

SECTION A: READING 1

READING 1: WARM-UP

Task A

Choose the correct word or phrase to complete the sentences below. The missing word or phrase is close in meaning to the word or phrase in bold. After completing each item, discuss the question, and the meaning of the word or phrase in bold, with your fellow students.

1. *in secret / in broad daylight*

During the period of Prohibition in the U.S., the production and consumption of alcoholic drinks was banned. Many people went on enjoying alcohol _____, however. How do you think this **clandestine** production and sale of alcoholic drinks was organized?

2. *a. included in / left out of* *b. by mistake / on purpose*

For many years, crimes committed during British colonialism in India were a.) _____ the history books. This was done b.) _____, in order to avoid showing British history in a bad light. Can you think of any other examples of **deliberate omission** on the part of historians?

3. *of no great importance / of the utmost importance*

The history of Nazi Germany is highly disturbing. Yet it is _____ that this history be remembered. As the saying goes, those who forget history are doomed to repeat it. In what other ways can the study of history be **vital**?

4. *things that are intended to impress / things that have been left behind*

In the Andes, the huge mountain range in South America, there are many spectacular ruins of ancient Mayan and Aztec temples. In Mexico, towers called Ziggurats are another example of _____ by a civilization that has now disappeared. What **traces, remnants** and **vestiges** of ancient civilizations exist in your country?



5. *made a point of avoiding / attempted to encourage*

Mahatma Gandhi brought freedom and independence to India with his philosophy of non-violence and passive resistance, which _____ the use of force, weapons and retaliation to pursue political goals. Martin Luther King and Nelson Mandela similarly **eschewed** violence and vengeance in the name of promoting peace. How effective do you think these non-violent approaches are?

6. *a. helped organize / became aware of b. arrested / assisted*

In 1605, a group of Catholic rebels planned to detonate bombs under the Houses of Parliament in London and kill King James II. The authorities a.) _____ their secret plans in time, however, and the seven men – among them, a man named Guy Fawkes – were b.) _____ on November 5. Can you imagine what the world would be like now if the authorities had not **been alerted** and had not managed to **apprehend** the people involved before it was too late?

7. *short but sweet / long and extremely difficult*

In the Bible, Moses is said to have led his people on a _____ exodus from Egypt. What other **arduous** journeys have people undertaken in history?

8. *diminishes / ignites*

‘Speculative fiction,’ a sci-fi genre in which stories are elaborated out of the question ‘What if things had taken place differently?’, _____ our interest in history by engaging our imagination. (The question in item 6, above, might be the starting point for a speculative fiction story.) Can you think of other creative ways to **arouse** interest in historical periods?



Reading 1

Read the passage below. What is the passage about? Circle the best option. Then, answer the multiple-choice questions that follow.

This passage is about a secret passageway / the history of slaves.

Official U.S. history all too often passes over the amazing stories of the country's African American populations. A notable example is the 'Underground Railroad,' a secret network through which slaves would gain clandestine passage to the northern states, fleeing oppression in the pre-Abolition South. In this case, however, the gap in history books has less to do with deliberate omission or careless oversight, than it does with the near impossibility of gathering reliable evidence.

This paucity of historical sources is testament to the effectiveness of this most covert of underground networks. Absolute secrecy was vital, and everyone involved had to be scrupulous about leaving no trace of their activities. Telegrams and letters were eschewed in favor of the grapevine, maps in favor of the memory of people familiar with the local terrain. If anything was committed to paper, it was destroyed immediately after use. Had the authorities been alerted to what was going on, the escaped slaves – the 'passengers' – would have been apprehended and sent for summary execution; the penalties for those who helped to guide and harbor them – the 'conductors' – would also have been severe. Thus, constant vigilance saved a great many lives. But it also precluded the possibility of any remnants of this dramatic episode in American history, thereby leaving later generations of historians almost completely in the dark.

Nevertheless, vague vestiges do remain, in the form of old houses that may have served as essential mid-way stop-off points. The extremely arduous journey from south to north, undertaken on foot, necessitated overnight accommodation at safe houses along the way. An example of such a house can be seen in Virginia, where an old country house in Petersburg, may once have served this purpose. The basement was obviously converted into a dormitory at one time. The fireplace chimney was rerouted to connect with that of the main fireplace on the ground floor above, no doubt because suspicions would have been aroused by smoke issuing from vents elsewhere in the house.

1. What is this passage mainly about?
 - a. the dangers faced by escaping slaves
 - b. the importance of knowing about the Underground Railroad
 - c. the difficulty of obtaining information about escape routes
 - d. the bravery of African American slaves
2. Why does the writer mention maps?
 - a. as evidence that the Underground Railroad existed
 - b. as an example of how written documentation was avoided
 - c. as documentation of the route taken by the escaped slaves
 - d. as an example of a means of communication between the slaves
3. According to the text, what was the outcome of the secrecy upheld by the slaves?
 - a. significant lack of reliable historical facts
 - b. apprehension and execution of slaves
 - c. confusion as to the routes the slaves had to follow
 - d. destruction of thousands of letters and telegrams
4. How does the writer feel about the effectiveness of the Underground Railroad?
 - a. He acknowledges it was necessary but sees a subsequent drawback.
 - b. He agrees that the Underground Railroad was not the best means of escape.
 - c. He believes the secret network could have been more effective.
 - d. He considers its effectiveness to have been highly detrimental.
5. Which word could best replace **necessitated** in the second sentence of the last paragraph?
 - a. incurred
 - b. required
 - c. claimed
 - d. asked
6. What is the structure of the final paragraph?
 - a. Opposing sides of an argument are presented.
 - b. A type of historical evidence is described and a particular example is given.
 - c. A problem is analyzed and a solution proposed.
 - d. A number of examples are given to illustrate a main point.

SECTION B: BUILD UP YOUR READING SKILLS

READING 2: WARM-UP

Task A

Replace each word or phrase in bold with a word from the box with a similar meaning.

• unflinching • bizarre • gruesome • widespread • fully-fledged • excruciating
• pronounced • mild • alongside • speculative

1. This is a **strange and unusual** surrealist comedy about a man who is abducted by aliens. _____
2. The differences in their approaches to teaching are **large and noticeable**. _____
3. After she completes her apprenticeship, she'll become a **completely qualified** lawyer. _____
4. Unless you've experienced the **extremely painful** ordeal of a migraine yourself, you can never fully appreciate what sufferers go through. _____
5. Her **strong and fearless** determination, even in the face of overwhelming obstacles, is an inspiration to us all. _____
6. You don't need to go into the **unpleasant** details about your sports injury. I am kind of squeamish. _____
7. He rarely gets angry. At worst, his response to such situations is one of **moderate** annoyance. _____
8. Modern consumerism is now **common in so many places** that you see product advertisements even in poorer countries. _____
9. Let's take the scenic route. The road runs **next to** the river, and the views are breathtaking. _____
10. At present, any predictions about the outcome of the negotiations are purely **guess-work**. Really, the deal could go either way. _____

Task B

Match each item in Column A with an item with a similar meaning in Column B; then complete the sentences that follow with one of the items from Column B.

Column A

1. without exception _____
2. terrorize _____
3. follows _____
4. unarguably _____
5. nothing like _____
6. dig up _____
7. survive _____
8. fear and apprehension _____
9. key experiences that mark
the beginning of maturity _____
10. died down _____

Column B

- a. dread
- b. endure
- c. rites of passage
- d. strike fear into
- e. ensues
- f. abated
- g. indisputably
- h. unearth
- i. invariably
- j. a far cry from

1. It took archeologists two years to fully _____ the ruins of the castle.
2. Her name is difficult to pronounce correctly. Interviewers _____ say it wrong the first time.
3. Every time a political topic comes up, a loud argument _____.
4. It has been weeks since the new online surveillance laws were introduced, but public anger has not _____, with protests continuing across the country.
5. The figures demonstrate, _____, that man-made climate change is a reality.
6. Violent weather phenomena, such as thunderstorms, used to _____ our early ancestors.
7. The emotional fall-out following a break-up seems impossible to _____ at first.
8. In a predominantly secular society, getting a car is one of the key _____ for most young people.
9. The reality of long-term relationships is _____ the ideal we see portrayed in songs and romance movies.
10. The prospect of growing old fills most people with _____.

Reading Skills: Introduction / Reading for Gist and Structure

Reading Skills: An Introduction

Reading is a multi-faceted process. There are many different aspects of a piece of writing that our minds focus on while reading before arriving at a full understanding. Mostly when we read, we do not consciously focus on any one aspect; rather, our minds respond to the various features of the text simultaneously, as the meaning takes shape. In the Reading Skills sections of this book, however, we will examine each kind of focus separately, relating each kind to a particular category of question in the ECPE Reading section. In doing so, we will use the metaphor of looking at a painting.

Reading for Gist and Structure

Imagine seeing a painting for the first time. Before zooming in on specific areas, you begin by taking in the painting as a whole. What does it show? What is going on? What strikes you about its size, its shape, the way the artist has arranged things on the canvas?

Task A

Look at Leonardo Da Vinci's world famous painting 'The Mona Lisa'. Discuss the following questions with your fellow students: Who or what does the painting show? Who or what is in the foreground and the background? Who or what is the main subject of this painting?



Tip

Reading a text for gist and structure is much like this first view of a painting. We reach a global understanding of the text (either in its entirety, or part of it) as a whole.

Ask yourself the following questions: What is the text about? What does it include? How has the writer arranged different ideas within and between different paragraphs?

Task B

Read the passages below and answer the questions that follow.

A. The recent spate of TV period dramas has prompted excited talk about popular interest in history enjoying a resurgence, but this attitude may be overly optimistic. It is naïve to assume the TV industry produces such programs out of a love of history and a wish to teach people about the past. The overriding motive, as in most things, is profit – which in this case means viewing figures. In order to boost ratings, TV producers will quite happily turn periods of history into cheap, watered-down, simplified, and frequently inaccurate melodrama.

1. What is the main point in passage A?

- a. TV companies are only interested in profit and not in the quality of programs.
- b. More TV historical drama does not necessarily mean more interest in history.
- c. There should be more interest in history among the general population.

B. In 1994, the Senate voted 99-1 in favor of abolishing the existing national high school history curriculum. It was claimed that history teaching should instill a sense of national pride and patriotism; something the previous curriculum, which included such black pages in U.S. history as the government-sanctioned massacre of Native Americans at Wounded Knee, manifestly failed to do. As a result of the Senate vote, high school history curriculums now focus exclusively on the supposedly more edifying stories of progress, heroism, and national pride, conveniently sweeping subjects like Wounded Knee under the rug. What we see here is a form of censorship that gives young people a distorted idea of history.

2. What is the purpose of passage B?

- a. to explain the origins of an official policy
- b. to present an opinion backed up with evidence from U.S. history
- c. to describe two important benefits of history teaching, with examples of each.

3. Look again at the multiple-choice questions for Reading 1 on page _____. Which of these questions test your understanding of the gist and structure of the whole or part of the passage? _____

TASK C

Look at Reading 2 on the following page. Read the text quickly and discuss the following questions with a partner.

- 1. What is the text about?
- 2. What information does it include?
- 3. What is the main idea of each paragraph?
- 4. How has the writer arranged different ideas within and between different paragraphs?
- 5. Look at the questions. Which question(s) require you to read for gist?

Reading 2

Read the passage below. Then, answer the multiple-choice questions that follow.

This passage is about an ancient practice.

Every time archeologists unearth bizarrely shaped skulls at a burial site, wild speculation about aliens invariably ensues, only partially abating when the widely acknowledged facts are once again pointed out: the owners of these seemingly non-human crania – with their pronounced enlargements, elongations, and other variations of shape – were indisputably members of our own, terrestrial species, and the extreme abnormalities of shape were the result of an ancient tradition referred to as ‘cranial deformation,’ widespread among primitive cultures.

Cranial deformation was just one of the many dramatic forms of body modification practiced in ancient times. Many of these surgical alterations were shockingly macabre. Warriors’ physical features were subjected to monstrous transformations – teeth were filed down into hideously sharp fangs, for example – in order to strike fear into opponents on the battlefield. Enduring the excruciating modification procedure may also have acted as a rite of passage for these warriors, proving that they were ready to become fully-fledged fighters, unflinching in the face of pain.

Cranial deformation seems to have been a far cry from such barbaric practices, however. The owners of deformed skulls were undoubtedly female, as shown by other skeletal remains interred with the skulls. This suggests that the purpose of the alterations was to beautify. Equally, artifacts found alongside the skeletal remains, such as utensils, jewelry, and other trappings of high social standing, suggest that these women belonged to the nobility. It therefore seems logical to conclude that unusually shaped crania inspired the respect and admiration of fellow tribe members, not the dread and revulsion of enemies. Nor was the method of modifying skull shape particularly gruesome. In all likelihood, newborns simply had their heads compressed, by means of tightly wrapped bandages or wooden headwear worn constantly throughout infancy. The steady pressure, while firm enough to result in deformation, would have caused no more than mild discomfort.

1. What is the main aim of this passage?
 - a. to show how barbaric ancient body modification was
 - b. to dismiss theories about alien remains in burial sites
 - c. to describe the ancient custom of modifying skull shape
 - d. to reject a theory about a mysterious archeological discovery
2. According to the text, what is the main reason warriors were subjected to body modifications?
 - a. to test extreme pain endurance
 - b. to test maturity and readiness for battle
 - c. to strengthen their bodies
 - d. to identify them as warriors
3. Where does information about cranial deformation come from?
 - a. contemporary written accounts of the practice
 - b. other objects found buried near deformed skulls
 - c. images on the walls of ancient burial places
 - d. depictions of the practice on ancient artifacts
4. What is true about the procedure of cranial deformation?
 - a. It caused intense pain.
 - b. It took place early in life.
 - c. It was performed by women.
 - d. It was quick and painless.
5. What can be assumed about the recipients of cranial deformation according to the final paragraph?
 - a. They were considered repulsive by their fellow tribe members.
 - b. They were members of a wealthy family.
 - c. They were born with a deformity.
 - d. They concealed their deformities with jewelry and clothing.
6. What is the main tone of the passage?
 - a. critical
 - b. entertaining
 - c. praising
 - d. informative

SECTION C: BUILD UP YOUR VOCABULARY

Words with Multiple Meanings (Polysemy)

Many words have more than one meaning. Consider the following words from Reading 1 and Reading 2:

- 1 a. Police stormed the building and **apprehended** five members of the gang.
- 1 b. Children of a very young age find it difficult to **apprehend** the meaning of right and wrong.
- 2 a. Differences between the two main political parties have become less **pronounced** in recent years.
- 2 b. 'Homophones' are words that are **pronounced** the same, such as 'weight' and 'wait'.

Dictionaries present these multiple meanings, usually with the most common meaning – the use of the word that is most familiar – listed first. It is the less common meanings, however, that are often tested in the Vocabulary section of the ECPE.

Task A

Look at the pairs of sentences below. Each sentence in each pair uses the same word, but with a different meaning. In the space provided, write a paraphrase of the part in bold, to explain the meaning, as in the example.

1. People can use the restaurant's site to **make reservations**.
I'm afraid I **have some reservations** about whether the plan will work.
book a table
am unsure
2. Could we **arrange** a meeting next week?
She had **arranged** the furniture to give the room the right feel.
3. With your qualifications, there are plenty of jobs you could **apply for**.
Carl's grades are low because he doesn't **apply himself**.
4. This writer seems to have **an innate capacity** to see things differently.
The capacity of the stadium is too small for such an event.
5. He is absolutely **determined** to reach his career goals.
Our level success **will be determined by** various factors.
6. The children's behavior was poor, due to **a lack of discipline**.
Scientists from a range of **academic disciplines** were at the conference.

The Same Word, Different Parts of Speech

An interesting and unusual feature of English lexis is that the same word, spelled exactly the same way, can be both a noun and a verb, or both an adjective and a verb, etc., sometimes with a difference in meaning. Consider the following words from Reading 1 and Reading 2:

The old neighborhood had disappeared without **trace**. (*n. Meaning: evidence of previous existence*)

Anthropologists are trying to **trace** the origins of this tradition. (*v. Meaning: to track*)

What seemed like an innocent mistake was actually a **deliberate** attempt to ruin the operation. (*adj. Meaning: intentional*)

The board will need more time to **deliberate** before reaching a final decision. (*v. Meaning: to formally consult, discuss*)

Task B

In each sentence below, label each word in bold with its part of speech and provide an approximate meaning, as in the example provided.

- | | |
|---|-----------------------------|
| 1. a. These new technologies produce electricity. | (v) to manufacture, to make |
| b. Huge amounts of edible produce are discarded. | (n) products |
| 2. a. The sound engineer detected an echo in the studio. | |
| b. The article echoes public sentiment. | |
| 3. a. The range of products is extremely wide. | |
| b. Acting styles range from the simple to the complex. | |
| 4. a. The boss rewarded him with a raise . | |
| b. The campaign raises awareness about domestic violence. | |
| 5. a. This is not an exact figure but an approximate estimate . | |
| b. An estimated two thousand people are affected. | |
| 6. a. We should only borrow money as a last resort . | |
| b. When persuasion fails, a bad manager may resort to threats. | |
| 7. a. Millions of people turned up to watch the solar eclipse . | |
| b. His latest academic achievement eclipses all others. | |
| 8. a. We need to have the project ready tomorrow, without fail . | |
| b. The article fails to explore the topic in detail. | |
| 9. a. Fill out your name and address on the form. | |
| b. These issues aren't addressed in the documentary. | |
| 10. a. The wallpaper is full of elaborate patterns. | |
| b. He expressed his basic opinion but didn't elaborate . | |

Focus on Word Form 1: The Suffixes '-mit', '-mission', and '-missive'.

A group of English words take the suffixes '-mission' (for the noun form), '-mit' (for the verb form), and '-missive' (for the adjective). Consider the following example from Reading 1:

The case of the Underground Railroad is not an example of deliberate **omission** from the history books.
(leaving something out)

Task C

Complete the sentences below with the correct form of the words in the box.

• admission/admitted • submission/submitted • remission • permissive • dismiss/dismissive • emitted/emissions

1. The boss is generally _____ of new ideas, however promising they are.
2. Her smartphone _____ a small bleep, every time a message came through.
3. The patient's symptoms have gone into _____ and he is now strong enough to undergo surgery.
4. The director _____ to pressure and announced his resignation.
5. Writers wishing to enter the short story contest can send their _____ by email.
6. Unless we cut the rate of greenhouse gas _____ drastically, global warming will accelerate.
7. The teacher refused to _____ the class until everyone had copied down the homework.
8. Women were not _____ to public office until the second half of the century.
9. Senior citizens and students get a reduction on the price of _____ to the exhibition.
10. Parents who are overly _____ run the risk of raising children who have no discipline.



Focus on Word Form 2: The Prefix 'un-'

The negative prefix 'un-' is very common in English and generally has the meaning of "not." Consider the example from Reading 2: ...proving that they were ready to become fully-fledged fighters, **unflinching** in the face of pain.

(not drawing back from, not wincing)

Task D

Match the words in bold in the sentences with a word with a similar meaning in the box.

• undiminished • unspoiled • undeterred • unmistakable • unsightly • undivided • undaunted • unambiguous

1. The factory is an **ugly** blot on an otherwise **pristine** natural landscape. _____
2. We had set our hearts on taking the boat trip and were **not discouraged** by the warnings of high winds. _____
3. All I want is a **clear** answer to my question. _____
4. What I'm about to say is extremely important, so I'm going to need your **complete** attention. _____
5. Though her appearance had changed, the sound of her voice was **distinctive**. It was definitely Sarah. _____
6. Though we've been through many obstacles and setbacks, we will continue our mission **no less courageous**. _____
7. The power of these songs has remained **no less strong** despite the passing of time. _____

Focus on Word Form 3: Combined Words

Many English words are clearly made up of two separate words. There is an example in Reading 1: "...a practice called 'cranial deformation, widespread in ancient times.'" (widespread – wide + spread = occurring in many places)

Task E

Match the phrases in column A with a possible meaning in column B.

Column A

1. a **straightforward** procedure _____
2. **undergo** a transformation _____
3. a **self-assured** demeanor _____
4. **self-esteem** issues _____
5. the **uptake** of educational technology _____
6. my daily **intake** of energy _____

Column B

- a. a lack of self-respect
- b. the adoption of advanced pedagogical equipment
- c. the amount of calories consumed in a day
- d. a simple way of doing something
- e. go through a complete change
- f. a confident outward appearance

Focus on Sounds: The Consonant Sound tʃ / The Vowel Sound aʊ

The sounds **tʃ** (as in 'change') and **aʊ** (as in 'house') are distinctive sounds of English that are key to the pronunciation of many important words. Consider the following examples that include vocabulary from Reading 1 and Reading 2:

He demonstrated **unflinching** bravery in rescuing the drowning dog.

The new campaign is likely to **arouse** interest in our organization.

Task F

For each item below, circle the correct word. Pay attention to the other words in bold. Then, show which sound features in the correct word by circling one of the phonetic symbols. The first item has been done for you, as an example.

1. I received your email but the attachment / **merchandise** was missing. tʃ / aʊ
2. Fears in this case are ill-**founded** / **grounded** and there is no need for alarm. tʃ / aʊ
3. These antiques should **snatch** / **fetch** a very high price. tʃ / aʊ
4. You can get a discount if you **purchase** / **enrich** tickets online. tʃ / aʊ
5. Just because he has been wrong before doesn't mean we should **flout** / **discount** his opinion. tʃ / aʊ
6. The book does no more than **itch** / **scratch the surface of** this fascinating historical period. tʃ / aʊ
7. This unexpected surge in university admissions is difficult to **account** / **allow for**. tʃ / aʊ
8. They displayed very **sound** / **endowed judgement** in rejecting the deal. tʃ / aʊ
9. This is a **challenging** / **changeable** course. You will need to devote a lot of time to study. tʃ / aʊ
10. She looks very **cheerful** / **fetching**. She must have had some good news. tʃ / aʊ
11. We rented a **fetching** / **charming** little cottage in the countryside. tʃ / aʊ
12. I have a **hunch** / **crunch** that my luck is about to change. tʃ / aʊ
13. She found her colleagues to be **an unusual hunch** / **bunch** and kept herself to herself at work. tʃ / aʊ
14. A true friend will be there to support you **when it comes to the bunch** / **crunch**. tʃ / aʊ
15. If you put in the necessary effort, you **are bound** / **ground to** succeed, sooner or later. tʃ / aʊ
16. We accidentally put salt in the cookies instead of sugar, so we made a whole new **batch** / **match**. tʃ / aʊ
17. They had **breached** / **enriched** security protocol by leaving the side entrance unattended. tʃ / aʊ
18. When knocking politely didn't work, he began to **pound** / **scout on** the door with his fist. tʃ / aʊ
19. The building plan was rejected **on the account** / **grounds that** it would damage the environment. tʃ / aʊ
20. When formulating a timeline, we need to **take into account** / **grounds that** people will be away during Easter. tʃ / aʊ
21. During the speech, he suffered a **sound** / **bout** of coughing so severe that he had to leave the stage. tʃ / aʊ
22. His knowledge of mathematics is truly **astounding** / **sound** for someone so young. tʃ / aʊ
23. The shocking realization **sent a chill** / **itch down my spine**. tʃ / aʊ
24. There's no daily schedule, but the **catch** / **match** is that you must complete all the work each month. tʃ / aʊ

25. The organization was **founded / grounded** by my grandfather sixty years ago. tʃ / aʊ
26. After I used the shower gel my skin **itched / scratched** for days. tʃ / aʊ
27. All of their children are **endowed / crowned** with the same intelligence and creativity. tʃ / aʊ
28. A touch screen image can be magnified by **scratching / pinching** it **between thumb and forefinger**. tʃ / aʊ
29. The study of literature **enriches / breaches** the mind and soul. tʃ / aʊ
30. Bill and Sandra are both so mean and unsociable that they make a perfect **batch / match**. tʃ / aʊ

Focus on Adverbs

Complex adverbs like 'invariably' (Reading 1- paragraph 1) and 'indisputably' (Reading 2- paragraph 1) are often tested on the ECPE exam. Find these adverbs in the passages and discuss their use and meaning.

Task G

Use the adverbs in the box to complete the sentences.

• invariably • eternally • randomly • effectively • duly • practically • largely • shortly
• accordingly • abruptly • wholeheartedly • firmly

1. The stolen paintings were _____ returned to their rightful owners.
2. The presentation will be beginning _____, so if all attendees could please be seated.
3. You need to bear in mind the age of your readers and modify your writing style _____.
4. Their success was _____ based on pure luck.
5. By praising children too much, we are _____ reducing their motivation to progress.
6. The two stories were _____ identical, except for a few minor details, such as the characters' names.
7. I _____ agree with you; we should wait for the financial results before we draw up a new business plan.
8. Whenever advice is needed, we _____ speak with our colleagues before speaking with the manager.
9. I will be _____ grateful for the financial help you provided me with when I needed it.
10. He _____ interrupted me and told me he was not willing to discuss the matter any further.
11. The cat jumped off the top shelf, planting its feet _____ on the ground.
12. The winners were _____ selected from a long list of competition entries.