

# SAMPLE TEST

Name:	_____	_____
	Family/Last Name	First/Given Name
Signature:	_____	
Center No.	<input type="text"/> <input type="text"/> <input type="text"/>	Registration No. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>



## Sample Test—Form B



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# General Instructions

Keep your eyes on your own test. Examinees giving or receiving answers or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded. Examinees with cell phones, pagers, or other electronic devices should check them in with the proctor now.

Look at the TOP RIGHT of SIDE ONE of your answer sheet. Fill in the following information on the lines:

- **FULL NAME:** print your full name in this order: family name, then first name, then middle initial (MI). Use all capital letters.
- **YOUR SIGNATURE:** sign your name.
- **TEST CENTER:** print the name of the test center.
- **NATIVE LANGUAGE:** print your native language.
- **TODAY'S DATE:** print the month, day, and year.
- Darken the circle that best describes your main purpose for obtaining this certificate.

Look at the TOP LEFT of SIDE ONE of your answer sheet. Use capital letters to fill in the following information in the blocks. Use the same spelling you used on your registration form:

- **LAST NAME:** print your main family name in the blocks, one letter per block. There are 13 blocks. If your last name is longer than 13 letters, print only the first 13 letters.
- **FIRST:** print the first 6 letters of your first name.
- **MI:** print the initial of your middle name.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the letter that is the same as the letter you have printed in the block above.
- Darken the circle completely so that you cannot see the letter inside.
- Do this for all the letters of your last name, first name, and your middle initial.
- Darken only one circle in each of the columns.

Look at the BOTTOM LEFT of SIDE ONE of your answer sheet.

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a 1-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last 2 digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).
- **LANG. (LANGUAGE):** print the 2-digit code number for your native language (the examiner will tell you the number). Darken the circles.
- **FORM:** darken the circle of the form letter on your test booklet. Make sure the form letter you darken matches the form letter on this booklet.
- **CENTER NO.:** print the 3-digit test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1996, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

SIDE 1  
PRINT YOUR NAME IN THE BLOCKS PROVIDED,  
BLACKEN THE CORRESPONDING CIRCLE.

LAST NAME													FIRST						MI
S	A	N	T	O	S	J	O	A	O	C									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B		
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F		
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G		
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J		
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K		
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L		
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M		
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N		
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O		
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q		
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R		
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T		
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U		
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V		
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z		

USE A #2 (SOFT) PENCIL ONLY

BIRTHDATE		LANG.	FORM	CENTER NO.	REG. NO.
JAN	03	82	M	001	100265
FEB					
MAR					
APR					
MAY					
JUN					
JUL					
AUG					
SEP					
OCT					
NOV					
DEC					

This test may be machine scored, so you must follow instructions carefully:

- Do not bend or fold your answer sheet.
- Mark all your answers on the separate answer sheet, not in the test booklet.
- Use a number 2 (soft) pencil.
- Your mark must be dark enough to be picked up by the scanning machine. The scanner cannot see very light marks.
- Do not make any other marks on your answer sheet.
- If you change your mind about an answer, erase your first mark completely.
- Fill in only one circle for each question.
- Any question with more than one answer marked will be counted wrong.
- If you are not sure about an answer, you may guess.

When instructed to, look through the rest of the test booklet to see that it is complete. Check the pages quickly. You should have 31 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand and a proctor will give you a replacement.

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**LISTENING SECTION INSTRUCTIONS**

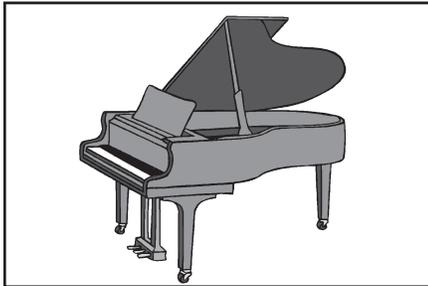
Do not begin this section until the examiner has played the recording of these instructions and example.

**LISTENING TEST, PART 1**

This is a test of your ability to understand spoken English. You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. The answer choices in your test booklet are shown as pictures. Mark your answers on the separate answer sheet, not in the test booklet. Here is an example:

**EXAMPLE:**

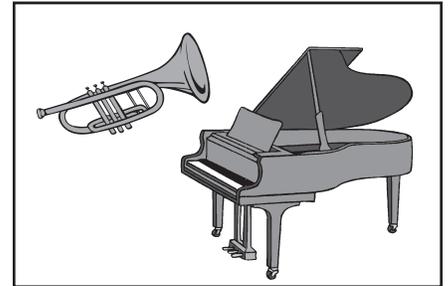
A



B



C



The correct answer is A.

You will hear each conversation only once; the conversations will not be repeated. Please be very quiet and listen carefully. Remember to mark all your answers on the separate answer sheet. You should mark A, B, or C. There are 30 questions in Part 1.

Do you have any questions before you begin?

# Listening

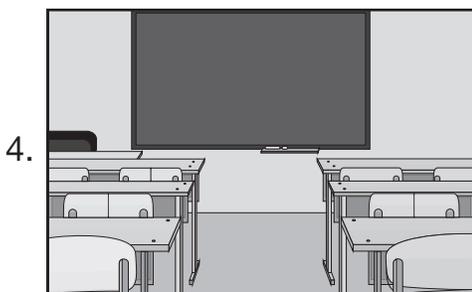
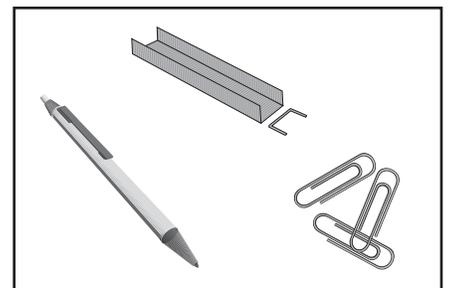
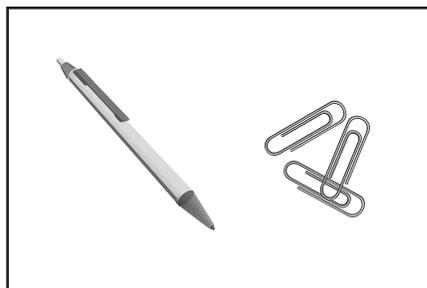
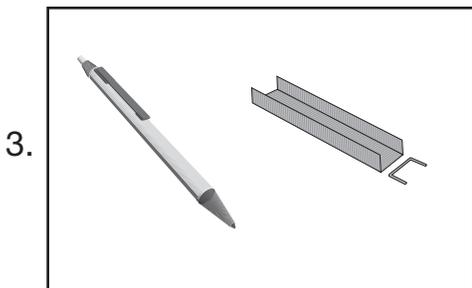
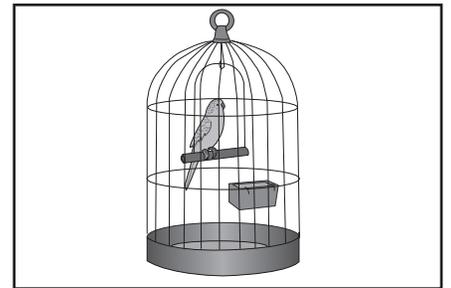
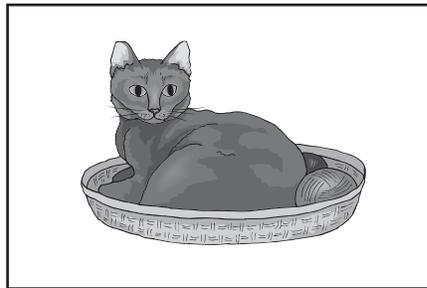
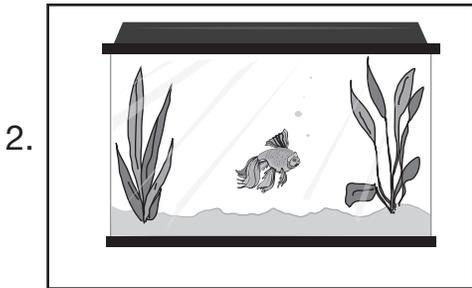
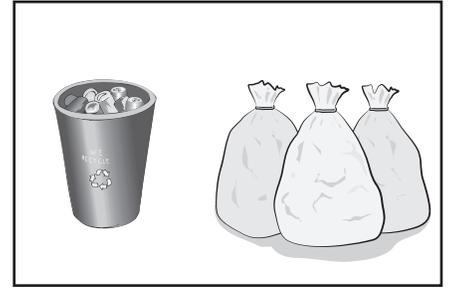
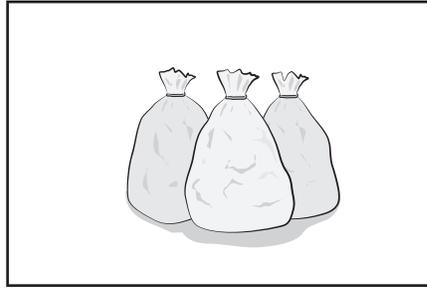
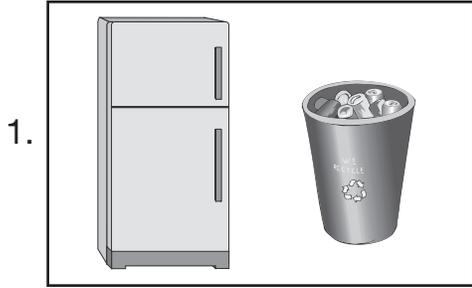
# Listening

# Listening

A

B

C



# Listening

# Listening

# Listening

A

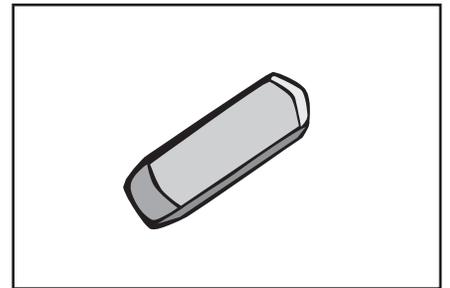
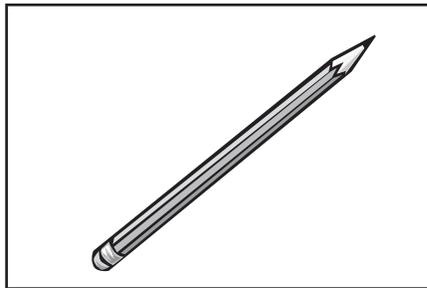
B

C

6.



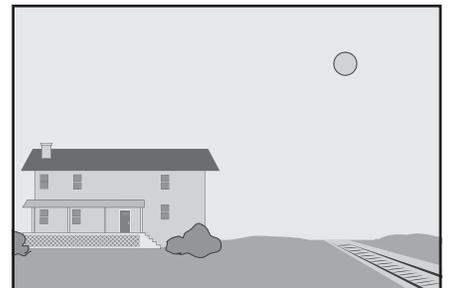
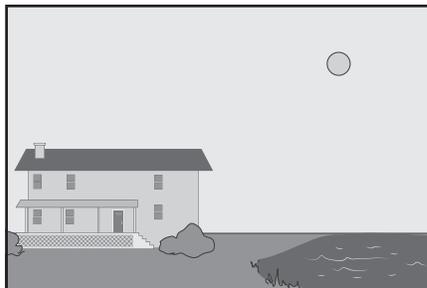
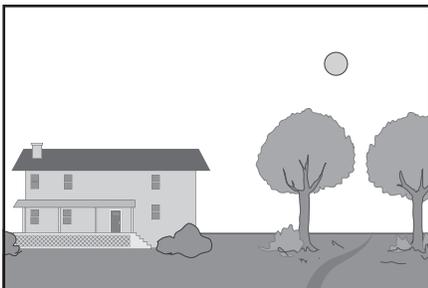
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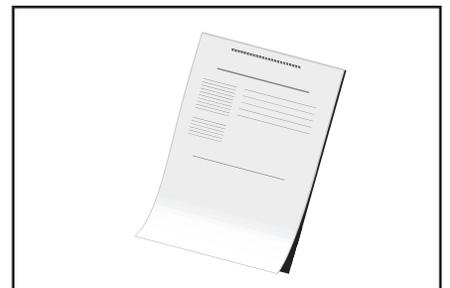
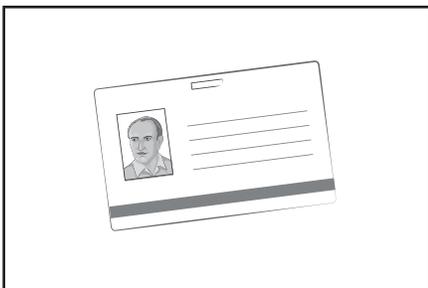
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9.



10.



Listening

Listening

Listening

A

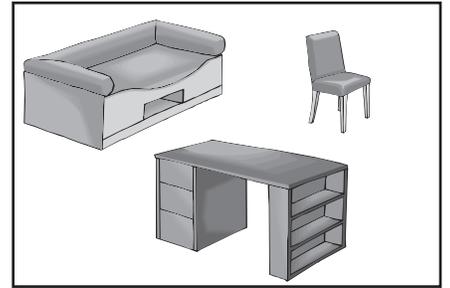
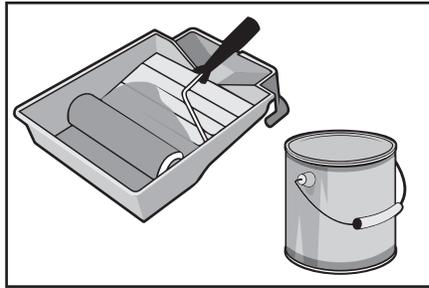
B

C

11.



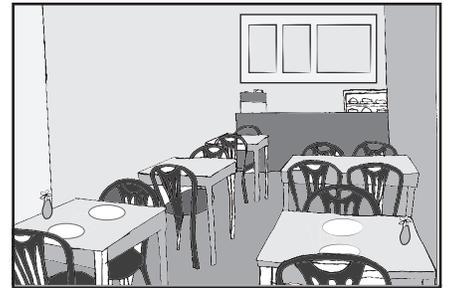
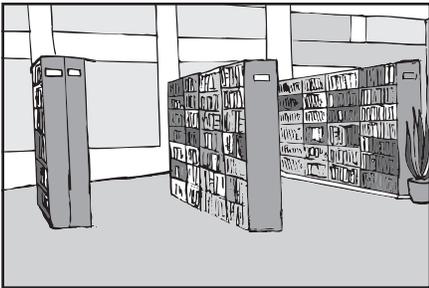
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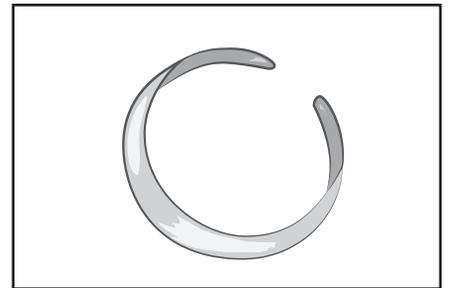
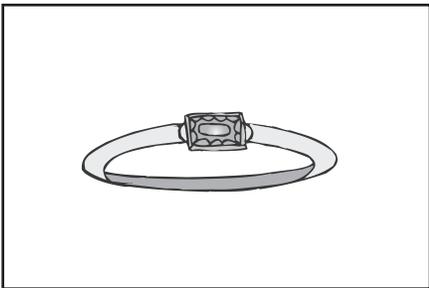
13.



14.



15.



# Listening

# Listening

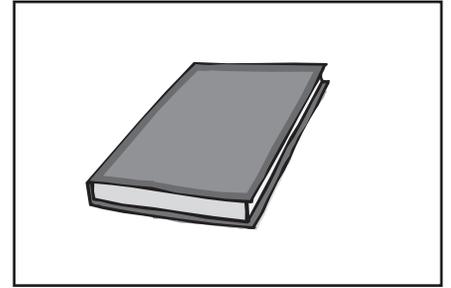
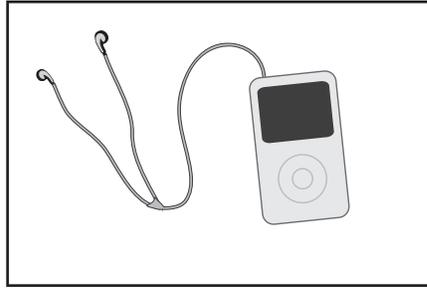
# Listening

A

B

C

16.



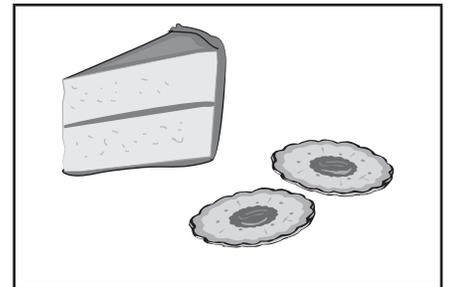
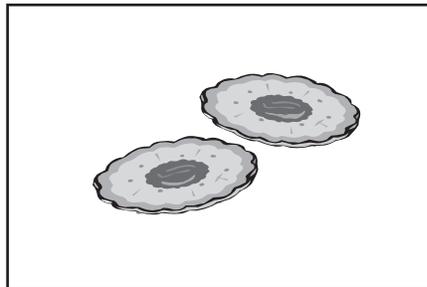
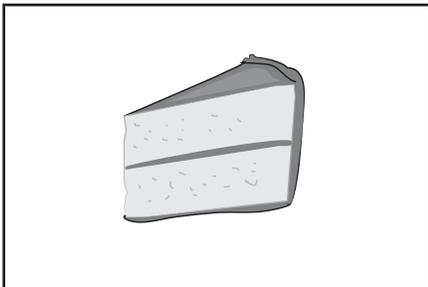
17.

M	T	W	Th	F	Sat	Sun
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

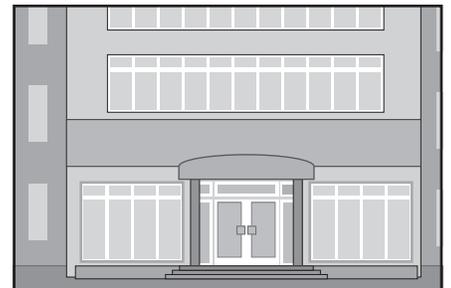
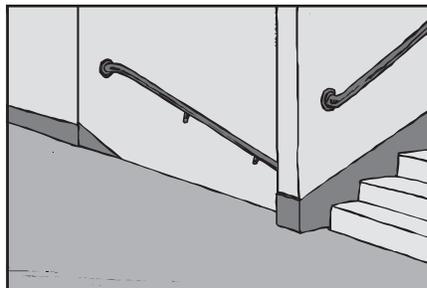
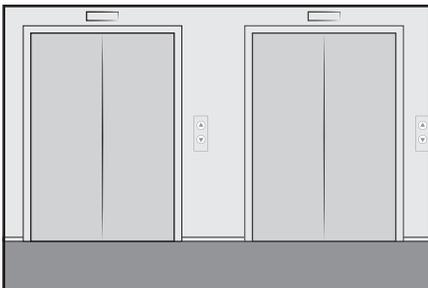
M	T	W	Th	F	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

M	T	W	Th	F	Sat	Sun
	1	2	3	4	5	6
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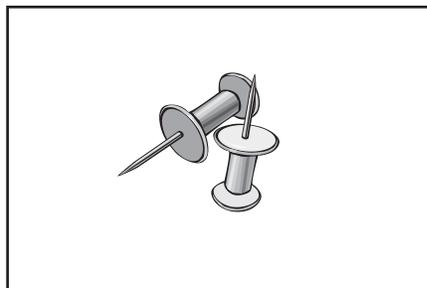
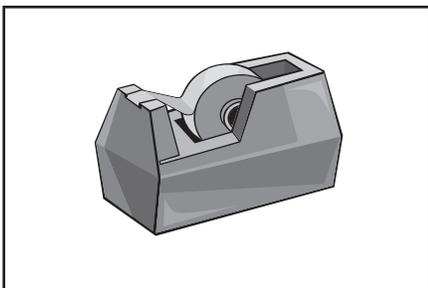
18.



19.



20.



# Listening

# Listening

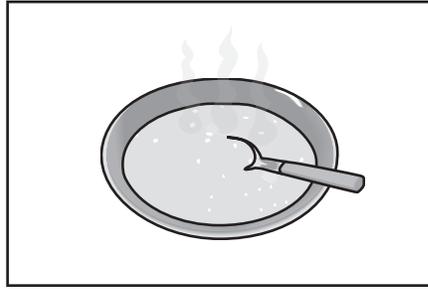
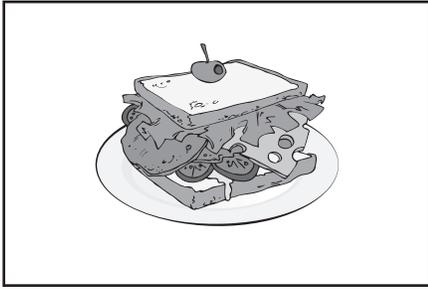
# Listening

A

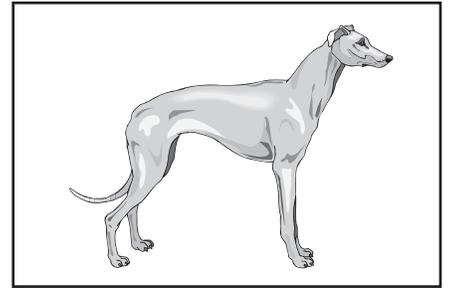
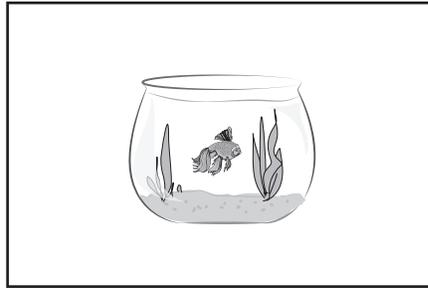
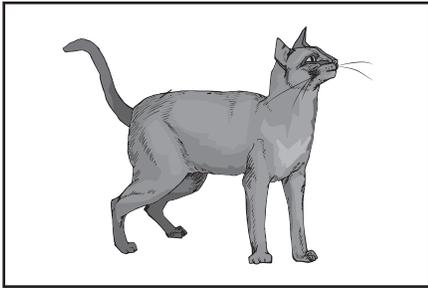
B

C

21.



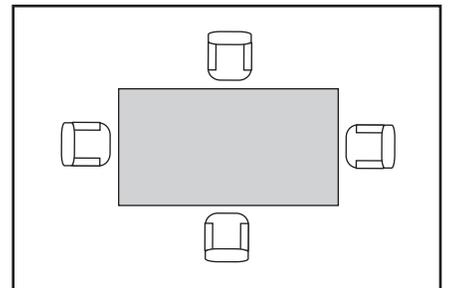
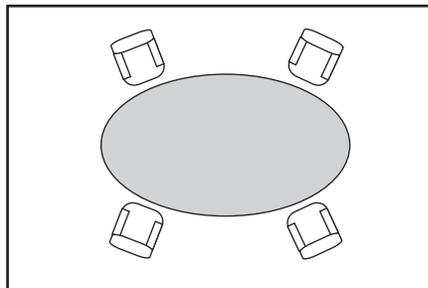
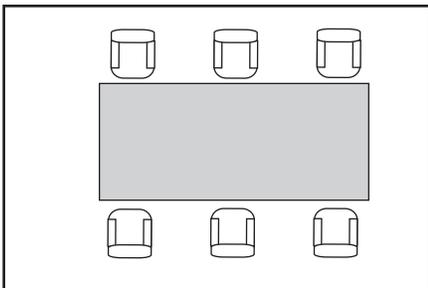
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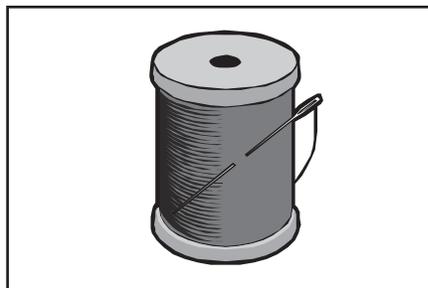
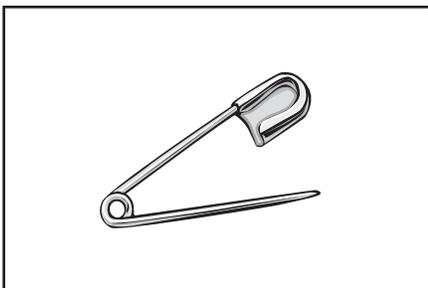
23.



24.



25.



Listening

Listening

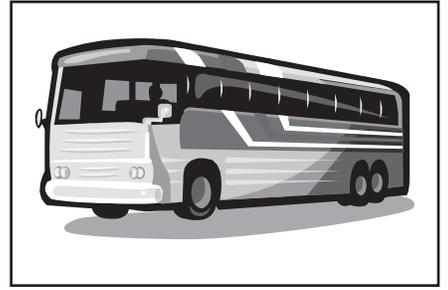
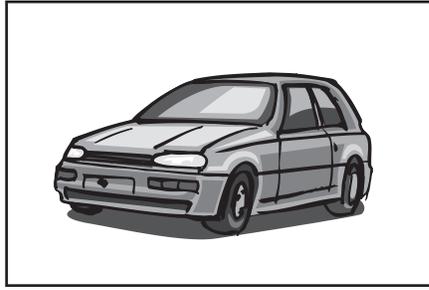
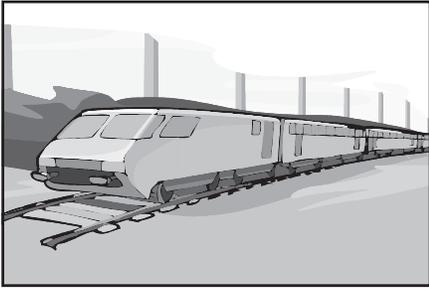
Listening

A

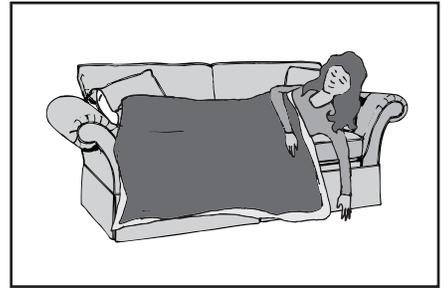
B

C

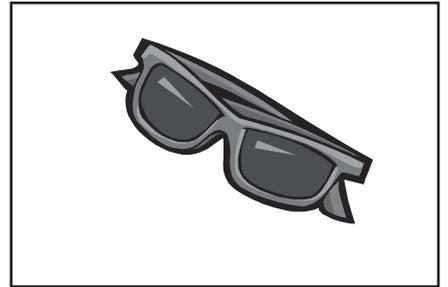
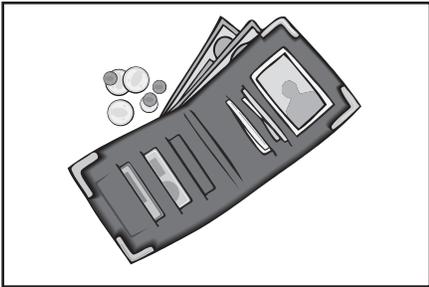
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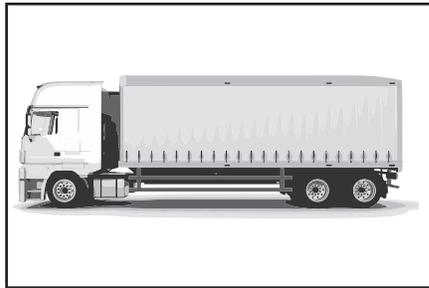
27.



28.



29.



30.



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**LISTENING TEST, PART 2**

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

- Read the questions silently.
- Then listen to the talk. You can take notes in the booklet.
- Then listen to each question and choose the best answer from the answer choices.
- Mark your answers on the separate answer sheet. You should mark A, B, C, or D.

There are a total of 20 questions about the four short talks.

## Questions 31–35

Look at the questions.

**Listen to a teacher talking to his class.**

31. Why does the speaker expect many people to attend?
- Participants will receive free movie tickets.
  - Participants don't have to go to literature class.
  - Many students enjoy studying literature.
  - Many students said they were interested.
32. What does the speaker imply will be a benefit to club members?
- It will look good when applying to universities.
  - It will help them to understand literature.
  - It will introduce them to other students.
  - It will help them become actors.
33. How does the speaker feel about the club?
- He thinks it is better than sports clubs.
  - He is not sure he wants to participate.
  - He worries it will not be successful.
  - He is excited about it.
34. What is the main purpose of the talk?
- to teach students about a famous movie
  - to introduce students to a new teacher
  - to tell students how to improve their grades
  - to encourage students to go to an event
35. What does the speaker mean when he says: 
- He will discuss something briefly.
  - He will give the students a short assignment.
  - He doesn't have time to talk.
  - He wants the students to start talking.

**Notes**

## Questions 36–39

Look at the questions.

**Listen to a guide in an aquarium.**

36. Why does the speaker mention sand and rocks?
- to describe how the tank looks
  - to describe a problem at the aquarium
  - to explain how a fish makes its home
  - to explain an assignment for the students
37. How does the speaker feel about mudskippers?
- She thinks they are delicious.
  - She enjoys watching them.
  - She is afraid of them.
  - She doesn't like caring for them.
38. What will the students probably do after the tour?
- join another tour
  - go to a museum
  - draw pictures of creatures
  - ask the guide questions
39. What does the speaker mean when she says: 
- She is giving the students a warning.
  - She is taking the students outside.
  - She is emphasizing her point.
  - She is telling the students to look at something.

**Notes**

## Questions 40–45

Look at the questions.

**Listen to a radio announcer.**

40. Why does the speaker mention nature and people?
- to describe what he did on the weekend
  - to describe last year's winning pictures
  - to introduce the next radio show
  - to suggest ideas for photographs
41. What will the radio station do with listeners' pictures?
- make a calendar
  - select new staff
  - update its website
  - give them to a hospital
42. Why will listeners be asked for their phone number and email address?
- so participants can meet each other
  - so winners can be contacted
  - so they can be sent new music
  - so they can be sent pictures
43. How does the speaker feel about the competition?
- He is excited to see the pictures.
  - He is expecting to be surprised.
  - He is worried no one will participate.
  - He is unhappy about the prize.
44. What is the purpose of the talk?
- to teach people how to take pictures
  - to talk about beautiful places in the city
  - to introduce a new radio station
  - to explain a new contest
45. What does the man mean when he says: 
- He is asking for opinions about the contest.
  - He is explaining some contest details.
  - He is unhappy with some of the pictures.
  - He is confused about some of the rules.

**Notes**

## Questions 46–50

Look at the questions.

**Listen to a teacher speaking to other teachers.**

46. What does the speaker imply about the fall semester?
- Teachers will be busy.
  - Teachers will have new textbooks.
  - Its start is being delayed.
  - It will be shorter than usual.
47. Why does the speaker mention the office floors?
- to talk about problems in the building
  - to describe some work that was done
  - to explain how an accident happened
  - to explain why she is changing her office
48. How is Sandra Dowd's personality described?
- as nervous
  - as ordinary
  - as pleasant
  - as competitive
49. What will the speaker do later?
- give teachers a gift
  - tour the new building
  - talk to the contractors
  - make plans for a party
50. What is the main point of the talk?
- to introduce a new teacher
  - to praise a coworker
  - to welcome new students
  - to explain the new air conditioning system

**Notes**

End of the listening test

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**GRAMMAR, VOCABULARY, AND READING SECTION INSTRUCTIONS**

Do not begin this section until the examiner has read these instructions to you.

1. There are 100 questions in this section of the examination. There are grammar, vocabulary, and reading questions. They are numbered 51 through 150. Examples of each kind of question are given below.
2. You will have 90 minutes to finish the entire grammar, vocabulary, reading (GVR) section. Try to answer all the questions. Do not spend too much time on any one question or you will not have time to finish this section. You may answer the questions in any order you wish.
3. Each question in this section has only one correct answer. Completely fill in the circle that corresponds to the answer you have chosen. Do not make any stray marks on your answer sheet. If you change your mind about an answer, erase your first mark completely. Any question with more than one answer marked will be counted as wrong. If you are not sure about an answer, you may guess.
4. Here are examples of each kind of question. In each example, the correct answer has been underlined. For the actual questions, fill in the circle with the corresponding letter on your answer sheet. Do not mark your answers in this test booklet.

**GRAMMAR**

Choose the word or phrase that best completes the conversation or sentence.

It is better \_\_\_\_\_ the job now rather than leave it for tomorrow.

- a. finishes
- b. to finish**
- c. finish
- d. finished

**VOCABULARY**

Choose the word or phrase that most appropriately completes the sentence.

Everyone thought that the new student was a welcome \_\_\_\_\_ to the class.

- a. increase
- b. growth
- c. development
- d. addition**

**READING**

There are two types of reading tasks.

- In one part, you will see two reading passages followed by five questions each.
- In the next part, you will see two multi-text readings with ten questions each.

Choose the best answer to each question and mark it on your answer sheet.

5. Remember, you have 90 minutes to finish the entire GVR section. Be sure to mark your answers on the answer sheet.

Begin now.

51. Cathy scored very well on the biology test, \_\_\_\_\_ of the fact that she had not read the textbook.
- nevertheless
  - despite
  - regardless
  - although
52. The construction manager won't sign the form until the house \_\_\_\_\_.
- will finish
  - will have finished
  - is finished
  - is finishing
53. The students in this program \_\_\_\_\_ from engineering backgrounds.
- most come
  - mostly come
  - mostly coming
  - most of them coming
54. Drinking a cup of warm milk at bedtime may help \_\_\_\_\_ asleep.
- fall
  - fallen
  - you fall
  - that you fell
55. \_\_\_\_\_ to find a job, the woman sent her resume to over thirty different companies.
- Hoped
  - To hope
  - Was hoping
  - Hoping
56. "There was a new student in class today."  
"I hope you \_\_\_\_\_."
- showing around him
  - would show him around
  - showed him around
  - shown him around
57. After I found out about the extra credit opportunity, I decided \_\_\_\_\_ to the professor about it.
- I spoke
  - to speak
  - would I speak
  - to have spoken
58. \_\_\_\_\_ is available from their teacher.
- Students need the information actually
  - The students actually need information
  - The information students actually need
  - Actually the students need information
59. I \_\_\_\_\_ leave home without my umbrella.
- ever
  - do ever
  - hardly ever
  - have hardly never
60. Originally, Paul \_\_\_\_\_ about early retirement, but since then he has changed his mind and decided to stay.
- had thought
  - is thinking
  - has thought
  - has been thinking
61. Students may not change their paper topics \_\_\_\_\_ they have the teacher's permission.
- without
  - whereas
  - during
  - unless
62. According to my cousin, time before an exam \_\_\_\_\_ sleeping than studying.
- rather spent
  - is better spent
  - had better spend
  - would rather spend

63. It was the fact \_\_\_\_\_ the job offered opportunities to travel that convinced Gina that she wanted the position.
- of
  - that
  - about
  - because
64. If we could hire another secretary, \_\_\_\_\_ speed up the project.
- there could give
  - would do
  - it would
  - could have
65. The project manager has made no progress \_\_\_\_\_ our meeting two weeks ago.
- in
  - for
  - at
  - since
66. It was \_\_\_\_\_ to meet the actor in person after everything I heard about him in the news.
- surprise
  - surprised
  - surprising
  - by surprise
67. "Did she already know about the sales award?"  
"Yes. The director \_\_\_\_\_."
- has informed it
  - has to inform her
  - had informed her
  - had to inform
68. \_\_\_\_\_ Claire Miller on the phone for you.
- It has
  - This
  - There is a
  - She is
69. "How's the new business going?"  
"It's definitely getting \_\_\_\_\_ to run every day."
- a little easier
  - a little easy
  - little easier
  - little more easy
70. To never \_\_\_\_\_ late again, set your watch fifteen minutes fast.
- be
  - should
  - should be
  - you should be
71. I really appreciate your \_\_\_\_\_ me yesterday.
- had helped
  - help
  - helping
  - helped
72. The invention of the automobile \_\_\_\_\_ big changes in how we live.
- brought to
  - brought about
  - brought with
  - brought up
73. This assignment doesn't seem to \_\_\_\_\_ the topics we've been covering in class.
- do anything to have
  - have to do something to
  - have anything to do with
  - do something about any
74. Taking this road is \_\_\_\_\_ the quickest way to get there.
- not doubting
  - not doubted
  - no doubts
  - no doubt

75. "Did anyone sign up for the trip?"  
"No, \_\_\_\_\_ it was canceled."  
a. but the results  
b. that results  
c. so the result  
d. and as a result
76. "Why are you late?"  
"John \_\_\_\_\_ on the phone."  
a. wouldn't stop talking  
b. stopped not to talk  
c. didn't stop to talk  
d. hadn't stopped talking
77. \_\_\_\_\_ news to report this week.  
a. Not a lot  
b. There is not much  
c. It is not many  
d. Is not a lot of
78. If you find any \_\_\_\_\_ information about the problem, please contact us immediately.  
a. relating  
b. related  
c. relation  
d. relative
79. As more students joined the class, a bigger room \_\_\_\_\_.  
a. is needed  
b. is in need  
c. had a need  
d. was needed
80. The president of the university received \_\_\_\_\_ attention from the press after passing the new policy.  
a. a lot  
b. lots  
c. many  
d. much
81. There's a specific rule that you \_\_\_\_\_ talk loudly in the library.  
a. must not  
b. might not  
c. are not  
d. don't have to
82. When we \_\_\_\_\_ past their house, we noticed that there was no one at home.  
a. drove  
b. was driving  
c. drive  
d. are driven
83. "Can Anna come to the meeting today?"  
"Yes, she \_\_\_\_\_ that she would be there."  
a. told  
b. said  
c. tells  
d. says
84. "I hope James gets well for \_\_\_\_\_."  
"I know; he's our best player!"  
a. Tuesday's the game  
b. which game is Tuesday  
c. the game on Tuesday  
d. game this Tuesday
85. In order to stay healthy, \_\_\_\_\_ what you eat and drink.  
a. it's important watching  
b. it's important to watch  
c. important watching  
d. is important to watch

86. Because our professor is \_\_\_\_\_ to let us collect data on our own, we haven't been able to start yet.
- reluctant
  - partial
  - expected
  - sufficient
87. The writer had difficulty deciding how best to \_\_\_\_\_ the main character in her novel.
- display
  - exhibit
  - depict
  - express
88. Michelle woke up late this morning and had to \_\_\_\_\_ to get to work on time.
- escape
  - rush
  - pursue
  - flow
89. Its excellent development team has made the company a leader of \_\_\_\_\_ in the computer industry.
- innovation
  - custom
  - engagement
  - prediction
90. The hotel does not \_\_\_\_\_ responsibility for lost or missing items.
- accept
  - argue
  - absorb
  - acquire
91. The winning number will be chosen at \_\_\_\_\_ from all of the entries submitted in the contest.
- lucky
  - drawing
  - casual
  - random
92. The department manager will \_\_\_\_\_ the job candidates tomorrow afternoon.
- interview
  - translate
  - adapt
  - compose
93. The customer was impressed by the wide \_\_\_\_\_ of paint options in the store.
- array
  - variation
  - composition
  - presentation
94. The graduation speaker talked about the importance of believing you can \_\_\_\_\_ life's obstacles.
- achieve
  - succeed
  - overcome
  - dominate
95. After he read the first book, Adam was \_\_\_\_\_ to read the next one in the series immediately.
- eager
  - rapid
  - aggressive
  - emotional
96. Volunteers will \_\_\_\_\_ T-shirts to all participants.
- extend
  - administer
  - distribute
  - assign
97. At the end of the semester, the professor asked for students' \_\_\_\_\_ about the course, so he could improve it.
- estimate
  - feedback
  - explanation
  - reply

98. The class was divided into two groups to \_\_\_\_\_ the positive and negative aspects of solar power.
- resolve
  - sustain
  - debate
  - oppose
99. The \_\_\_\_\_ of the art program meant the school could offer more art classes.
- branch
  - stretch
  - expansion
  - inflation
100. The director \_\_\_\_\_ a new set of rules that all employees were required to follow.
- appointed
  - imposed
  - laid
  - granted
101. Greg was surprised by how quickly technology had \_\_\_\_\_ over the last few years.
- launched
  - advanced
  - implemented
  - integrated
102. Helen was surprised by Anthony's \_\_\_\_\_ that he had always loved her.
- release
  - exposure
  - admission
  - acceptance
103. After class today, Julie is going to stop by the library to \_\_\_\_\_ some more material for her final paper.
- research
  - question
  - expose
  - regard
104. In some companies, working a certain number of years \_\_\_\_\_ employees to an automatic pay increase.
- permits
  - assures
  - approves
  - entitles
105. The woman found a better apartment, so she \_\_\_\_\_ of her old one.
- moved away
  - moved forward
  - moved out
  - moved in
106. It is my \_\_\_\_\_ honor to perform in this historic theater.
- awesome
  - amazing
  - remarkable
  - distinct
107. Despite television and video games, many people still think going to the movies is a great form of \_\_\_\_\_.
- satisfaction
  - entertainment
  - celebration
  - compassion
108. Through the study of psychology, we have been able to \_\_\_\_\_ our understanding of the human mind.
- concentrate
  - enhance
  - perceive
  - emphasize
109. Due to mechanical difficulties there are only two buses running right now; \_\_\_\_\_, there are four.
- currently
  - specifically
  - entirely
  - normally

110. As the votes were counted, it became clear that Springdale's citizens had \_\_\_\_\_ a new mayor.
- distinguished
  - elected
  - installed
  - judged
111. Many organizations find that \_\_\_\_\_ in technology leads to greater productivity among employees.
- strengthening
  - securing
  - investing
  - enhancing
112. The \_\_\_\_\_ of events that took place before the competition may have influenced the results.
- routine
  - arrangement
  - episode
  - sequence
113. Thomas Edison is famous as the man who, in his laboratory, \_\_\_\_\_ the electric light bulb.
- generated
  - invented
  - accomplished
  - enabled
114. The painting was \_\_\_\_\_ to its original state by several experts.
- restored
  - recovered
  - replaced
  - improved
115. The study examined how quickly people could respond to a visual \_\_\_\_\_.
- pressure
  - motivation
  - stimulus
  - indication
116. The restaurant next door is a direct \_\_\_\_\_ of ours; we must keep prices low to attract new customers.
- match
  - supporter
  - opponent
  - competitor
117. The web editor is \_\_\_\_\_ responsible for creating content for the company website.
- primarily
  - frankly
  - greatly
  - extremely
118. Students in Professor Carter's history course are \_\_\_\_\_ based on their test scores as well as class participation.
- evaluated
  - criticized
  - calculated
  - investigated
119. Karen wanted her classroom to have a friendly and welcoming \_\_\_\_\_.
- atmosphere
  - climate
  - background
  - medium
120. Although some students were upset, the \_\_\_\_\_ majority of the class was happy about the schedule change.
- overwhelming
  - remaining
  - extreme
  - massive

**This passage is about a type of paint.**

Ultramarine is one of two pigments used to create the color blue in Italian Renaissance paintings. It was preferred over azurite, the other blue pigment, because it provided a richer, brighter color that complemented the warm golds common in fourteenth- and fifteenth-century Italian paintings. It also resisted fading over time. However, it was ten to fifteen times more expensive than azurite, oftentimes surpassing gold in price.

The pigment was expensive for several reasons. The stone it is made from, lapis lazuli, had to be imported into Europe from Middle Eastern mines. In fact, ultramarine means “from beyond the sea.” Creating the pigment was also laborious and time-consuming. First, one needed to grind the stone into powder by hand. Because the powder contained impurities, it was pale gray. This powder was mixed with melted wax, resins, and oils to form a paste. The paste was immersed in a special bowl filled with a weak lye solution and beaten with sticks. This released particles of blue material which collected at the bottom of this container. The impurities remained in the paste. After the particles were removed, this process was repeated at least twice, each time yielding a lower grade of pigment. In all, only two to three percent of the stone eventually became pigment.

Due to the cost of ultramarine production, people who wanted paintings made had special contracts written that specified how much of it would be provided for the painter. To save on the pigment, painters used it only on the focal points of paintings, such as the robes of Jesus and the Virgin Mary.

121. What was one reason painters favored ultramarine over azurite?
  - a. Ultramarine had warmer tones.
  - b. Ultramarine looked better with the color gold.
  - c. Azurite was too bright.
  - d. Azurite was too expensive.
122. According to the passage, what do ultramarine and azurite have in common?
  - a. They were made from lapis lazuli.
  - b. They were used to make blue paint.
  - c. They could be more expensive than gold.
  - d. They were very difficult to make.
123. What process is described in paragraph two?
  - a. making lapis lazuli
  - b. grinding pigment
  - c. making ultramarine
  - d. grinding azurite
124. How is the pigment separated from the paste?
  - a. It is forced out with sticks.
  - b. It is pulled out using wax.
  - c. It is ground out using stones.
  - d. It is washed out with a lye solution.
125. According to the passage, why was ultramarine mentioned in contracts?
  - a. to reduce the cost of the pigment
  - b. because contracts prevented the use of azurite
  - c. because ultramarine was so expensive
  - d. to specify how ultramarine would be used

**This passage is about the early history of railroads.**

Rail transportation is often viewed as a development of the Industrial Revolution in the early 1800s, but should be viewed more accurately as evolving over a period of several hundred years. The first use of rails in transportation was in the 1500s in Europe. These “rails” were flat wooden boards used in mining. A cart with roller wheels, known as a *hund*, was moved along the rails through mine tunnels. The name *hund*, German for dog, refers to the barking sound the carts made as they rolled along the underground rails.

By the early 1600s, aboveground wooden railways had been developed in England. Used by the mining industry to transport coal, these “wagonways” featured vehicles with flanged wooden wheels that ran on raised wooden rails. The flange, or lip, of the wheel hung over the side of the rail, keeping the wheel in place. Horses pulled the wagons along the route. Because the loads were heavy, wagonways usually ran downhill from the mine to a river. The horses would then pull the vehicles back uphill empty.

Well over a hundred years later, some wagonways were built with rails made of iron. However, the vehicles were still hauled by horses, and many routes still used wooden rails until the introduction of steam locomotion in the nineteenth century. Steam engines proved too heavy for wooden rails to support. Even some of the early iron rails were not strong enough to carry them and split under their massive weight.

126. According to the author, what incorrect idea do many people have about railways?
- They always relied on engines for power.
  - They first appeared in the 1800s.
  - They were created to transport people.
  - They were first used for mining.
127. How were the first rails different from modern rails?
- They were made of wood.
  - They could be rolled into different positions.
  - They were raised above ground level.
  - They were placed alongside existing roads.
128. Why was the first railway cart called a *hund*?
- The first railway carts rode on rails.
  - The first railway carts made a sound like a dog.
  - The first railway carts carried dogs.
  - The first railway carts had roller wheels.
129. How were wagonways originally used?
- to carry goods from river ports to towns
  - to transport loads from mines
  - to replace wooden rails
  - to move heavy materials between factories
130. Why does the author mention the weight of railway engines?
- to identify a problem with early rails
  - to suggest why early railways ran slowly
  - to make a point about the superiority of steam engines
  - to compare railway engines to other kinds of engines

**A**

## Play Ball with Gerard Manufacturing Inc.

If you'd like the chance to have fun with your coworkers while staying fit, look no further than the office baseball team!

If you want to participate in our company baseball team, join us for tryouts, which will take place at Field Park this Thursday the seventh at 6 p.m.

Players with all levels of experience (or none at all!) are welcome. Games will be held on Saturdays throughout the season, with optional practice sessions each Thursday after work.

**B**

## No Gym Required



Many with office jobs struggle to find the time and opportunity for regular exercise, but if you spend most of your day in a chair, it's even more important to maintain a healthy level of activity. Here are a few easy ways to boost your fitness!

- Park far away from the door. Do this at work or when you're running errands—the extra steps add up over time!
- Take the stairs! Climbing boosts your heart rate and tones muscles. If you work in a high-rise, get off the elevator a few floors early.
- Stand up for at least a few minutes every hour. This helps negate health problems that come from sitting too long; set a timer on your computer to remind you.

**C**

## A Step or a Sprint?



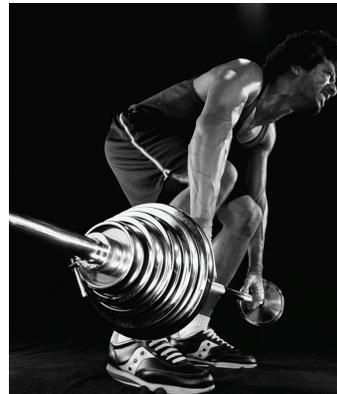
If you exercise regularly, chances are walking or running play a big part in your fitness routine. But is one of these actually better for you than the other? The answer depends on your goals.

If you are looking to get (or stay) thin, running is best. This is not just because running burns more calories per hour, but because hunger-reducing hormones are more present after running than after walking. It seems odd, but studies have shown runners are less hungry after exercising than walkers.

Walking has its strong points too. One study showed that walking lowered the risk of heart disease even more than running. Of course the best choice of all is simply exercising—regardless of your method.

**D**

## Maximum Effort for Maximum Benefits?



The importance of regular exercise is stressed by doctors, scientists, and the media. The typical message is that we aren't exercising enough—and many of us aren't. But is there such a thing as too much exercise? Can exercise ever be harmful?

As it turns out, the saying "all things in moderation" does apply to exercise. Several studies have shown that athletes who regularly

compete at high levels, like marathon runners or long-distance bikers, are more at risk for certain health problems, particularly heart issues, and may not live as long as people who exercise at less vigorous levels.

There is no consensus on exactly how much is too much. Most scientists agree that it depends on the person. But sticking to the general guidelines of 150 minutes of moderate activity each week is a good bet. The health benefits of that amount of exercise are well established by science. You may need to exercise more if weight loss is your goal, but it may be best to leave extreme endurance events like marathons to once a year at most. In other words, it's best to exercise every day, but there's no need to do so for longer than an hour each day.

**Question 131 refers to section A on page 26.**

131. Who is this announcement written for?
- professional baseball players
  - residents who live near Field Park
  - people looking for a new job
  - employees at Gerard Manufacturing Inc.

**Questions 132–133 refer to section B on page 26.**

132. What is the main purpose of this passage?
- to discuss a problem at work
  - to encourage physical activity
  - to argue against a policy
  - to demonstrate a process
133. Why is an elevator mentioned?
- as something helpful
  - as something to avoid
  - as a type of technology
  - as a means of transportation

**Questions 134–136 refer to section C on page 26.**

134. What is the main purpose of this passage?
- to examine the relationship between exercise and food
  - to discuss the physical advantages of playing sports
  - to contrast two activities
  - to describe health risks
135. In the second sentence of paragraph 2, what does **this** refer to?
- running being a good choice
  - exercise being good for you
  - weight loss being hard to maintain
  - food being fuel for activity
136. What opinion does the author express at the end of the passage?
- Getting any type of exercise is what matters most.
  - Walking is a better choice than running.
  - Scientists should work to eliminate heart disease.
  - Running is an important part of weight loss.

**Questions 137–139 refer to section D on page 26.**

137. In this passage, what is the phrase **all things in moderation** used in relation to?
- conducting research
  - competitive sports
  - physical activity
  - reading about fitness
138. Why are marathons mentioned?
- as a suggestion for motivated athletes
  - as a type of competition most people don't do
  - as an activity that has unknown health effects
  - as an example of extreme exercise
139. What does the author say people disagree about?
- what health benefits moderate exercise has
  - at what point exercise becomes harmful
  - the time of day that's best for exercise
  - the amount of suggested daily activity

**Question 140 refers to two or more sections on page 26.**

140. Which sections refer to outside research?
- B and D
  - C and D
  - A and C
  - A and B

**A**

## A World of Cooking

**Pablo's Restaurant hosts a series of two-hour cooking workshops.**

Our award-winning chef Emily Winters cooks dishes from food cultures around the world, including European, Asian, and African cuisines. And of course, there will be a lesson on how to make Pablo's most popular Spanish dishes!

Find details and sign up online, by phone, or ask next time you're at the restaurant.

Discounted package rate for all 12 classes of the series.

**Learn from the best!**

**C**

## A Recipe for Success



Have you always wanted to learn Spanish? Or visit the beautiful Spanish countryside? Or maybe you really love traditional Spanish cuisine? If any or

all of these apply to you, the Taste of Spain Study Tour is a perfect opportunity to realize your dreams!

Our three-week itinerary provides a unique combination of Spanish-language instruction, travel to the most beautiful areas of Spain, and cooking lessons that cover traditional Spanish and Basque techniques and cuisines. Small group instruction and one-on-one feedback aids student learning.

Don't wait any longer. At our affordable rates, there's no reason to put off the trip of a lifetime!

**B**

## This Week's Shopping List



Love to cook cuisines from other countries but can't find all the items on your grocery list? Check out my tips for getting the ingredients you need!

- The International section. Big grocery stores often devote an aisle to foods from around the world.
- Where the locals go. If your community includes neighborhoods with strong ties to other countries, visit those stores to find great foreign foods.
- The Internet. You can find nearly any type of food online and have it delivered right to your door.

Don't forget to visit my blog next week for more food-lover tips and for ideas for dishes you never imagined trying to make!

**D**

## Basque in It



Spain is known worldwide for its food. And no small part of that recognition is thanks to Basque cuisine. The Basque are an ethnic group whose traditional territory is primarily in northern Spain but also extends into southern France. Basque cuisine is a distinct and important part of the Basque culture, and luckily for the rest of the world, it's delicious.

Basque cuisine leans heavily on what's in season and what's local: fish straight from the ocean, mushrooms from the woods, vegetables from Basque farms. The highlight of Basque cuisine is its focus on using the highest quality ingredients and combining them in original, flavorful recipes.

If you visit San Sebastian, Spain (also known as Donostia), a Basque food hotspot, you can hop from restaurant to restaurant like the locals do. Be sure to sample small dishes called *pintxos*. Wherever you visit, you'll likely see someone asking the chef for whatever's best that day, rather than requesting specific menu items.

Basque cuisine is popular in several parts of the world, with many restaurants serving pintxos or traditional Basque dinners. We owe this to several notable chefs who've taken an interest in Basque cuisine and to Basque emigrants in other countries who have shared a taste of their homeland.

**Question 141 refers to section A on page 28.**

141. What is said about Emily Winters?
- She wants Pablo's to serve different cuisines.
  - She owns Pablo's.
  - She has trained in many countries.
  - She has been recognized for her ability.

**Questions 142–143 refer to section B on page 28.**

142. What is the main purpose of this passage?
- to explain where to find certain foods
  - to show how ethnic foods became widely popular
  - to recommend different international cuisines
  - to summarize the ingredients for a specific recipe
143. What will the author most likely include in her blog next week?
- directions to her favorite store
  - recipes for international dishes
  - an interview with a famous chef
  - a review of her favorite restaurant

**Questions 144–145 refer to section C on page 28.**

144. In the last sentence of paragraph 2, what does **aids** mean?
- provides
  - helps
  - follows
  - describes
145. What is the purpose of the last sentence?
- to give suggestions on enjoyable activities
  - to encourage people to participate
  - to provide a tip for traveling safely
  - to show where to get more information

**Questions 146–148 refer to section D on page 28.**

146. What is the main focus of this passage?
- popular world cuisines
  - interesting restaurants
  - the food of a certain culture
  - new styles for traditional food
147. Why might people in San Sebastian restaurants order something that wasn't on the menu?
- to try something new
  - to get the freshest food
  - to order what they like most
  - to show they know the chef's speciality
148. In the last sentence of paragraph 4, what does **their** refer to?
- Basque cooks
  - Basque people
  - restaurant owners
  - people who visit Spain

**Questions 149–150 refer to two or more sections on page 28.**

149. How does section C differ from the other sections?
- It was written for a specific audience.
  - It mentions language learning.
  - It offers specific cooking techniques and tips.
  - It discusses traveling to different countries.
150. What do all four sections imply?
- Increasing numbers of people are learning to cook.
  - International foods are popular with many people.
  - Ethnic restaurants are expanding their business.
  - Basque food is difficult to make.

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# Writing Section

## WRITING SECTION INSTRUCTIONS

### 30-MINUTE TIME LIMIT

- The examiner will have already provided you a writing answer document on which to write your essay. Make sure you have filled in your name and your signature exactly as you did on your registration form and answer sheet, as well as your birthdate and your registration number.
- Do NOT write your essay in this test booklet. Write your essay on the writing answer document you have been provided.
- Use a #2 (soft) pencil only.
- For the writing section you will first read a short article. After you read the article, you can choose either Task 1 or Task 2. For Task 1 you will write a letter. For Task 2 you will write an essay. Do only ONE of these tasks. If you do not write on one of these topics, your paper will not be scored.
- You will have 30 minutes to write your letter or essay. You should write about one page.
- You may make an outline or notes if you wish, but your outline will not count toward your score.
- Write inside the boxes on pages 3 and 4 of your writing answer document.
- Extra sheets of paper or scratch paper will not be scored. Please use ONLY the space provided on the writing answer document to complete the writing section.
- You will not be graded on the appearance of your paper, but your handwriting must be readable. You may change or correct your writing, but you should not recopy the entire task.
- Use your own words as much as possible. Do not copy a lot from the article given below.
- Your essay will be judged on how clearly you express your ideas. Use the appropriate format for a letter or essay.

## The City Times

### New Supermarket

A company wants to build a very large supermarket at the edge of our city. It will be one of the largest supermarkets in the country. The company says customers will be able to find everything they want at low prices. Owners of small, local shops are worried that the new supermarket could ruin their businesses.

#### Task 1: Letter

The City Times is interested in citizens' opinions about the new supermarket. Do you think it should be built in your city or not? Write a letter to the editor, giving specific reasons to explain your view. Begin your letter, "Dear Editor."

#### Task 2: Essay

What are the advantages and disadvantages of shopping at very large supermarkets? How does it compare to shopping in small, local stores? Give specific examples to support your answer.

When you have selected your task, remember to fill in "letter" or "essay" in the **ECCE Writing Response** box in the front of your writing answer document.

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**30% POST-CONSUMER RECYCLED FIBER**

Indicates that the product contains recycled materials that have been consumed and decontaminated to be reintroduced in the manufacturing process.

**SAMPLE TEST**

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