

Focus on Part 1 – Conversations



About **Part 1** of the listening test: In this part, you will hear 20 short conversations. After each conversation, you will hear one question. You will hear each conversation and question once.



Task 1. Vocabulary. Listen and complete.

You will hear sentences taken from three conversations, which you will hear in their entirety later. Listen to the sentences and fill in the missing words with words from the box. Some words are not used.

activate • applications • completely lost • keep up • long gone • members • opposed
• rely • retrace • space • struggling

1. I'm _____ without it.
2. I'm the only one _____ to _____.
3. _____ your steps from today.
4. It'll look good on your college _____.
5. I'm not _____ to that.
6. Well, I heard the History Club still has _____ for a few more _____.
7. Our keycards _____ on a magnetic strip that holds the data required to _____ the lock on your door.
8. I'm afraid those days are _____, sir.



Task 2. Listen

You will hear 3 short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. Read the answer choices and circle the best answer.

Do you have any questions?

1. What does the woman imply about her classmates?
 - A. They met in the cafeteria earlier.
 - B. They don't like sharing their notes.
 - C. They are mostly majoring in history.
 - D. They are better at algebra than she is.
2. How does the man feel about the History Club?
 - A. It isn't a good fit for him.
 - B. It shouldn't accept new members.
 - C. It requires too much of his afterschool time.
 - D. It increases his chances of getting into college.
3. Where does the conversation probably take place?
 - A. a bank
 - B. a hotel
 - C. a car repair shop
 - D. a hardware store

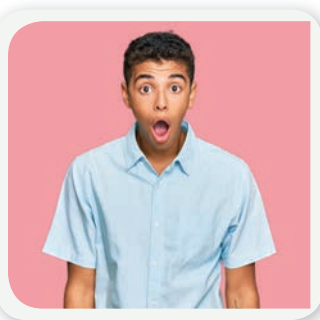
Task 3. Vocabulary

Look at the following pictures. Discuss with a partner how each person is feeling. Write adjectives that best describe the feeling displayed in each picture.

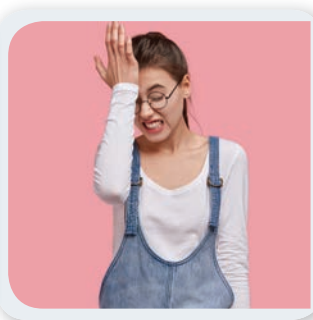
• eager • anxious • confident • awkward • surprised • encouraged • regretful • embarrassed



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Task 4. Listen

You will hear 3 short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. Read the answer choices and circle the best answer.

Do you have any questions?

1. How does the man feel?

- A. eager
- B. anxious
- C. confident
- D. awkward

3. How does the woman feel?

- A. surprised by the man's offer
- B. encouraged by the man's praise
- C. regretful about quitting her music studies
- D. embarrassed about how badly she plays piano

2. What does the woman imply about the corner market?

- A. It closes too early.
- B. It is too expensive.
- C. It has a limited selection.
- D. It is better than their old supermarket.

Task 5. Discuss

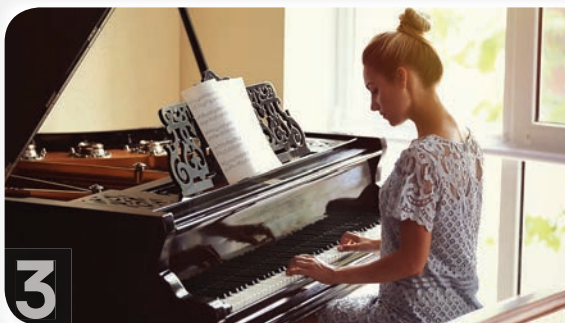
Read the following questions about the conversations you listened to in Task 4. Discuss with a partner.



In conversation 1, the man is feeling anxious about a computer problem. How do you feel when you have problems with technology? What kind of situations make you anxious? Do you think we rely on technology too much? Describe a time when you became anxious or angry due to a technological problem.



In conversation 2, the couple cannot buy milk because the corner shop closes soon. How often were you not able to buy something because it was too late? Do you think convenience stores should remain open till late? Why/ why not?



In conversation 3, the woman regrets not continuing her piano lessons. Have you ever regretted not taking up something or not continuing with it? How important is life-long learning? Do you think learning something new contributes to our wellbeing?

Task 6. Listen

You will hear four short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. Read the answer choices and circle the best answer.

Do you have any questions?

1. What did the man assume about the scores?

- A. They would be posted later that day.
- B. They were posted with students' names.
- C. They would be posted outside the chemistry lab.
- D. They were posted outside Professor Jenkins's office.

2. What does the man complain about?

- A. the cost of admission
- B. the length of the show
- C. the design of the venue
- D. the performance of the band

3. What does the woman imply about the book?

- A. She has heard good things about it.
- B. The author is well-known.
- C. She finds it offensive.
- D. She isn't interested in reading it.

4. What do the speakers agree about?

- A. Moving to a new town is difficult.
- B. The GPS does not work well in their town.
- C. Recent building has changed the way the town looks.
- D. Construction downtown has increased traffic.

Task 7. Discuss

Read the following questions about the conversations you listened to in Task 6. Discuss with a partner.



In conversation 1, two students are talking about exam scores, and how they are posted. Do any of your teachers post exam grades where the class can see them? Do you think seeing how your exam score compares to other students in your class is useful? Why or why not? How soon after an exam do you usually get your scores? Does waiting for your exam scores make you nervous? Why or why not?



In conversation 2, the speakers are discussing the quality of the sound at a concert. Do you like going to concerts? When was the last time you went to one? Do you prefer large concert venues, or small venues? Why? Have you ever been to a concert where the acoustics in the venue were poor? What's the best concert you've ever been to? The worst?



In conversation 3, the speakers are discussing books. Do you enjoy reading books? Why or why not? What's the last book you read? Do you have a favorite author? A favorite genre? Are there any genres you dislike? Why do you dislike them? Which do you prefer to read: fiction, or non-fiction? Why?



In conversation 4, the speakers are talking about how much the town they live in has changed, due to construction and development. Is there a lot of new construction or development happening in your town or city? Do you think modern buildings are more attractive than older buildings? Why or why not? Have you ever gotten lost in your town or city? Do you have a good sense of direction? Do you know how to read a map? Do you rely on GPS or other navigation systems for directions?

Focus on Part 2 – Short Talks

EXAM

tip

About **Part 2** of the listening test: In Part 2 of the ECPE listening test, you will hear three short talks. After each talk, you will hear six questions about it. Before you listen to each talk, you should preview the questions in the time given.

TALK 1

Task 1. Discuss

Look at the picture. Read the questions below, and discuss them with a partner.

Senses



How many senses do humans have? What are they? Which body parts do the different human senses use? What are some senses that animals have that humans don't? How are touch and taste different?

Octopuses



How much do you know about octopuses? What sense do you think might be important to an octopus? How does an octopus explore its surroundings? How does an octopus sense taste and smell? What are some key words associated with octopuses?

Task 2. Vocabulary

The sentences below use words and phrases from the first talk. Read the sentences and fill in the missing words with words from the box.

• avoid • can do just that • compounds • given off • it turns out • poisonous • prey
• responds • sensitive to touch • specialized • stimuli • surface • unprecedented • what if

- _____ you could taste something by touching it?
- An octopus, _____, _____.
- An octopus has _____ cells on its arms that can taste things through touch.
- Octopuses have two types of sensory cells on the _____ of their suckers.
- One type is _____, and the other type _____ to chemical _____ by _____.
- This gives octopuses the ability to taste and identify _____ that might be _____, which they can _____.
- This ability is _____ in the animal kingdom.

Task 3. Listen

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

You will hear the talk and the questions once. If you want to, you may take notes in your booklet as you listen.

Do you have any questions?

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

EXAM
tip

Before you read the questions, always read the opening statement given in bold. The statement and the questions will give you a good idea of what the talk is about.

Listen to a biology teacher talking to her class.

- What does the speaker ask her audience to imagine?
 - how an octopus might find its food
 - being able to see different kinds of light
 - how an octopus might find its way in the dark
 - being able to taste food by touching it
- What does the speaker say she and her team did?
 - They found specialized nerve cells on octopus suckers.
 - They observed a new octopus behavior.
 - They identified a new species of octopus.
 - They trained an octopus to react to stimuli.
- Why does the speaker mention crabs, snails, and fish?
 - to compare them with octopuses
 - to give examples of octopus food
 - to explain what tentacles are
 - to describe one use for tentacles
- What does the speaker say she hopes to do?
 - find additional receptor proteins
 - publish her results shortly
 - begin a series of tests soon
 - continue her work with other animals
- What is the main purpose of the talk?
 - to share the results of some research
 - to describe the different senses animals have
 - to explain how a discovery was made
 - to encourage efforts to protect marine animals
- What does the speaker mean when she says: 🗣️
 - This type of cell is found only in animals.
 - This type of cell had not been seen before.
 - This discovery was completely unexpected.
 - This finding has not been fully explained yet.



TALK 2

Task 4. Discuss

Look at the picture. Read the questions below, and discuss them with a partner.



What is normal human body temperature? Do all humans have the same body temperature? What can we learn about a person from taking his or her temperature? What are some factors that can affect human body temperature? Has human body temperature changed over time?

Task 5. Dictation

A You will hear an excerpt from a doctor's talk about human body temperature. In your notebook, write down exactly what you hear. You will hear the excerpt twice.

B Compare your answer with a partner's.

Task 6. Listen

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

Listen to a doctor talking to a colleague.

- What does the speaker say about Dr. Wunderlich?
 - He used outdated methods in his work.
 - His 1867 study contains a miscalculation.
 - His original study did not include healthy people.
 - He established normal human body temperature to be 37°C.
- What does the speaker say about the differences between Dr. Wunderlich's measurements and his own?
 - They are difficult to explain.
 - They are small and probably unimportant.
 - They are probably due to advances in medicine.
 - They are likely a result of using different benchmarks.
- What does the speaker suggest about high infection rates?
 - They keep average body temperatures high.
 - They can be a sign of serious illness.
 - They began their increase 16 years ago.
 - They were first observed among the Tsimane people.
- What does the speaker say about the researchers who studied the Tsimane people?
 - They used the same data that Dr. Wunderlich used.
 - They developed some of the same infections that the Tsimane had.
 - They couldn't explain why average Tsimane body temperatures fell.
 - They observed higher average body temperatures than Dr. Wunderlich did.
- What does the speaker conclude about the medical use of body temperature in determining patients' health?
 - It remains useful.
 - It can give misleading results.
 - It is of limited use.
 - It has become more accurate.
- What does the speaker say about the study?
 - It contained an error.
 - It made the situation less clear.
 - It offered an alternative explanation.
 - It focused on the role of water.

Focus on Part 3 – Radio Talk



About **Part 3** of the listening test: In Part 3, you will hear two segments from a radio program. After each segment, you will hear 6 questions. You will be given some time to preview the questions before hearing the talk.

Task 1. Discuss

A Look at the pictures. Discuss the following questions with a partner.



What kind of animal is this? Where does it live?
What kind of sounds does it make? How are these sounds made? Why do you think these sounds are made? Have you heard these sounds? What are some things that might interfere with these sounds being heard?



Where is the woman? What seems to be the problem? How do you think she feels? Have you ever felt this way? What can be done about this problem?

B Based on your discussion in exercise A, what do you think the talk will be about? Compare your answer with a partner.

Task 2. Vocabulary

A Below are some words you will hear in the talk. How many do you know? Match the vocabulary words on the left with their definitions on the right. After listening, come back and review your answers.

- | | | |
|----------------------|-------|--|
| 1 immunity | _____ | a send out; emit |
| 2 alter | _____ | b change; modify; adjust |
| 3 takeaway message | _____ | c protection from or resistance to harm |
| 4 proliferation | _____ | d intensify; add together |
| 5 hinder | _____ | e movements from one area to another |
| 6 disrupt | _____ | f disturb; interfere with what is normal |
| 7 distinctive | _____ | g unique; unlike any other |
| 8 offspring | _____ | h the key conclusion; the main point to understand |
| 9 nuance | _____ | i children, or young of a species |
| 10 distinguish | _____ | j tell apart; find a difference |
| 11 compound | _____ | k make worse |
| 12 emanate | _____ | l slow the progress of; prevent; delay |
| 13 exacerbate | _____ | m very small difference; subtle variation |
| 14 migratory pattern | _____ | n advance, promote |
| 15 further | _____ | o increase, growth |

Task 3. Preparing to listen

EXAM tip

During the exam, always skim the questions and answer choices before the listening begins. This way, you will get an idea about the topic of the talk, and know what information you should listen for.

A You are going to hear a talk later on in this unit. But first, look at the questions and answer choices. Don't try to answer the questions yet; instead, just skim the questions and the choices to get a feel for what the talk will be about and what information you will need to listen for. Underline the key words in the questions that you will need to listen out for.

1. What is noise pollution said to have changed for some birds?
 - A. their mating rituals
 - B. their feeding behaviors
 - C. their migration patterns
2. What is noted about the World Health Organization?
 - A. It has set a standard for noise pollution.
 - B. It has only recently focused on urban noise pollution.
 - C. It has identified the most important sources of urban noise pollution.
3. What does Dr. Butcher say about the male crickets used in his experiment?
 - A. They were unable to sing.
 - B. They were all less than a year old.
 - C. They were selected based on their songs.
4. What effect did background noise have in Dr. Butcher's experiment?
 - A. It caused some crickets to change their songs.
 - B. It limited how far away cricket songs could be heard.
 - C. It prevented female crickets from differentiating among male cricket songs.
5. What does Dr. Butcher say about "good" cricket songs?
 - A. They are louder than "bad" songs.
 - B. They are produced by stronger males.
 - C. They are usually made by more mature males.
6. What does Dr. Butcher suggest governments should do?
 - A. They should set a five-year goal to reduce urban noise pollution.
 - B. They need to recognize urban noise pollution as a public health problem.
 - C. They should do more to educate people about the dangers of urban noise pollution.

B Based on the questions and the answer choices, what are some key words, phrases, or ideas that you think you will need to listen for? Fill in the chart.

WORDS AND PHRASES	IDEAS
noise pollution birds	Dr. Butcher's experiment effects of background noise on crickets

C Compare your list with a partner.

Task 4: Listen

You will hear a segment from a radio program.

After the segment, you will hear six questions about it. Before the segment begins, you will have time to preview the questions that are printed.

You will hear the segment twice. Then you will hear the questions once. If you want to, you may take notes in your booklet as you listen.

Do you have any questions?

Look at the questions. Then listen to the segment.

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 - A. Their mating rituals
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2. What is noted about the World Health Organization?
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6. What does Dr. Butcher suggest governments should do?
 - A. set a five-year goal to reduce urban noise pollution
 - B. recognize urban noise pollution as a public health problem
 - C. educate people about the dangers of urban noise pollution

Task 5.

Go back to Task 2 and check your answers.

Task 6. Discuss

What are some of the causes of noise pollution? What are some of the effects of noise pollution? What are some things that can be done to prevent or lessen noise pollution? Is noise pollution a problem where you live? How does noise pollution affect wildlife? What, if anything, should be done to protect wildlife from noise pollution? Do humans have a responsibility to protect wildlife?

