as he returned to Ohio.
  - balloons could be utilized to gather vital military information.
165. What was clear to Lowe as he passed over the South?
- The Southern army was actively mobilizing for the outbreak of war.
  - The South was better equipped than the North to fight a war.
  - He had to do something to stop the Southern troops from advancing.
  - Southern troops were readying themselves for a massive invasion of the North.

**Passage 4**

In 1997 Americans disposed of more than 195 billion kilograms of garbage. And that's just the relatively benign municipal solid waste. Each year American industries belch, pump and dump more than 1.1 billion kilos of really nasty stuff like lead compounds, chromium, ammonia and organic solvents into the air, water and ground – about 400 Olympic poolfuls of toxic waste. The really bad news is that most of the planet's 6 billion people are just beginning to follow in America's trash-filled footsteps. "Either we need to control ourselves or nature will," says one expert. "Garbage needs to become a vile thing of the past." 5

That may seem impossible, but it's not unprecedented. In nature there is no such thing as waste. What dies or is discarded from one part of an ecosystem nourishes another part. Humanity can emulate nature's garbage-free ways but it will require innovative technology and a big change in attitude. In consumer markets, recycling has already spawned an army of alchemists. Jackets are being made from discarded plastic bottles, briefcases from worn-out tires and belts from beer bottle caps. Even though the U.S. has barely begun to get serious about recycling, about 25% of its 195 billion kilograms of municipal garbage is now salvaged, at least temporarily, for some sort of second life. 10

A less profligate future can already be glimpsed in Kalundborg, Denmark. There, an unusual place called an eco-industrial park shows how much can be gained by recycling and resource sharing. Within the park, a power company, a pharmaceuticals firm, a wall-board producer and an oil refinery share in the production and use of steam, gas and cooling water. Excess heat warms nearby homes and agricultural greenhouses. One company's waste becomes another's resource. The power plant, for example, sells the sulfur dioxide it scrubs from its smokestacks to the wall-board company, which uses the compound as a raw material. Dozens of similar eco-industrial parks are being developed all over the world. 15 20

- 166.** The writer's major concern in the first paragraph is that ...
- American industry produces a disproportionate amount of toxic waste.
  - Americans produce too much municipal solid waste.
  - a boom in global garbage production has only just begun.
  - nothing is being done to control the amount of waste we produce.
- 167.** The eco-industrial park in Kalundborg is presented as a good example of how ...
- a properly functioning ecosystem should work.
  - companies can work together to become more profitable.
  - recycling municipal waste can benefit several companies simultaneously.
  - the by-products of one company can be used as the resources of another.
- 168.** What is true of the "army of alchemists" mentioned in the second paragraph?
- They would benefit from more innovative technology and a better attitude.
  - They are finding novel uses for discarded plastic, rubber and other materials.
  - They have created a highly profitable line of unusual consumer products.
  - Not enough people take their efforts seriously.
- 169.** What is implied about recycling efforts in the United States?
- Innovative technology and a change in attitude has vastly improved the situation.
  - Some progress has been made, but there is great room for improvement.
  - Progress has been limited and discouraging.
  - Only a quarter of the population recycles municipal waste.
- 170.** Which statement best sums up the writer's main idea?
- Recycling and resource sharing are the keys to a less wasteful future.
  - Americans produce more garbage than any nation in the world.
  - We must strive to produce higher quality products from recycled materials.
  - Nature will take its revenge if we don't take measures to control garbage.