

ECPE

Screening Test

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FORMAT**

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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 before registering students for 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 sixty-four percent of the items in the Listening section at this level and fifty-three percent of the items in the GCVR section (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 Reading and Vocabulary sections. Note that percentages have been rounded.

The number of items per section is shown in Table 2. Nine of the items in the Listening section are those judged as easier than the expected level, with nine judged as more difficult, while twelve of the GCVR items are those judged as easier and twenty-one as more difficult. Ratings for items in the components of the GCVR section are also given in Table 2.

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

PART	% of easier items	% of medium items	% of more difficult items	Total % of Items
LISTENING	18	64	18	100
GRAMMAR	25	56	19	100
CLOZE	25	45	30	100
VOCABULARY	13	56	31	100
READING	6	56	39	100
TOTAL GCVR	17	53	30	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	9	32	9	50
GRAMMAR	4	9	3	16
CLOZE	5	9	6	20
VOCABULARY	2	9	5	16
READING	1	10	7	18
TOTAL GCVR	12	37	21	70

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 87 is in the first row of the Vocabulary Section; and item 120 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 **35** 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			READING			
EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	
	1			21			39		51			67			87					103	
	2				22	40					52		68			88			104		
	3			23			41			53			69		89					105	
	4			24			42		54					70		90		106			
5				25			43			55			71			91				107	
6				26			44				56		72			92				108	
	7			27			45			57		73				93			109		
		8			28		46			58				74		94				110	
	9			29				47		59				75		95				111	
10				30				48	60					76		96				112	
	11		31				49			61		77				97				113	
12					32		50			62		78				98				114	
	13			33						63			79			99				115	
14					34					64			80				100				116
	15				35						65		81							117	
	16			36					66				82			101				118	
17			37											83		102				119	
		18		38								84								120	
	19												85								
	20													86							

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Screening Test

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LISTENING

Listening Section Instructions

This section of the test has three parts. 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. If you do not know the answer, you may guess. Try to answer as many questions as possible.

Part 1

In this part, you will hear 20 short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. The questions and answer choices are printed in the test booklet. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, C, or D.

Do you have any questions?

-
1. What will the man probably do next?
 - A. log on his computer
 - B. charge his phone
 - C. speak to his boss
 - D. attend a work meeting
 2. What will the woman email Dr. Adams about?
 - A. what students must do for their assignment
 - B. what the topic of the presentation should be
 - C. what the word length of the paper should be
 - D. what the syllabus for their course will be
 3. What does the man want to do?
 - A. have a document officially stamped
 - B. obtain a copy of his transcript
 - C. get his personal information updated
 - D. inquire about accommodation
 4. Why does the woman mention her brother?
 - A. to describe her brother's studies
 - B. to give her opinion on a teacher
 - C. to explain why she quit a class
 - D. to offer to do the man a favor
 5. What are the speakers discussing?
 - A. a new colleague
 - B. selling smartphones
 - C. their managers
 - D. difficult customers
 6. What will the man probably do this weekend?
 - A. move to a new apartment
 - B. bring the woman new furniture
 - C. help the woman redecorate
 - D. show the woman his apartment
 7. What does the man plan to do next year?
 - A. apply to university
 - B. travel to another country
 - C. get a job in East Asia
 - D. complete his degree
 8. Why does the man mention New York?
 - A. to ask for ideas about New York attractions
 - B. to show why he likes cities like Port Albert
 - C. to give his details to the hotel clerk
 - D. to explain why he prefers quiet places
 9. What does the man ask the woman to do?
 - A. provide food and drink at the meeting
 - B. change the time of the meeting
 - C. let teachers leave the meeting earlier
 - D. arrange the meeting on another day
 10. What does the man imply about the university?
 - A. The library needs renovating.
 - B. There are too many assignments.
 - C. Students often face difficulties.
 - D. Semesters should last longer.

LISTENING

11. What does the woman imply about the basketball training classes?
- A. Student numbers have dropped.
 - B. Admission procedures have changed.
 - C. Younger students find training difficult.
 - D. Coaches need more information.
12. What is the man asking the woman to do?
- A. pay for her meal
 - B. book an appointment
 - C. give him her order
 - D. vacate her table
13. Why is the man pleased?
- A. He wanted to visit the Town Hall.
 - B. He has had his parking fine cancelled.
 - C. He will pay less than he expected.
 - D. He found out where to make a complaint.
14. What does the man advise the woman to do?
- A. allow Ian to take the class photographs
 - B. pay for a professional photographer
 - C. reduce Ian's teaching workload
 - D. ask Ian to show last year's photographs
15. How does the woman feel about the situation?
- A. indifferent
 - B. desperate
 - C. angry
 - D. optimistic
16. What are the speakers discussing?
- A. the performance of their department
 - B. a draft of the man's acceptance speech
 - C. the need for humor in the workplace
 - D. the importance of dressing formally
17. What is the problem with the student's consent form?
- A. It shows an incorrect date.
 - B. It is the wrong form for the trip.
 - C. He has not signed it properly.
 - D. There is a signature missing.
18. What are they discussing?
- A. recent damage to the company's computers
 - B. new protection for a computer system
 - C. the need for more staff in the IT department
 - D. the costs of the current computer system
19. What are they discussing?
- A. the advantages of the university venue
 - B. the importance of medical developments
 - C. the need to find a new location for an event
 - D. the growing interest in comic book festivals
20. What does the man imply about Professor Stewart?
- A. He places heavy demands on students.
 - B. He makes documentaries for his students.
 - C. He prefers to assign homework online.
 - D. He has changed his approach to teaching.

LISTENING

Part 2

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

You will hear each talk and the questions once. If you want to, you may take notes in your booklet as you listen. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, C, or D.

Do you have any questions?

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

Listen to a tour guide.

21. What is the speaker's main purpose?
 - A. to introduce a little-known landmark
 - B. to show visitors a famous city hospital
 - C. to give a tour of an apartment building
 - D. to talk about recent architecture

22. What does the speaker imply about her audience?
 - A. They would prefer to see other sights around New York.
 - B. They have already learned a lot on the tour.
 - C. They can understand why they are visiting Staple Street.
 - D. They are in a hurry to move on to the next stop.

23. According to the speaker, what feature of the bridge is unusual for New York?
 - A. its poor materials
 - B. its old age
 - C. its central location
 - D. its small size

24. What was one purpose for which the bridge was originally built?
 - A. to attract more tourists
 - B. to facilitate hospital workers
 - C. to store medical supplies
 - D. to reduce overcrowding

25. What is true about the bridge today?
 - A. It has been made larger.
 - B. It is open to the public.
 - C. It is no longer in use.
 - D. It is part of a private home.


26. What will the speaker do next?
 - A. take the group to another location
 - B. inform the group about their next stop
 - C. invite the tourists inside a building
 - D. ask the tourists to photograph the bridge

Notes

LISTENING

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

Listen to a theater director.


27. What is the speaker's main purpose?
- A. to praise the cast's performance
 - B. to inform the cast when the premiere will be
 - C. to point out how the actors can improve
 - D. to assign new roles to some of the actors
28. What does the speaker say about the character of Jake?
- A. He plays a minor role in the drama.
 - B. He frequently gets emotional.
 - C. He has a large number of relatives.
 - D. He makes a shocking discovery.
29. What advice does the speaker give to Paul, one of the actors?
- A. He should raise his voice more.
 - B. He should speak at a lower volume.
 - C. He should demonstrate strong emotion.
 - D. He should change to a different role.
30. According to the speaker, why should the actors speak certain lines slowly?
- A. to increase the impact of their words
 - B. to hide their emotions better
 - C. to help the audience hear everything
 - D. to make sure the play is not too short
31. What will the speaker probably do next?
- A. read the script again
 - B. continue the rehearsal
 - C. socialize with the actors
 - D. rush to another engagement
32. What does the speaker mean when she says: 
- A. Paul should have been given a larger role.
 - B. Paul has been given a role that is too difficult.
 - C. Paul has less experience than the other actors.
 - D. Paul is not the only one who still has work to do.

Notes

LISTENING

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

Listen to a race instructor.

33. What is the speaker's main purpose?
- A. to warn the runners of certain dangers
 - B. to outline the procedure for the race
 - C. to reveal the winners of the stair race
 - D. to talk about the history of stair racing
34. What does the speaker imply about the competitors?
- A. Many have not taken part in a stair race before.
 - B. Many will be unable to complete the stair race.
 - C. Many are already aware of how the race happens.
 - D. Many are competing despite low levels of fitness.
35. What is the aim of the race?
- A. to run from the top of a flight of stairs to the bottom
 - B. to be the first to reach the top of the Rockwell office tower
 - C. to run to the top of sixty flights of stairs in the quickest time
 - D. to go up more flights of stairs than any of the other racers
36. Why are the runners wearing badges?
- A. to show which event they are participating in
 - B. to show the order in which they will each start
 - C. to show their performances on previous races
 - D. to show which teams they each belong to
37. What will happen at 12 o'clock?
- A. the first runner will begin the race.
 - B. the man will announce the winner
 - C. the athletes will receive their badges
 - D. the runners will all start the race together
38. What does the speaker mean when he says: 
- A. There are many false assumptions about stair running
 - B. High-endurance athletics can be dangerous to participants.
 - C. Techniques from marathon running can be used in stair running.
 - D. Stair running is more exhausting than marathon running.

Notes

LISTENING

Part 3

In this part, you will hear two segments from a radio program. After each segment, you will hear six questions about it. Before each segment begins, you will have time to preview the questions that are printed in the test booklet.

You will hear each segment twice. Then you will hear the questions once. If you want to, you may take notes in your booklet as you listen. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B or C.

Do you have any questions?

Look at the questions. Then, listen to the first segment.

Now you will hear the first segment.

39. What current situation does the first speaker refer to?
 - A. the increase in writing by hand
 - B. a new keyboard called QWERTY
 - C. changing the existing keyboard

40. According to the reporter Matthew Simmons, what was a feature of the first typewriter keyboards?
 - A. Letter keys were arranged alphabetically.
 - B. There were no number keys, only letters.
 - C. Only capital letters were included.

41. According to Professor Davies, when did the first typewriters get stuck?
 - A. when the user hit the same key more than once
 - B. when the user hit keys that were next to each other
 - C. when the user hit a number key and a letter key

42. What is one problem with the QWERTY keyboard design?
 - A. The keys get stuck.
 - B. It takes longer to type.
 - C. Not all keys are used.

43. What does the reporter imply about QWERTY keyboards?
 - A. The design is already perfect.
 - B. The design is unlikely to be replaced.
 - C. The design is outdated.

44. What is the main purpose of this report?
 - A. to compare natural and design evolution
 - B. to appeal for a certain design to be replaced
 - C. to explain why a current design exists

Notes

LISTENING

Look at the questions. Then, listen to the second segment.

Now you will hear the second segment.

45. What does Dr. Bates say about population growth?
 - A. It is affected by a decline in agricultural output.
 - B. It occurs in areas which already have food shortages.
 - C. It has resulted in fewer natural resources.

46. What are the 'factory foods' mentioned by Dr. Henderson?
 - A. man-made foods produced in laboratories
 - B. an economical solution to food shortages
 - C. an alternative to high-tech food production

47. Why does Dr. Henderson think that post-harvest losses are significant?
 - A. They can cause serious food shortages.
 - B. They mostly occur in developed countries.
 - C. They are not very appealing to consumers.

48. Why does Dr. Bates mention cereal grains?
 - A. to warn that all foods require refrigeration
 - B. to highlight the problem of poor storage
 - C. to explain why food waste is a serious problem

49. What does Dr. Bates say is the most effective way to prevent future food shortages?
 - A. increasing agricultural production
 - B. building more warehouses
 - C. improving current technology

50. What is the purpose of this report?
 - A. to encourage consumers not to waste food
 - B. to highlight solutions to avoid food waste
 - C. to warn that technology is causing food shortages

Notes



End of the listening test

READING: GRAMMAR

51. 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
52. _____ 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
53. Because of his excellent research work, Professor Samson is _____ by his colleagues.
- A. high regard
 - B. regarding highly
 - C. highly regarded
 - D. regarding high
54. 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
55. 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
56. 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
57. 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
58. Some people still prefer writing down notes by hand _____ them on a device.
- A. to type
 - B. typing
 - C. than type
 - D. to typing

READING: GRAMMAR

59. 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
60. 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
61. 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
62. "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
63. _____ 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
64. 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
65. 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
66. Sandra is very proud that a relative of _____ once worked with Albert Einstein.
- A. herself
 - B. hers
 - C. her
 - D. she

READING: CLOZE

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 (67) and accumulated. (68) time, the weight of overlying sand layers compressed the lower layers, (69) them into solid stone. The rivers (70) dried up, and the exposed rock was shaped by wind erosion.

At Medicine Rocks, in Montana, stunning sandstone rock formations, (71) as 'sandstone pillars', dot the landscape, (72) heights of up to 80 feet. These were used by Native Americans as look-out points for hunting bison. In (73) 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, (74) 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 (75) of artistic expression. You can still (76) thousands of petroglyphs that were engraved into the stone, including names, line drawings, and odes commemorating historic battles and events.

- | | | |
|-----|------------------|----------------|
| 67. | A. side | C. top |
| | B. surface | D. bottom |
| 68. | A. On | C. Over |
| | B. During | D. At |
| 69. | A. turning | C. switching |
| | B. producing | D. increasing |
| 70. | A. deliberately | C. accordingly |
| | B. respectively | D. eventually |
| 71. | A. referred | C. branded |
| | B. known | D. called |
| 72. | A. gaining | C. reaching |
| | B. touching | D. completing |
| 73. | A. addition | C. spite |
| | B. consideration | D. preference |
| 74. | A. yet | C. so |
| | B. as | D. despite |
| 75. | A. a route | C. an approach |
| | B. a prospect | D. a means |
| 76. | A. draw up | C. see to |
| | B. count on | D. make out |

READING: CLOZE

This passage is about hummingbirds.

The way hummingbirds fly is truly remarkable. Their wings beat around 50 times (77) second, fast enough to (78) in a continuous, audible hum – hence the (79). This rapid wing flapping, combined with the birds' light body weight, allows them to hover in a stationary position in mid-air and position (80) alongside flowers while drawing off nectar, their principal food source, (81) 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 (82) position next to the flower from which they are feeding, without being blown away by sudden (83).

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 (84) to attract females. (85) 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 (86) more frequently in the energetic courtship displays.

77. A. per
B. in
C. the
D. over
78. A. make
B. lead
C. result
D. give
79. A. birds
B. speed
C. sound
D. name
80. A. it
B. them
C. itself
D. themselves
81. A. on
B. at
C. through
D. by
82. A. steady
B. mobile
C. changeable
D. stuck
83. A. strikes
B. air
C. gusts
D. actions
84. A. hopes
B. order
C. effort
D. purpose
85. A. Considering
B. Owing
C. Resulting
D. Providing
86. A. enroll
B. apply
C. engage
D. involve

READING: VOCABULARY

87. The hackers broke into the government computer system and _____ secret information.
- A. obtained
 - B. consented
 - C. awarded
 - D. deprived
88. 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
89. The event _____ to be a lot more successful than we had expected.
- A. came across
 - B. turned out
 - C. fell through
 - D. took on
90. Paul may lack formal qualifications, but he has _____ experience in the field.
- A. considerable
 - B. widespread
 - C. commonplace
 - D. excessive
91. You need at least a high school certificate to _____ the entry requirements for this college.
- A. attend
 - B. replenish
 - C. correspond
 - D. fulfill
92. Newer computer program designs are not _____ better than the old versions.
- A. imminently
 - B. necessarily
 - C. utterly
 - D. shortly
93. There are many jobs that _____ communicating regularly in English.
- A. entail
 - B. consist
 - C. order
 - D. represent
94. Everyone seemed to hold a different _____ of view on the matter.
- A. opinion
 - B. attitude
 - C. point
 - D. stance

READING: VOCABULARY

95. Reusing paper helps to reduce the _____ of waste.
- A. constraint
 - B. appeal
 - C. volume
 - D. intensity
96. It _____ to me that there was a better way to go about my work.
- A. struck
 - B. occurred
 - C. transpired
 - D. arose
97. You must sign each page of the contract for it to be legally _____.
- A. vibrant
 - B. valid
 - C. innovative
 - D. prominent
98. For this job position, successful applicants are required to be _____ with advanced computing.
- A. specialized
 - B. knowing
 - C. apparent
 - D. familiar
99. The project must be finished by tomorrow, so we can't _____ to waste any more time.
- A. afford
 - B. permit
 - C. approve
 - D. condone
100. _____ of the stricter anti-pollution proposals claim they will vastly improve public health.
- A. Adversaries
 - B. Rivals
 - C. Advocates
 - D. Detractors
101. I accidentally deleted the file, so I had to start writing the assignment again from _____.
- A. match
 - B. batch
 - C. patch
 - D. scratch
102. The college is still some way from _____ its goal of increasing exam pass rates by 50%.
- A. arising
 - B. receiving
 - C. preceding
 - D. accomplishing

READING

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.

103. What is the main purpose of this passage?
- A. to evaluate the different kinds of wave scientists use to make maps
 - B. to criticize research into what lies at the bottom of seas and oceans
 - C. to discuss the development of new navigational technology for ships
 - D. to describe scientists' attempts to work out the surface area of the ocean
104. 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.
105. 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.
106. What does **whose** refer to in the third sentence of the second paragraph?
- A. ships
 - B. floors
 - C. technologies
 - D. breakthroughs
107. 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
108. 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.

READING

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.

109. What is the purpose of this passage?
- A. to warn of the dangers of some sensors
 - B. to compare the effectiveness of different kinds of sensors
 - C. to discuss the need for further medical research
 - D. to describe the range of functions of implanted sensors
110. What is different about the new type of biometric sensor?
- A. They can be positioned inside a patient's body.
 - B. They can be used to surgically repair open wounds.
 - C. They are appealing to consumers as well as doctors.
 - D. They can be used by ordinary people, without a doctor.
111. What happens if a patient is in danger of damaging a part of his or her body?
- A. The sensor becomes dislodged.
 - B. The sensor's power reading increases.
 - C. Less electricity flows through the sensor.
 - D. Movement in that area is restricted by the sensor.
112. Which word could best replace **tender** in paragraph 2?
- A. medical
 - B. delicate
 - C. internal
 - D. tough
113. How do sensors assist in biochemical analysis?
- A. They can be incorporated into medical syringes.
 - B. They introduce key chemical substances into the body.
 - C. They perform chemical tests inside the body.
 - D. They remove small amounts of fluid for testing.
114. What can we infer about the new design of sensor?
- A. It is popular with medical professionals and those they treat.
 - B. It has led to a reduction in the number of people who suffer injuries.
 - C. It can only be used to measure one aspect of a person's biological state.
 - D. It is difficult for doctors to use effectively.

READING

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.

115. What is the purpose of this passage?
 - A. to advocate the importance of multilingualism in science
 - B. to criticize the widespread use of English in science journals
 - C. to describe the historical need for an international language
 - D. to reject calls for scientists to publish articles in their own language
116. 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
117. 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
118. 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.
119. 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.
120. 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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