



**ECPE**

Examination for the  
Certificate of  
**Proficiency** in  
English®

# **Screening Test**

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# Introduction

The ECPE Screening Test has been designed to function as a useful tool for teachers who would like to have an indication of the level of their students and of how well they may perform on the ECPE. It is expected that the Screening Test would be administered approximately four to six months before the ECPE examination.

The Test comprises a Listening Section and a Grammar, Cloze, Vocabulary & Reading (GCVR) Section. The items in these sections have been carefully chosen to test a variety of levels of difficulty appropriate for students at this level and so provide information on the potential success of ECPE candidates, based on their performance at this stage of their studies.

## Procedure

A panel of twelve judges was selected based on their qualifications and experience in language teaching. The judges rated both individually and in groups, assigning a code to each item according to their evaluation of its place on a scale directly related to the CEFR levels. The median of these codes was calculated for each item and the results were then assigned to three categories: easier items; items expected to be approximately at the level of potential candidates at this stage of their studies; and a range of more difficult items above the expected level.

## Results

The largest category of items included in the Screening Test are those the judges evaluated as being at the expected level of a student in the process of preparing for the ECPE, with fifty percent of the items in each section at this level (Table 1). The proportion of easier and more difficult items included in the test are mostly balanced across the Sections, but with a higher proportion of more difficult items in the Listening sections and a higher proportion of easier items in the Grammar section. Note that percentages have been rounded.

The number of items per Section is shown in Table 2. Ten of the items in the Listening section are those judged as easier than the expected level, with fifteen judged as more difficult, while thirteen of the grammar items are those judged as easier and only seven as more difficult. The number of easier and more difficult items is evenly balanced in the other sections.

Table 1: Percentage of items per category (rounded figures)

PART	% of easier items	% of medium items	% of more difficult items	Total % of Items
LISTENING	20	50	30	100
GRAMMAR	33	50	18	100
CLOZE	25	50	25	100
VOCABULARY	25	50	25	100
READING	25	50	25	100
TOTAL GCVR	28	50	23	100

Table 2: Number of items per category

PART	No. of easier items	No. of medium items	No. of more difficult items	Total number of items
LISTENING	10	25	15	50
GRAMMAR	13	20	7	40
CLOZE	5	10	5	20
VOCABULARY	10	20	10	40
READING	5	10	5	20
TOTAL GCVR	33	60	27	120

# Introduction

## Using the ECPE Screening Test Grid (Table 3)

Teachers can use the Screening Test to identify the level of students who are intending to sit a C2-level examination. Students should sit the Screening Test under examination conditions, with care taken to ensure that they do not copy or exchange answers during the test.

The ECPE Screening Test Grid in Table 3 can be printed or photocopied.

- Each part of the Grid represents a section of the ECPE Screening Test.
- The numbers on the Grid represent the item number of the Screening Test: for example, items 1, 2 and 3 are found in the first three rows of Listening Part 1; item 111 is in the first row of the Vocabulary Section; and item 170 in the last row of the Reading Section.
- The item numbers of each section are arranged in three columns according to their estimated level of difficulty: Easier, Medium, and Harder.

Once students have finished the Test, the numbers of all the questions the student answered correctly should be marked on the Grid, for example by using a tick or a circle.

The Grid provides the teacher with an at-a-glance assessment of each student's level. It is important to think of each student's answers in terms of a **pattern**, since this is what gives the best indication of the student's level.

- Students approaching the level expected at the ECPE should show a *pattern* of answers for each Section demonstrating that they correctly answered almost all the easier items, many of the medium range items, but few of the more difficult items.
- More advanced students will show a *pattern* whereby they correctly answered almost all the easier items, most of the medium range items, and many of the more difficult items.
- Teachers should be aware that students with a noticeably random *pattern* of correct answers may have been employing a certain amount of guesswork.

## Predicting Success in the ECPE

Students with more than **25** answers correct in the Listening Section of the Screening Test and more than **60** answers correct in the GCVR are expected to be in a favorable position to improve their English to a level which would gain a Pass at ECPE, provided they continue diligently with their studies during the school year. It is hoped the Screening Test will also help teachers identify which Sections of the ECPE require extra study on the part of their students.

# Introduction

**Table 3: ECPE Screening Test Grid.**

LISTENING 1			LISTENING 2			LISTENING 3			GRAMMAR			CLOZE			VOCABULARY			VOCABULARY			READING			
EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	
	1			16			36		51			71			91				111		131			151
2				17		37		52				72					92		112			132		
3		18					38		53			73				113						133		
4				19			39		54			74					94		114		134			
5		20					40		55			75				115					135			155
6					21		41		56			76					96			116		136		
7				22			42		57			77			97				117		137			157
8					23		43		58			78		98						118		138		
	9				24		44		59				79						119			139		
10					25		45		60			80		100						120		140		
11				26			46			61		81			101				121				141	
12				27			47			62		82			102				122		142			
	13	28					48		63			83					103		123			143		
	14	29					49			64		84					104		124			144		164
	15			30			50		65			85					105		125			145		
				31						66		86					106			126		146		
				32						67		87					107			127		147		
					33				68			88			108				128			148		
				34						69		89					109		129			149		169
				35						70		90							130			150		170

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# Screening Test

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## LISTENING SECTION INSTRUCTIONS

This section of the examination tests your understanding of spoken English. The listening section 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 1**

In this part, you will hear short conversations. From the three answer choices given, choose the answer which means about the same thing as what you hear, or that is true based upon what you hear. For example, listen to the conversation:

- Example (listen):
- A. to arrange an appointment
  - B. to request more time to finish an assignment
  - C. to inform her about his mother's health

The correct answer is B.

For problems 1 through 15, **mark your answers on the separate answer sheet.** No problems can be repeated. Please listen carefully. Do you have any questions?

- 
- |   |   |
|---|---|
| <p>1. A. The students can choose their own type of assignment.<br/>B. The students must write about the same news event.<br/>C. The students have to compare two news articles.</p> <p>2. A. She thinks traffic conditions will improve.<br/>B. He is having trouble biking downtown.<br/>C. She thinks there are too many cyclists.</p> <p>3. A. He is more likely to get promoted at the distribution company.<br/>B. He has decided to leave his job at the distribution company.<br/>C. His starting salary will be higher at the distribution company.</p> <p>4. A. She is complaining about her order being late.<br/>B. She has already found the textbook she needs.<br/>C. She is asking about returning a book.</p> <p>5. A. The woman does not like the new director.<br/>B. The new director lacks knowledge about the job.<br/>C. The new director is good at team work.</p> <p>6. A. She disagrees with his view that Professor Jones is helpful.<br/>B. Professor Jones does not provide written material for his lectures.<br/>C. He dislikes the handouts that Professor Jones gives out in lectures.</p> <p>7. A. She thinks the coach hasn't done a good job.<br/>B. He believes the coach should become a team director.<br/>C. The current coach will probably leave the team.</p> | <p>8. A. She will give the professor her assignment tomorrow.<br/>B. It is important that she arrive on time for tomorrow's class.<br/>C. The professor will assign a book report in the next lesson.</p> <p>9. A. She will have to pay the full price for both tickets.<br/>B. She needs to show documentation from the college.<br/>C. She will buy one ticket and get the other one free.</p> <p>10. A. She and her partner are organizing a leaving party.<br/>B. She and her partner haven't moved into their new home.<br/>C. She wants to invite him to see their new residence.</p> <p>11. A. She had accidentally switched off her phone.<br/>B. She is late because she didn't set her alarm.<br/>C. She did not hear her phone alarm go off.</p> <p>12. A. Her roommate has finished college and is moving out.<br/>B. She will share a room with a group of friends.<br/>C. She was fortunate to find a good place to live.</p> <p>13. A. He would like to see a written account of her idea.<br/>B. He thinks her idea is unlikely to meet with success.<br/>C. He has a better business idea to propose to her.</p> <p>14. A. Mary has a friendly relationship with colleagues.<br/>B. Mary always seems relaxed when doing business.<br/>C. Mary tends to get angry when at work.</p> <p>15. A. He has always been sure about his choice of career.<br/>B. He works in a number of different writing genres.<br/>C. He recently decided to follow a different career path.</p> |
|---|---|

**Part 2**

In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question. For example, listen to the question:

- Example (listen): A. Sorry, I still haven't had time.  
 B. You'll need to tell me the route.  
 C. Sure. Send it to me tomorrow.

The correct answer is A.

For problems 16 through 35, **mark your answers on the separate answer sheet**. No problems can be repeated. Please listen carefully. Do you have any questions?

- 
- |  |   |
|--|---|
| <p>16. A. Yes. It's really spacious and comfortable.<br/>           B. The former tenants left earlier than planned.<br/>           C. I'd prefer to be nearer to work, that's all.</p> <p>17. A. I'm the eldest by three-and-a-half years.<br/>           B. My brother and I are both pretty tall.<br/>           C. I thought it could have been a lot better.</p> <p>18. A. Don't let me bother you, in that case.<br/>           B. Great! I'm looking for a good story to read.<br/>           C. I'll lend it to you after I've finished it.</p> <p>19. A. I'd like to know whether we can make our own travel arrangements.<br/>           B. Personally, I found it very interesting and I look forward to the next one.<br/>           C. Would it be possible to do this test after the lecture, instead of before?</p> <p>20. A. It'll be tough, but I certainly hope so.<br/>           B. Gina can be too outspoken at times.<br/>           C. Yes, they work really well together.</p> <p>21. A. We got them at a discount price.<br/>           B. I have to accept some of the blame.<br/>           C. An electrician is coming tomorrow.</p> <p>22. A. I got my money back, in full.<br/>           B. I'll leave it. It's kinda warm out.<br/>           C. I like it. It really suits you.</p> <p>23. A. Yeah, I reckon that's a reasonable price.<br/>           B. Only if it has to be delivered overseas.<br/>           C. We can deliver it to your home or work address.</p> <p>24. A. It turned out to be rather boring, to be honest.<br/>           B. Some of the paintings were very highly priced.<br/>           C. Actually, even more people showed up.</p> <p>25. A. We'll probably hire a professional to do them.<br/>           B. There's just some re-painting still to do.<br/>           C. You bet! I wouldn't miss it for the world!</p> | <p>26. A. We arrived somewhat later, due to a delay.<br/>           B. Tickets are cheaper the earlier you get them.<br/>           C. I'd have preferred to travel early in the morning.</p> <p>27. A. I'm sure her bosses will recognize her talents.<br/>           B. She should speak to him as soon as possible.<br/>           C. I was surprised, considering how good she is.</p> <p>28. A. No problem. I can wait another week.<br/>           B. Great! I haven't seen them for ages.<br/>           C. Of course! It was a fantastic experience.</p> <p>29. A. I'm afraid I can't make it on that day.<br/>           B. Thanks! These will be really helpful.<br/>           C. Sure! I'll scan them and send you the file.</p> <p>30. A. Sorry, but I think you're wrong about that.<br/>           B. I don't know why he asked me, of all people.<br/>           C. I'm already busy enough as it is, I'm afraid.</p> <p>31. A. Sure. I've got your cell phone number.<br/>           B. Not at all. Everything went smoothly.<br/>           C. You're new to the job, so it's understandable.</p> <p>32. A. Yes. I told everyone in the office.<br/>           B. I should have finished before midday.<br/>           C. I think I put them in the top drawer.</p> <p>33. A. I think they were John's idea, originally.<br/>           B. I agree. Then we could share ideas.<br/>           C. That's right. Emails are more convenient.</p> <p>34. A. There have to be rules against copying assignments.<br/>           B. Because more space was needed for more students.<br/>           C. I think people should wear whatever they want.</p> <p>35. A. It'll make up 40% of your overall mark.<br/>           B. I think I deserved a much better grade.<br/>           C. You'd have done better if you'd studied.</p> |
|--|---|

**Part 3**

In this part, you will hear three short segments from a radio program. The program is called "Learning from the Experts." You will hear what different radio guests have to say about three different topics. Each talk lasts about three minutes. As you listen, you may want to take notes to help you remember information given in the talk. Write your notes in this test booklet. 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 through 50, mark all your answers on the separate answer sheet. Do you have any questions?

**Segment 1**

**Mark your answers on the separate answer sheet.**

36. What does the Svalbard Global Seed Vault contain?
- A. biological information stored on computer files
  - B. the seeds of plants that grow in hot countries
  - C. plant seeds that are preserved in low temperatures
37. Why did ICARDA move to a base in a new area?
- A. The Aleppo base had been destroyed in the war.
  - B. ICARDA staff were at risk because of the fighting.
  - C. The seed collection had become too large to house.
38. What did ICARDA do with the seeds sent from the Svalbard Vault?
- A. It grew new plants.
  - B. It put the seeds into storage.
  - C. It shared the seeds.
39. What had the Svalbard scientists not expected?
- A. that the seeds could be used to grow new plants
  - B. that a loan of seeds could be so successful
  - C. that the seed vault would have to be used so soon
40. Why are the events reported in this passage described as "encouraging"?
- A. They show that the Svalbard Vault will not need to be used.
  - B. They prove the effectiveness of a method of plant preservation.
  - C. They suggest that destructive events are unlikely to damage plants.

**Write notes here.**

**Segment 2**

**Mark your answers on the separate answer sheet.**

41. What is one of the factors that could make food shortages even worse?
- A. Fish is becoming increasingly popular as a source of available food.
  - B. Areas with the least food will experience the most population growth.
  - C. The number of people employed in the agricultural sector will decline.
42. What are the 'factory foods' mentioned by Dr. Bates?
- A. man-made foods produced in laboratories
  - B. foods that require a lot of water to produce
  - C. luxury foods that are consumed by the rich
43. What is one of the causes of 'post-harvest loss' (PHL)?
- A. Food is not kept refrigerated.
  - B. Supermarkets discard food.
  - C. Customers refuse to buy food.
44. Why does Dr. Bates mention cereal grains?
- A. to suggest that this food should be produced instead of fruit
  - B. to explain how non-perishable foods can also be spoiled
  - C. to give an example of a type of food that cannot be ruined
45. According to Dr. Bates, what is the most effective way to prevent future food shortages?
- A. by increasing agricultural production to meet demand
  - B. by encouraging producers to improve food quality
  - C. by reducing the amount of food that is wasted

**Write notes here.**

**Segment 3**

**Mark your answers on the separate answer sheet.**

46. What did participants in the experiment not know?
- A. that the second response was largely the same as their own
  - B. that someone else's views were described in the second response
  - C. that the topic of the second response had been changed
47. What is 'myside bias'?
- A. people's tendency to take pride in being objective and logical
  - B. people's tendency to defend their own views and reject opposite views
  - C. people's tendency to believe opinions that are strongly expressed
48. According to the woman, how might myside bias have been a danger?
- A. It might have made it more difficult to hunt for food.
  - B. It might have stopped hunter-gatherers living in groups.
  - C. It might have caused our ancestors to ignore warnings.
49. According to the speaker, how did myside bias help our ancestors survive?
- A. They could convince other people to stay in the cave.
  - B. They could defend themselves against physical attack.
  - C. They could avoid being taken advantage of.
50. What may be true about myside bias in the modern world?
- A. It is essential to survival.
  - B. It prevents proper dialogue.
  - C. It has all but disappeared.

**Write notes here.**

51. Liam just texted me to say he'd rather \_\_\_\_\_ on Tuesday instead.
- A. meet
  - B. to meet
  - C. met
  - D. will meet
52. We can always ask our tutor to extend the deadline \_\_\_\_\_.
- A. even if we need
  - B. if need be
  - C. if needs
  - D. even if is needed
53. \_\_\_\_\_ the rest of the city, this neighborhood has clean air and low noise levels.
- A. Contrast
  - B. In contrast to
  - C. The contrast
  - D. As a contrast
54. The problems in this country are comparable \_\_\_\_\_ of other countries in the region.
- A. the ones
  - B. as them
  - C. to those
  - D. as they
55. Jane always goes to the gym after work, \_\_\_\_\_ she feels energetic or not.
- A. whether
  - B. even if
  - C. no matter
  - D. either
56. The students are fully aware \_\_\_\_\_ what they need to know to pass the exam.
- A. that
  - B. in
  - C. of
  - D. for
57. Critics have varying opinions \_\_\_\_\_ genre category this novel belongs to.
- A. which
  - B. to which
  - C. as which
  - D. as to which
58. Which university courses \_\_\_\_\_ if they don't have a recent high-school graduation certificate?
- A. can apply to someone
  - B. someone can apply
  - C. can apply for someone
  - D. can someone apply for
59. I know John quite well, as we \_\_\_\_\_ together for the past five years.
- A. have been working
  - B. had worked
  - C. work
  - D. are working
60. \_\_\_\_\_ he had almost no previous experience, Carl learned very quickly on the job.
- A. Despite
  - B. Although
  - C. In spite
  - D. Even so
61. Paul enjoys studying literature, but he seems to have no interest \_\_\_\_\_ in math.
- A. as ever
  - B. whichever
  - C. however
  - D. whatsoever
62. Brian is a good leader, as he excels \_\_\_\_\_ his team.
- A. to motivate
  - B. with motivation
  - C. at motivating
  - D. have motivated
63. You needn't \_\_\_\_\_ - the exam is going to be very easy.
- A. to worry
  - B. worry
  - C. worried
  - D. being worried
64. I'm still not convinced \_\_\_\_\_ all this extra detail in your résumé will help you get the job.
- A. to include
  - B. that including
  - C. by including
  - D. if you can include

65. You can help kids become responsible by allowing them \_\_\_\_\_ certain things by themselves.
- A. do
  - B. to do
  - C. doing
  - D. are doing
66. "So what do you think about Patricia's promotion to Manager?"  
"That's the first \_\_\_\_\_ of it."
- A. to hear
  - B. I'm hearing
  - C. I've heard
  - D. to have heard
67. Assignments \_\_\_\_\_ without a signed and dated submission form will not be accepted.
- A. they are handed in
  - B. handed in
  - C. that are handing in
  - D. which have handed in
68. To get the job you want, you have to have \_\_\_\_\_ confidence in your abilities.
- A. a great deal of
  - B. the greatest deal
  - C. greater deal
  - D. to a great deal
69. \_\_\_\_\_ this matter is, we must discuss the other items on the agenda first.
- A. Even though important
  - B. As important
  - C. Although important
  - D. Important as
70. Because of his excellent research work, Professor Samson is \_\_\_\_\_ by his colleagues.
- A. high regard
  - B. regarding highly
  - C. highly regarded
  - D. regarding high
71. I have many difficult responsibilities in my job, but \_\_\_\_\_ duties is dealing with unsatisfied clients.
- A. the one most challenged
  - B. most challenged one
  - C. one mostly challenging
  - D. one of the most challenging
72. \_\_\_\_\_ his mistake, he immediately made efforts to apologize.
- A. Since realizing
  - B. By realizing
  - C. Realizing
  - D. Had he realized
73. When interviewing candidates, interviewers are interested in how far \_\_\_\_\_ answering complex questions.
- A. they are capable of
  - B. are they capable of
  - C. are they capable
  - D. they are capable
74. The university web site ought \_\_\_\_\_ by now, to include details about new faculty members.
- A. have changed
  - B. to have been changed
  - C. to change
  - D. to be a change
75. Ian must be quite sure \_\_\_\_\_ to believe he can get a promotion after only a year at the company.
- A. himself
  - B. to him
  - C. of himself
  - D. that he
76. The new computer's memory capability is three times \_\_\_\_\_ the previous model's.
- A. much larger than
  - B. as large as
  - C. larger
  - D. as large
77. Our philosophy teacher always told us there is \_\_\_\_\_ as a stupid question.
- A. no thing
  - B. not any thing
  - C. nothing
  - D. no such thing
78. Since Owen started his new job, not once \_\_\_\_\_ on time.
- A. has he arrived
  - B. he does arrive
  - C. he arrives
  - D. he has arrived

79. The car manufacturers recommend that the tires \_\_\_\_\_ regularly, at least every ten years.
- A. replacement
  - B. to replace
  - C. be replaced
  - D. are to replace
80. After Alex missed so many classes, no one expected \_\_\_\_\_ so quickly.
- A. to catch him up
  - B. him to catch up
  - C. him caught up
  - D. catching him up
81. Some people still prefer writing down notes by hand \_\_\_\_\_ them on a device.
- A. to type
  - B. typing
  - C. than type
  - D. to typing
82. Susan \_\_\_\_\_ well on her own, but she is also a good team member.
- A. only works
  - B. doesn't work
  - C. not only works
  - D. doesn't work only
83. Since repairs \_\_\_\_\_ on the phone network, we have been unable to contact clients.
- A. have been started
  - B. are starting
  - C. have to start
  - D. started
84. Georgia has written seven assignments this semester, \_\_\_\_\_ was awarded a top grade.
- A. which each
  - B. each of them
  - C. which each of them
  - D. each of which
85. "I called Jane but there was no reply."  
"She \_\_\_\_\_ her lunch break at the moment."
- A. might be taking
  - B. could take
  - C. should have taken
  - D. may be taken
86. \_\_\_\_\_ traffic is heavy at this time, the subway seems like the best option.
- A. Having given
  - B. Giving that
  - C. Given that
  - D. To give
87. One thing I definitely won't miss about university are the long hours \_\_\_\_\_ and all the exams.
- A. in studying privately
  - B. to study privately
  - C. to studying private
  - D. of private study
88. I sent in my job application last month, but the company \_\_\_\_\_ send me a reply.
- A. hasn't yet
  - B. has yet to
  - C. isn't as yet
  - D. hadn't as yet
89. Sandra is very proud that a relative of \_\_\_\_\_ once worked with Albert Einstein.
- A. herself
  - B. hers
  - C. her
  - D. she
90. Hopefully, conventional car engines will soon be replaced by \_\_\_\_\_ fossil fuels.
- A. those are not run
  - B. those ran on
  - C. ones not run on
  - D. ones that didn't run

**This passage is about sandstone rocks in an area of Montana, USA.**

Sandstone rock formations are the result of natural processes occurring over millions of years. In areas where prehistoric rivers flowed slower or remained stagnant, grains of sand suspended in the water gradually sank to the (91) and accumulated. (92) time, the weight of overlying sand layers compressed the lower layers, (93) them into solid stone. The rivers (94) dried up, and the exposed rock was shaped by wind erosion.

At Medicine Rocks, in Montana, stunning sandstone rock formations, (95) as 'sandstone pillars', dot the landscape, (96) heights of up to 80 feet. These were used by Native Americans as look-out points for hunting bison. In (97) to their practical value, the pillars also took on metaphysical significance for the tribes, probably on account of their distinctive color and dramatic shapes.

Because sandstone is soft enough to carve, (98) strong enough to retain its shape, it has long been favored by sculptors. At Medicine Rocks, the tribespeople were no less creative in using the sandstone pillars as (99) of artistic expression. You can still (100) thousands of petroglyphs that were engraved into the stone, including names, line drawings, and odes commemorating historic battles and events.

- |      |                  |                |
|------|------------------|----------------|
| 91.  | A. side          | C. top         |
|      | B. surface       | D. bottom      |
| 92.  | A. On            | C. Over        |
|      | B. During        | D. At          |
| 93.  | A. turning       | C. switching   |
|      | B. producing     | D. increasing  |
| 94.  | A. deliberately  | C. accordingly |
|      | B. respectively  | D. eventually  |
| 95.  | A. referred      | C. branded     |
|      | B. known         | D. called      |
| 96.  | A. gaining       | C. reaching    |
|      | B. touching      | D. completing  |
| 97.  | A. addition      | C. spite       |
|      | B. consideration | D. preference  |
| 98.  | A. yet           | C. so          |
|      | B. as            | D. despite     |
| 99.  | A. a route       | C. an approach |
|      | B. a prospect    | D. a means     |
| 100. | A. draw up       | C. see to      |
|      | B. count on      | D. make out    |

**This passage is about hummingbirds.**

The way hummingbirds fly is truly remarkable. Their wings beat around 50 times (101) second, fast enough to (102) in a continuous, audible hum – hence the (103). This rapid wing flapping, combined with the birds' light body weight, allows them to hover in a stationary position in mid-air and position (104) alongside flowers while drawing off nectar, their principal food source, (105) their beaks.

In windy conditions, hummingbirds instinctively alter the angle of their wings, broaden their wing strokes, and spread out their tail feathers. In this way, the birds resist the force of the wind and remain in a (106) position next to the flower from which they are feeding, without being blown away by sudden (107).

Hummingbirds can also pull off complex aerial maneuvers in mid-flight, such as swooping and revolving in mid-air. Males perform these impressive stunts in (108) to attract females. (109) to the high energy expended in doing so, males tend to be smaller than females. This means their overall metabolic needs are lower, and they can therefore (110) more frequently in the energetic courtship displays.

- |      |                |               |
|------|----------------|---------------|
| 101. | A. per         | C. the        |
|      | B. in          | D. over       |
| 102. | A. make        | C. result     |
|      | B. lead        | D. give       |
| 103. | A. birds       | C. sound      |
|      | B. speed       | D. name       |
| 104. | A. it          | C. itself     |
|      | B. them        | D. themselves |
| 105. | A. on          | C. through    |
|      | B. at          | D. by         |
| 106. | A. steady      | C. changeable |
|      | B. mobile      | D. stuck      |
| 107. | A. strikes     | C. gusts      |
|      | B. air         | D. actions    |
| 108. | A. hopes       | C. effort     |
|      | B. order       | D. purpose    |
| 109. | A. Considering | C. Resulting  |
|      | B. Owing       | D. Providing  |
| 110. | A. enroll      | C. engage     |
|      | B. apply       | D. involve    |

# Vocabulary

# Vocabulary

# Vocabulary

111. Plants are at the bottom of the food chain, as they directly \_\_\_\_\_ the sun's energy into food.
- A. trade
  - B. convert
  - C. exchange
  - D. regulate
112. The lack of clarity in your essay shows you haven't \_\_\_\_\_ some of the key concepts of this topic.
- A. merited
  - B. grasped
  - C. possessed
  - D. seized
113. Comprising only a few changes, the company's new logo is \_\_\_\_\_ similar to the old one.
- A. hardly
  - B. exactly
  - C. barely
  - D. closely
114. Most students said they would be in \_\_\_\_\_ of moving the seminar to a later time.
- A. favor
  - B. bias
  - C. preference
  - D. agreement
115. I've seen her before, but I'm afraid I don't \_\_\_\_\_ her name.
- A. remind
  - B. renew
  - C. recall
  - D. refer
116. How do you \_\_\_\_\_ for this unexpected change in the opinion polls?
- A. account
  - B. clarify
  - C. explain
  - D. illuminate
117. Assignments must be \_\_\_\_\_ to your subject tutor by the deadline specified.
- A. attributed
  - B. submitted
  - C. allocated
  - D. distributed
118. As far as writing fiction is concerned, Jack is still \_\_\_\_\_, but his work is improving.
- A. a novice
  - B. a pioneer
  - C. a veteran
  - D. an originator
119. People \_\_\_\_\_ Charlotte at first, but she soon proved what a superb competitor she really is.
- A. discontinued
  - B. inferred
  - C. underestimated
  - D. miscalculated
120. "What I'm about to say is extremely important. Do I have your \_\_\_\_\_ attention?"  
"I'm all ears."
- A. partial
  - B. undivided
  - C. intact
  - D. virtual
121. It's no wonder Jeff and Nina get along, as they have so much in \_\_\_\_\_.
- A. likeness
  - B. parallel
  - C. common
  - D. relation
122. "I hope I'm not \_\_\_\_\_ you."  
"Of course not. Please come in and have a seat."
- A. determining
  - B. disturbing
  - C. disrupting
  - D. deferring
123. The airline cannot refund tickets when customers cancel their flight plans at short \_\_\_\_\_.
- A. notice
  - B. warning
  - C. announcement
  - D. authorization
124. Heavy fines are \_\_\_\_\_ on companies that break environmental protection laws.
- A. incurred
  - B. granted
  - C. observed
  - D. imposed

# Vocabulary

# Vocabulary

# Vocabulary

125. The current political situation is nothing new, when viewed from a historical \_\_\_\_\_.  
A. perspective  
B. indicator  
C. supervision  
D. oversight
126. I always try to reply as \_\_\_\_\_ as possible to work emails, even if they aren't urgent.  
A. currently  
B. promptly  
C. potentially  
D. formerly
127. Some economists \_\_\_\_\_ that income inequality motivates people to work hard.  
A. assure  
B. back  
C. preserve  
D. maintain
128. If you suspect someone else is using your password, you should \_\_\_\_\_ it immediately.  
A. recite  
B. retain  
C. reset  
D. resume
129. Unless something is done to improve safety conditions at the factory, an accident is \_\_\_\_\_.  
A. inevitable  
B. intelligible  
C. invaluable  
D. invariable
130. When choosing a new college, most students take into \_\_\_\_\_ how many leisure facilities there are.  
A. factor  
B. decision  
C. effect  
D. account
131. There are several ways to \_\_\_\_\_ pre-examination anxiety and remain calm and focused.  
A. enhance  
B. deal  
C. overcome  
D. boost
132. "I bet you're looking forward to the end of the semester."  
"Actually, I'm \_\_\_\_\_ the Final Test!"  
A. dreading  
B. dismissing  
C. diverting  
D. distorting
133. The Writing Team meet daily to \_\_\_\_\_ ideas for each episode of the TV series.  
A. make up for  
B. come up with  
C. put down to  
D. stand in for
134. Profits are falling as a \_\_\_\_\_ of heavy competition in the market.  
A. consequence  
B. concern  
C. condition  
D. context
135. The hackers broke into the government computer system and \_\_\_\_\_ secret information.  
A. obtained  
B. consented  
C. awarded  
D. deprived
136. The team will need to win the next game to \_\_\_\_\_ a place in next year's competition.  
A. enforce  
B. reinforce  
C. vindicate  
D. secure
137. The event \_\_\_\_\_ to be a lot more successful than we had expected.  
A. came across  
B. turned out  
C. fell through  
D. took on
138. Paul may lack formal qualifications, but he has \_\_\_\_\_ experience in the field.  
A. considerable  
B. widespread  
C. commonplace  
D. excessive

139. You need at least a high school certificate to \_\_\_\_\_ the entry requirements for this college.
- A. attend
  - B. replenish
  - C. correspond
  - D. fulfill
140. Newer computer program designs are not \_\_\_\_\_ better than the old versions.
- A. imminently
  - B. necessarily
  - C. utterly
  - D. shortly
141. There are many jobs that \_\_\_\_\_ communicating regularly in English.
- A. entail
  - B. consist
  - C. order
  - D. represent
142. Everyone seemed to hold a different \_\_\_\_\_ of view on the matter.
- A. opinion
  - B. attitude
  - C. point
  - D. stance
143. Reusing paper helps to reduce the \_\_\_\_\_ of waste.
- A. constraint
  - B. appeal
  - C. volume
  - D. intensity
144. It \_\_\_\_\_ to me that there was a better way to go about my work.
- A. struck
  - B. occurred
  - C. transpired
  - D. arose
145. You must sign each page of the contract for it to be legally \_\_\_\_\_.
- A. vibrant
  - B. valid
  - C. innovative
  - D. prominent
146. For this job position, successful applicants are required to be \_\_\_\_\_ with advanced computing.
- A. specialized
  - B. knowing
  - C. apparent
  - D. familiar
147. The project must be finished by tomorrow, so we can't \_\_\_\_\_ to waste any more time.
- A. afford
  - B. permit
  - C. approve
  - D. condone
148. \_\_\_\_\_ of the stricter anti-pollution proposals claim they will vastly improve public health.
- A. Adversaries
  - B. Rivals
  - C. Advocates
  - D. Detractors
149. I accidentally deleted the file, so I had to start writing the assignment again from \_\_\_\_\_.
- A. match
  - B. batch
  - C. patch
  - D. scratch
150. The college is still some way from \_\_\_\_\_ its goal of increasing exam pass rates by 50%.
- A. arising
  - B. receiving
  - C. preceding
  - D. accomplishing

**This passage is about ocean cartography.**

Sea and ocean floors are invisible, since deep water absorbs light waves. The first attempts to put together images of these vast areas therefore involved using another form of wave: that of sound. Decades ago, ocean cartographers used sonar equipment mounted on ships to gather data about the topography of sea and ocean floors. This data was incomplete, however, and sometimes unreliable. The ships could only survey the ocean surface one thin strip at a time. Furthermore, large deep-sea shoals of fish often interfered with the sonar signals, the fish's massed bodies blocking the sound waves. Nevertheless, these early investigations furthered our understanding of plate tectonics, revealing the huge cracks in the ocean floor that connect with those on land to form the edges of tectonic plates.

The 1980s saw the arrival of more advanced sonar technologies, including "multi-beam" sonar. This allows ships to map not just a narrow strip of sea floor directly beneath, but the expanses to either side as well. This technology led to another remarkable discovery: the millions of sunken ships scattered across the sea and ocean floors, many of whose cargoes were still intact and were duly salvaged.

The latest breakthrough in mapping sea and ocean floors is 'altimetry', a technique used to calculate the height of the ocean surface. Satellites positioned at a specific height bounce radio waves off the ocean surface and measure the distance they travel. Areas where the surface is slightly raised indicate the presence of submerged mountains called 'seamounts'. The 10,000 seamounts so far discovered together represent an ecologically interesting habitat – one that adds up to an area about the size of Europe! – that has so far remained largely unexplored.

151. What is the main topic of this passage?
  - A. the different kinds of wave scientists use to make maps
  - B. research into what lies at the bottom of seas and oceans
  - C. the development of new navigational technology for ships
  - D. scientists' attempts to work out the surface area of the ocean
152. What caused early cartography equipment to give inaccurate information?
  - A. The equipment used light instead of sound waves.
  - B. The sound waves did not pass through water.
  - C. Groups of fish got in the way of the signal.
  - D. There were too many cracks in the ocean floor.
153. What is the advantage of "multi-beam" sonar?
  - A. It specifically focuses on areas below the ship.
  - B. Its signals concentrate on a narrow strip of land.
  - C. It increases the area that can be mapped.
  - D. It can prevent ships from losing their cargo.
154. What does 'altimetry' measure?
  - A. the strength of radio waves passing through water
  - B. how far radio waves travel beneath the ocean
  - C. how deep a body of water is
  - D. the height of the ocean surface
155. What can be inferred about altimetry?
  - A. It may lead to discoveries in the field of environmental studies.
  - B. It allows researchers to construct images of ocean floors and continents.
  - C. It offers a more effective alternative to sonar technology.
  - D. It has so far only been used to study a small area.

**This passage is about illegal fraud.**

Humans are naturally inclined to trust one another, a trait which appears to encourage cooperation. Countries whose citizens are trusting therefore boast higher levels of economic growth, and their public institutions are more efficient. Trust also seems to inspire individuals to embark on ambitious new careers and business ventures.

The downside is that a trusting society is more susceptible to liars, cheats, and fraudsters. The predominant tendency towards trust may make the majority of people more honest, but it also allows a small number of swindlers to turn deception into a fine art. One of the techniques they use is to make up stories. A good narrative can appeal to emotion rather than logic, distracting us from things that might ordinarily raise suspicion. Thus, when trying to sell phony or defective products, con-artists will often draw a victim's attention towards the supposed 'bigger picture', such as how the product could enrich the buyer's life. Another common strategy involves flattery. Everyone wants to be complimented and told how special they are, and we readily lend an ear to anyone who does this. Techniques such as these are so effective that an estimated ten percent of Americans have fallen prey to some fraudulent scheme or other, whether it be a phony investment opportunity or the selling of counterfeit products.

The true extent of fraud-related crime is unknown, however. Victims rarely go to the police, mainly because they don't want to admit that someone has fooled them. They are even reluctant to admit this to themselves. Our propensity to believe other people's lies is as great as our propensity to believe the lies we tell ourselves. Thus, instead of facing up to our own regrettable lapses of judgement, we blame bad luck and circumstances, and leave the matter there.

156. What is the main subject of paragraph 1?
- A. the way that trust is related to personal ambition
  - B. the benefits of people's natural tendency to be trusting
  - C. methods countries can use to encourage greater trust between people
  - D. the reasons why most people prefer to trust others
157. What is the disadvantage of a trusting society?
- A. It is easier for a minority of people to deceive others.
  - B. People take unnecessary risks in their professional lives.
  - C. People totally ignore emotion in favor of logic.
  - D. Less money is spent on consumer products.
158. Why does the writer mention flattery?
- A. to suggest why people use fraud to make money
  - B. to show one way that fraud can be highly effective
  - C. to indicate how most people recognize a con-artist
  - D. to highlight one of the drawbacks of using fraud
159. Which word is closest in meaning to 'lapses' (in paragraph 3)?
- A. 'patterns'
  - B. 'habits'
  - C. 'powers'
  - D. 'errors'
160. What can we infer about the crime figures relating to fraud?
- A. The actual numbers are probably higher.
  - B. They have shown a huge increase in recent years.
  - C. They are based on reliable data.
  - D. They are disputed by most people.

**This passage is about biometric sensors.**

There are already a range of wearable sensors that can provide continuous data about aspects of the wearer's body, such as heart rate, temperature, and blood sugar concentration. These 'biometric' devices are available to health-conscious consumers, but their main application is in the field of medicine, as they allow doctors to closely monitor patients' sensitive biological states. Most sensors fit onto the surface of the skin, but newer designs can actually be implanted underneath it. Shaped like thin lengths of thread, these implantable sensors can be sewn into muscle tissue, using the same straightforward techniques surgeons already use to stitch up open wounds. The thread-like sensors are also highly flexible, meaning they bend with the patient's movement, instead of restricting it, and do not become dislodged.

Some sensors are coated in an electrically conductive substance. The flow of electricity along the thread rises or falls depending on various factors. For example, physical pressure can cause the flow of electricity to become restricted. A low power reading can therefore indicate that too much strain is being placed on the part of the body where the sensor is located. This can be vital in protecting victims of recent skin and tissue damage. The patient can be alerted the instant some movement or posture risks tearing the tender new tissue growing over a wound that has yet to heal fully.

Other threads can siphon internal fluid samples into containers outside the body, so that these samples can be used for biochemical analysis. Compared to traditional methods of collecting fluid samples (e.g. using a syringe), not only is this new technique much more effective, but it also involves more convenience for the practitioner, not to mention less discomfort for the patient.

161. What is different about the new type of biometric sensor?
- They can be positioned inside a patient's body.
  - They can be used to surgically repair open wounds.
  - They are appealing to consumers as well as doctors.
  - They can be used by ordinary people, without a doctor.
162. What happens if a patient is in danger of damaging a part of his or her body?
- The sensor becomes dislodged.
  - The sensor's power reading increases.
  - Less electricity flows through the sensor.
  - Movement in that area is restricted by the sensor.
163. Which word is closest in meaning to 'tender' (in paragraph 2)
- 'medical'
  - 'delicate'
  - 'internal'
  - 'tough'
164. How do sensors assist in biochemical analysis?
- They can be incorporated into medical syringes.
  - They introduce key chemical substances into the body.
  - They perform chemical tests inside the body.
  - They remove small amounts of fluid for testing.
165. What can we infer about the new design of sensor?
- It is popular with medical professionals and those they treat.
  - It has led to a reduction in the number of people who suffer injuries.
  - It can only be used to measure one aspect of a person's biological state.
  - It is difficult for doctors to use effectively.

**This passage is about languages in the field of science.**

Scientists have traditionally published their work in one specific language, and for good reason. For centuries, all scientific discoveries were written up in Latin, allowing scholars from all over Europe to share their knowledge. Later on, it was German that served this purpose; today, it is English. A shared language has always been crucial for cooperation among scientists. With the relentless global spread of English, however, it is becoming increasingly evident that monolingualism and the exclusion of other languages can be counterproductive.

Now that English is predominant, other languages have taken a back seat, with potentially disastrous results. In 2004, at the height of the deadly H5N1 flu virus outbreak, key research received scant attention from the scientific community, simply because it was reported in Chinese. The only foreign-language science papers published in mainstream scientific journals are those that are accompanied by an English translation, but this hardly represents a comprehensive sample of all the science that matters.

It may be that the time has come to promote multilingualism in the field of science. Besides ensuring that important scientific work does not go unheeded, this could also bring many other benefits. Using a second language has been shown to encourage more deliberate and systematic thinking, while working in a native language can encourage greater flexibility and creativity. Scientists working in a multi-lingual setting could therefore have the best of both worlds. Furthermore, a greater emphasis on language variety might ensure that non-Anglophone scientists do not neglect their own languages. It would be a great shame if these languages did not keep up with new specialist terminology constantly being coined in English, thus losing their relevance in the scientific field.

166. What does the writer mainly describe in paragraph 1?
- A. the disadvantages of multiple languages in science
  - B. the unique features of English as a scientific language
  - C. the long history of scientists using a common language
  - D. important scientific discoveries that are reported in Latin
167. Why does the writer mention research on the H5N1 virus?
- A. to suggest the dangers of ignoring scientific work that is not in English
  - B. to congratulate scientists battling infectious diseases
  - C. to criticize the quality of research conducted at that time
  - D. to illustrate the importance of scientific work published in English
168. According to the passage, what is true about papers in popular scientific journals?
- A. Their biggest readership is in non-English speaking countries.
  - B. They must be translated if not originally written in English.
  - C. They include research on every single scientific subject.
  - D. They do not receive much attention from professional scientists.
169. According to the writer, what is one benefit of multilingualism for scientists?
- A. They can combine creative and logical modes of thinking.
  - B. They can share their ideas and discoveries.
  - C. They can be more flexible in their work schedules.
  - D. They can draw greater public attention to their work.
170. What does the writer imply about languages that are not used by scientists?
- A. They are ruined by constant change.
  - B. They are better used for other purposes.
  - C. They become outdated in the field.
  - D. They quickly become irrelevant and die out.

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# Transcript

Examination for the Certificate of Proficiency in English.

## SCREENING TEST

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**Narrator: This section of the examination tests your understanding of spoken English. The listening section 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.**

**Narrator: Part One**

**In this part, you will hear short conversations. From the three answer choices given, choose the answer which means about the same thing as what you hear, or that is true based upon what you hear.**

**For example, listen to the conversation:**

- M1: Could I have a word, Professor? It's about the end-of-term assignment.  
W1: I'm guessing you want an extension, right?  
M1: Yes, you see, my mother's been really unwell, and...  
W1: OK, come to my office so we can arrange an appointment to talk about this.

**Why did the man want to talk to the woman?**

**The correct answer is B.**

**For problems 1 through 15, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?**

NUMBER 1.

- M2: I missed the lecture yesterday. What's this week's assignment?  
W2: Basically, we have to find two newspaper pieces about the same event and analyze the differences.  
M2: I see. They don't have to be about one specific event, though, right?  
W2: Nope. That's up to us.

NUMBER 2.

- M1: Sorry I'm late. The traffic was a nightmare!  
W1: You drive down 5<sup>th</sup> Avenue, right? That's where they're building the new cycle lane.  
M1: Well, I hope all the disruption will be worth it in the long run.  
W1: Oh, it will be. Once the new road opens, there'll be more people biking downtown – so less congestion.

NUMBER 3.

- W2: So, two employers want to snatch you up? Lucky you!  
M2: I mean, the prospects for promotion are better at the distribution company.  
W2: But surely you'd be making more money at the government office?  
M2: To begin with, yes. But that's not my main priority.

NUMBER 4.

- M1: Hello, Ma'am. How can I help?  
W1: It's about an order I made last week, for a Spanish language textbook.

- M1: We're expecting our next delivery at the end of the week, so I'm afraid it won't be in yet.  
W1: Actually, I want to cancel the order. You see, another store already had a copy in stock.

NUMBER 5.

- M2: What do you make of the new school director?  
W2: She certainly seems to know a thing or two about cooperation. Unlike her predecessor.

NUMBER 6.

- M1: I find Professor Jones' lectures helpful. But we could really do with printed handouts as well. If only he gave some out each time.  
W1: I couldn't agree more.

NUMBER 7.

- M2: Apparently, Carter is no closer to reaching a new financial deal with the team directors. If worse comes to worse, they'll be looking for another coach.  
W2: It doesn't look too promising, does it?

NUMBER 8.

- M1: Just a quick word, Jemma, before you rush off. Please, make sure you're not late tomorrow. Remember we have a guest speaking to the class.  
W1: I guess it *would* give a bad impression if I walked in and interrupted.  
M1: That's right...And remember, you still owe me that book report.  
W1: I'm working on it, sir.

NUMBER 9.

- W2: Two adult tickets for the 10 pm showing, please.  
M2: Here you go. That'll be fifteen dollars.  
W2: Actually, my partner's on a full-time college course. Is there a concession?  
M2: Sure is. But I'll need to see proof of enrolment.

NUMBER 10.

- M1: So you and Neil are throwing a party? What's the occasion?  
W1: It's to celebrate us buying our first apartment together.  
M1: A house warming! Lovely! Can't wait to see your new place.  
W1: Actually, we're holding it at our old place. The new one won't be ready for a couple of weeks and we thought, well...why wait?

NUMBER 11.

- M2: Where have you been?! Did you forget to set your alarm?  
W2: Not this time. But I switched my smart phone to mute during a meeting and...duh!...forgot to put the volume back up.

NUMBER 12.

- M1: Have you got your own dorm room? I hated having to share, during my freshman year.

# Transcript

W1: As luck would have it, some friends had a room available in their shared house. One of the housemates graduated and moved out last week.

M1: Living with friends *and* having your own room – the best of both worlds!

NUMBER 13.

W2: Any thoughts on that business idea I suggested?

M2: It looks good on paper, but making it happen – it's gonna be a long shot.

NUMBER 14.

M1: Mary seems so easy-going and laid-back.

W1: She is – outside of the office, that is. But she has something of a short fuse, when business is involved.

M1: I had wondered about all that tension in the workplace you keep telling me about.

NUMBER 15.

W2: So, what made you go for theater screenwriter as a profession?

M2: I dunno, really. For most creative writers, it takes a while to find the right genre. Me, though – I had my heart set on one thing, right from the word go.

**Narrator: End of part one**

**Narrator:**

**Part Two**

**In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question. For example, listen to the question:**

W1: Did you get round to looking at that draft I sent you?

**The correct answer is A.**

**For problems 16 through 35, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?**

NUMBER 16.

W2: But I thought you were settled in your new apartment. How come you're looking to move so soon?

NUMBER 17.

M1: Are you and your siblings much alike?

NUMBER 18.

M2: I'm reading this novel that you might like to check out, too.

NUMBER 19.

M1: Before we start today's lecture, are there any queries about next week's excursion?

NUMBER 20.

W1: What makes it so hard for Gina and her new colleagues to get along, do you think?

NUMBER 21.

W2: Did you get that faulty heater seen to yet?

NUMBER 22.

M1: Did they give you a refund on that sweater, or did you have to exchange it for something else?

NUMBER 23.

W1: Is the price of the dress all-inclusive? Or do I have to pay a fee for delivery as well?

NUMBER 24.

W2: Was the turnout for the exhibition as high as you'd expected?

NUMBER 25.

M2: How's the renovation coming along?

NUMBER 26.

W1: What's the point of booking a flight so far in advance?

NUMBER 27.

W2: What are the chances Susan will get that promotion to office manager?

NUMBER 28.

M1: Would you mind if we put off our trip to the coast? Just until next weekend.

NUMBER 29.

W1: Any chance I could get a copy of your lecture notes?

NUMBER 30.

M2: Suppose the boss asked you to give that presentation next week – would you accept?

NUMBER 31.

W2: Do let me know if you run into any difficulties, won't you?

NUMBER 32.

M1: When did you say you'd be done filing those reports?

NUMBER 33.

M2: I really think we could come up with a better approach if we put our heads together, face to face.

NUMBER 34.

M1: If the college introduced a dress code for students and faculty, would you be in favor?

NUMBER 35.

W1: Will this assignment count towards our final grade for the course?

**Narrator End of part two**

**Narrator:**

**Part Three**

**In this part, you will hear three short segments from a radio program. The program is called "Learning from the Experts." You will hear what different radio guests have to say about three different topics. Each talk lasts about three minutes. As you listen, you may want to take notes to help you remember information given in the talk. Write your notes in this test booklet. 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 through 50, mark all your answers on the separate answer sheet. Do you have any questions?**

**Narrator:** Now, you will hear the first segment.

- M1: We rely on plants in many ways, from growing food crops to producing types of medicine. Protecting plant species from extinction is therefore a matter of life and death. Fortunately, scientists have come up with a system to ensure the Earth's plant species will survive in the future. But managing this system sometimes brings up unanticipated problems. Siobhan Taylor and Matthew Bodine report.
- W1: The Svalbard Global Seed Vault, in Norway, is a huge bank of plant seeds from all over the world. This huge seed collection is located in the Arctic, where sub-zero temperatures preserve the seeds, keeping them in a state of biological stasis. The preserved seeds might one day be used to grow new plants, should climate change or a man-made disaster, such as a nuclear war, destroy existing species. Essentially, the seed bank is like a biological back-up disc – just like the back-up disc on your computer, which restores the operating system and all your saved files after a system crash. The Svalbard scientists had expected the vault would remain sealed for many decades to come; after all, most of the world's plant species are currently a long way from extinction. But things turned out differently.
- M2: In 2008, the International Center for Agricultural Research in the Dry Areas, or 'ICARDA', sent hundreds of thousands of seed samples to the Svalbard vault from its base in Aleppo, Syria. Subsequently, due to the worsening of the civil war in that area, access to the Aleppo site became increasingly hazardous for ICARDA employees, and a decision was therefore made to relocate immediately to Beirut. The Aleppo base remained undamaged, but the lengthy task of transporting hundreds of thousands of seeds directly from there to the new base would have been too risky. ICARDA therefore asked the Svalbard scientists to loan them the seeds originally deposited back in 2008, so that the new plants could be grown in Beirut and a new stock of seeds obtained and returned.
- W1: This month, ICARDA successfully returned newly grown seed samples to the Svalbard vault. Thanks to this cooperation, both the Svalbard vault and the new ICARDA base in Beirut possess a complete stock of seeds. Though these events took place against the tragic backdrop of the Syrian conflict, they are, in a different sense, highly encouraging.
- M2: No one had expected that tragic circumstances would make it necessary to use the Svalbard Vault so soon. On the other hand, this was an important test run. The success of the ICARDA loan operation proves that seed stocks can be transferred from Svalbard and used to regenerate plants in a different area. Not only that, but the original Svalbard stock can be replenished with seeds from the resultant second generation of plants.
- M1: This capability could prove vital in the future. In a worst-case scenario, we at least know that humans will not be left without the plants on which we have depended for thousands of years.

NUMBER 36.

**What does the Svalbard Global Seed Vault contain?**

NUMBER 37.

**Why did ICARDA move to a base in a new area?**

NUMBER 38.

**What did ICARDA do with the seeds sent from the Svalbard Vault?**

NUMBER 39.

**What had the Svalbard scientists not expected?**

NUMBER 40.

**Why are the events reported in this passage described as "encouraging"?**

**Narrator:** Now, you will hear the second segment.

- W1: Global food supply continues to be a major concern. There are an estimated 800 million undernourished people worldwide – a figure that looks set to rise unless radical changes are made. Michael Anderson reports.
- M2: By the year 2050, global population is expected to reach 9.7 billion. Providing food for such a vast number of people would be a huge challenge as it is, yet there are other factors that complicate matters further. To begin with, population growth will be mostly concentrated in precisely those areas where people are already going hungry, making the problem more pronounced. In addition, agricultural output is already in decline, as the intensive methods employed for decades have depleted water supplies, degraded the soil, and greatly diminished fishing stocks. Somehow, we'll have to meet increased food requirements using the same old techniques that are already beginning to fail. It all adds up to a ticking time bomb that agricultural experts are racing to defuse in time. Earlier, I spoke to one of them, Dr. Tania Bates.
- W2: The most obvious safeguard against future food shortages is to boost agricultural output, using newly invented high-tech methods to make up for shortfalls in conventional production. For example, scientists are making great progress towards producing so-called 'factory foods' – that is, types of food, including meat, that can be synthesized artificially in a laboratory, using far fewer resources and taking much less time. But these increases in food production, which will be tricky to accomplish, may not actually be necessary. Instead of producing more food, we could simply make better use of the food already available, by cutting waste. When experts talk about food waste, they may be referring more specifically to two main kinds. Firstly, there is produce that is discarded by retail outlets due to being unappealing to customers – slightly damaged fruits and vegetables, for example. Then there is what we call 'post-harvest losses' (PHL), which occur when agricultural output has been collected but becomes spoiled before it is passed on to retailers.
- M2: The first kind of food waste – slightly damaged fruit and vegetables that the supermarkets cannot sell to picky customers – is most common in developed

# Transcript

countries. In places where food shortages are most serious, however, it is 'PHL' that is primarily to blame. This is why experts advise targeting this type of food waste as a first priority.

W2: Harvested food is frequently kept in inadequate storage facilities that lack proper refrigeration. The food products that are most susceptible are therefore those that are 'perishable' – in other words, those that 'go bad' very quickly if not kept cool enough, such as fruits and vegetables. Nevertheless, even more durable types of food, such as cereal grains, can be spoiled as a result of insect or rodent infestations – which are also the consequence of poor storage facilities. Instead of trying to combat food shortages by raising agricultural production – which is a tall order indeed – it might be more straightforward to improve *existing* technology in order to minimize PHL. The new generation of temperature-controlled warehouses, which insure better food storage, are a case in point.

W1: Tackling PHL may be just as effective as increasing food yields, and it is also easier. This, then, could be the key to averting serious food shortages in the future.

NUMBER 41.

**What is one of the factors that could make food shortages even worse?**

NUMBER 42.

**What are the 'factory foods' mentioned by Dr. Bates?**

NUMBER 43.

**What is one of the causes of 'post-harvest loss' (PHL)?**

NUMBER 44.

**Why does Dr. Bates mention cereal grains?**

NUMBER 45.

**According to Dr. Bates, what is the most effective way to prevent future food shortages?**

**Narrator: Now, you will hear the third segment.**

M1: People often pride themselves on their ability to weigh up two sides of an argument, in a logical and objective way. Just as often, however, they stubbornly stick to their own opinions and reject opposing points of view outright. According to some psychology experts, this is a universal human trait that evolved for a specific purpose. Angela Mason has more.

W2: In a dispute, people are naturally inclined to insist that they are right and the other person is wrong, regardless of the actual facts. This is the conclusion of an experiment in which participants were asked to write responses on various opinion topics. The participants were then asked to assess their work for content and point out any flaws in the logic of their argument. Without exception, they rated the opinions they had expressed highly and declined to make any criticisms. The next day, they were invited back, to read another person's written response to the same topic. What happened next was revealing, as Professor Mike Jones explains.

M2: The participants were informed that the second response had been written by someone else, whereas it was in fact their own, with the language modified so that it didn't sound exactly the same. Most participants genuinely believed the second response to be the work of someone else. And, when asked to rate the arguments expressed, they became very critical. Some even rejected the responses – responses that were essentially the same as those they themselves had written, and claimed to be fully satisfied with, only a day before! What this shows is that, when analyzing someone else's argument, we're much more ready to disagree, whereas we automatically express absolute confidence in the soundness of our own reasoning. We refer to this phenomenon as 'myside bias'.

W2: This 'myside bias' appears to make little sense in terms of evolution. A monkey who remains adamant there is no danger, even though others are trying to warn him there's a hungry lion lurking nearby, is going to end up lion food, right!? From this point of view, early humans who acted in accordance with the myside bias instinct should soon have died out. Yet they didn't, as Professor Jones explains.

M2: One of the key factors in human evolution has been our living in groups. Being part of a group meant our ancestors benefitted from communal protection and cooperation, but it also raised the risk that certain group members might subordinate others. Our hunter-gatherer ancestors would have wanted to make sure that they weren't left to risk life and limb on the hunt while others relaxed back in the cave. To avoid being exploited in this way, by a fellow group member trying to convince them to do something not in their interests, our ancestors would have had to stand their ground. Essentially, the myside bias is a safeguard against being dominated by others.

M1: Myside bias may well have had its uses for our distant ancestors. But can the same be true today, when balanced opinion and logical objectivity are so crucial – and so clearly lacking – in public debate?

NUMBER 46.

**What did participants in the experiment not know?**

NUMBER 47.

**What is 'myside bias'?**

NUMBER 48.

**According to the woman, how might myside bias have been a danger?**

NUMBER 49.

**According to the speaker, how did myside bias help our ancestors survive?**

NUMBER 50.

**What may be true about myside bias in the modern world?**

**Narrator End of the listening test.**

# KEY

## ECPE SCREENING TEST KEY

LISTENING	GRAMMAR	CLOZE	VOCABULARY	READING
1. C	51. A	91. D	111. B	151. B
2. A	52. B	92. C	112. B	152. C
3. A	53. B	93. A	113. D	153. C
4. B	54. C	94. D	114. A	154. D
5. C	55. A	95. B	115. C	155. A
6. B	56. C	96. C	116. A	156. B
7. C	57. D	97. A	117. B	157. A
8. B	58. D	98. A	118. A	158. B
9. B	59. A	99. D	119. C	159. D
10. B	60. B	100. D	120. B	160. A
11. C	61. D	101. A	121. C	161. A
12. C	62. C	102. C	122. B	162. C
13. B	63. B	103. D	123. A	163. B
14. C	64. B	104. D	124. D	164. D
15. A	65. B	105. C	125. A	165. A
16. C	66. C	106. A	126. B	166. C
17. B	67. B	107. C	127. D	167. A
18. B	68. A	108. B	128. C	168. B
19. A	69. D	109. B	129. A	169. A
20. B	70. C	110. C	130. D	170. C
21. C	71. D		131. C	
22. A	72. C		132. A	
23. B	73. A		133. B	
24. C	74. B		134. A	
25. B	75. C		135. A	
26. B	76. B		136. D	
27. A	77. D		137. B	
28. A	78. A		138. A	
29. C	79. C		139. D	
30. C	80. B		140. B	
31. A	81. D		141. A	
32. B	82. C		142. C	
33. B	83. D		143. C	
34. C	84. D		144. B	
35. A	85. A		145. B	
36. C	86. C		146. D	
37. B	87. D		147. A	
38. A	88. B		148. C	
39. C	89. B		149. D	
40. B	90. C		150. D	
41. B				
42. A				
43. A				
44. B				
45. C				
46. A				
47. B				
48. C				
49. C				
50. B				



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