

# **ECCE**

## **Screening Test**

**2021  
FORMAT**

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# Introduction

The ECCE 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 ECCE. It is expected that the Screening Test would be administered **before** registering students for this examination.

The Test comprises a Listening Section and a Grammar, Vocabulary & Reading (GVR) 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 ECCE candidates, based on their performance at this stage of their studies.

## Procedure

The procedure chosen to identify the level of each item in the Screening Test was a version of the Modified Angoff method. A panel of twenty-two judges was selected based on their qualifications and experience in language teaching. All the judges were fully familiar with the descriptors for the CEFR levels and some had previously participated in other standard settings.

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 results of the judges' evaluations showed that the largest category of items included in the Screening Test were those identified as being at the expected level of a student in the process of preparing for the ECCE, with fifty-one percent of the Listening Section items and fifty-five percent of the GVR items judged to be at this level. In the sub-sections of the GVR, fifty-eight percent of the Reading Section items, fifty-three percent of the Grammar Section items, and fifty percent of the Vocabulary Section items were found to be at this level (Table 1). The proportion of more difficult items was also consistent across the Sections, at around thirty percent.

The number of items per Section is shown in Table 2. As would be expected, easier items form the smallest category for each of the sections, with just ten items in the GVR Section and seven in the Listening Section, while the largest category comprises those in the middle band at 36 items and 23 items respectively.

Table 1: Percentage of items per category

PART	% of easier items	% of medium items	% of more difficult items	Total % of items
LISTENING	16	51	33	100
GRAMMAR	20	53	27	100
VOCABULARY	21	50	29	100
READING	11	58	31	100
TOTAL GVR	15	55	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	7	23	15	45
GRAMMAR	3	8	4	15
VOCABULARY	3	7	4	14
READING	4	21	11	36
TOTAL GVR	10	36	19	65

# Introduction

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

Teachers can use the Screening Test to identify the level of students who are intending to sit a B2 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 Grid in Table 3 can be printed or photocopied.

- Each part of the grid represents a section of the ECCE Screening Test.
- The numbers on the Grid represent the item numbers of the Screening Test: for example, items 1, 2 and 3 are found in the first three rows of Listening Part 1; item 61 is in the first row of the Vocabulary Section; and item 110 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 ECCE 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 ECCE

Students with more than **22** answers correct in the Listening Section of the Screening Test and more than **32** answers correct in the GVR are expected to be in a favorable position to improve their English to a level which would gain a Pass at ECCE, 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 ECCE require extra study on the part of their students.

# Introduction

Table 3: ECCE Screening Test Grid.

LISTENING PART 1			LISTENING PART 2			GRAMMAR			VOCABULARY			READING		
EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER	EASIER	MEDIUM	HARDER
1					26	46			61					75
2					27			47		62			76	
	3				28	48				63				77
	4			29				49			64			78
	5			30			50				65			79
		6		31			51			66			80	
	7				32			52			67			81
8					33		53				68		82	
9					34	54			69					83
	10				35		55		70				84	
		11		36			56			71				85
12				37			57			72		86		
	13				38		58			73		87		
	14				39			59		74			88	
15				40			60						89	
	16				41								90	
	17				42							91		
	18			43									92	
		19		44									93	
	20				45									94
	21													95
	22												96	
	23												97	
24													98	
	25													99
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													102	
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													107	
														108
													109	
														110

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# Screening Test

## Listening Section Instructions

This section of the test has two 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.

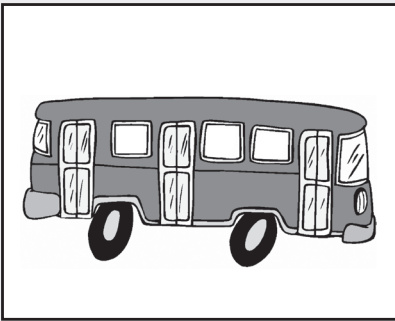
### Listening Test, Part 1

In this part, you will hear 25 short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. The answer choices are shown as pictures. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B or C.

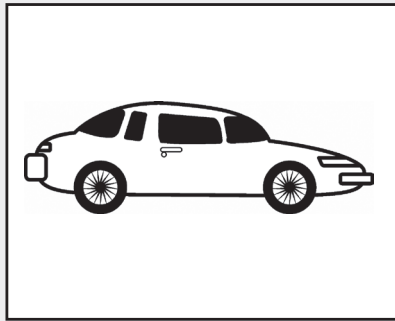
Here is an example:

#### EXAMPLE:

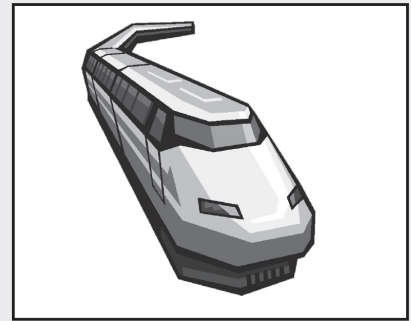
A



B



C



The correct answer is B.

Do you have any questions?

# Listening

A

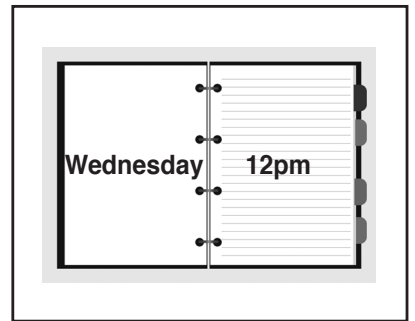
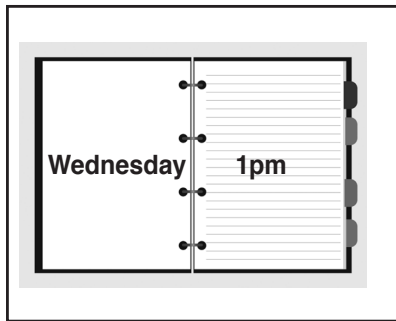
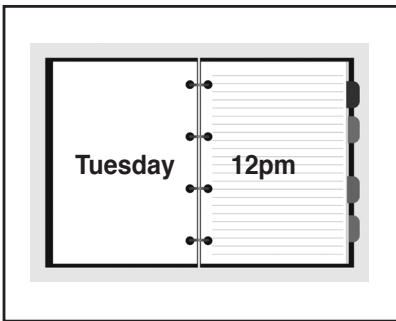
B

C

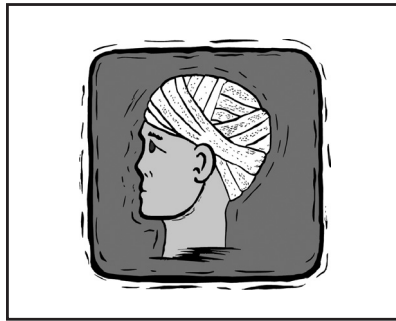
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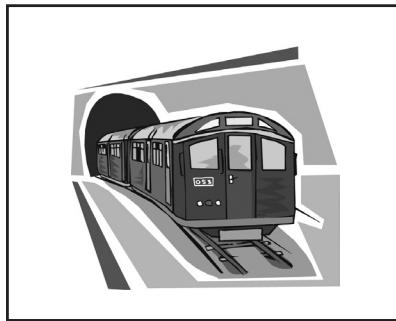
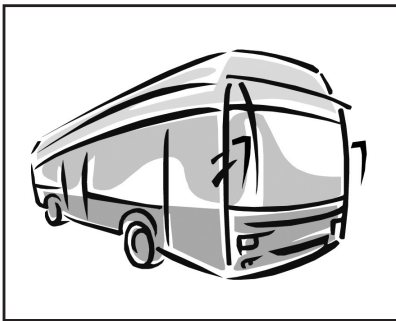
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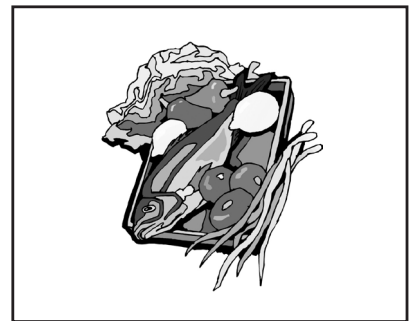
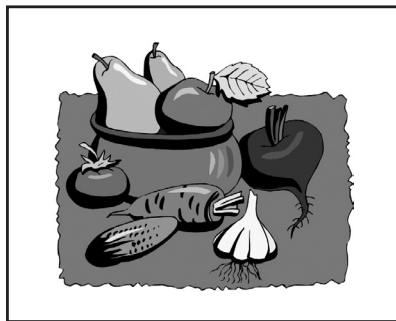
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4.



5.





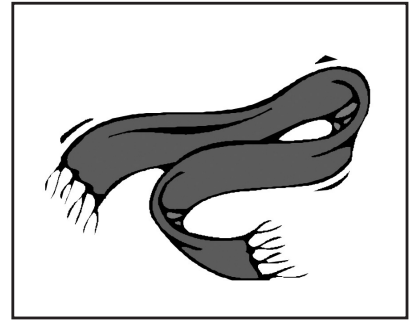
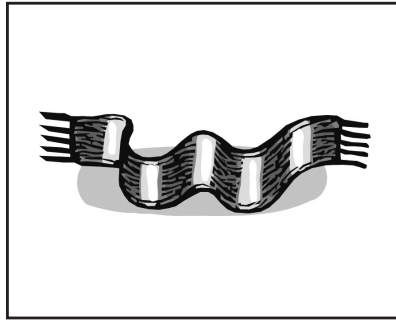
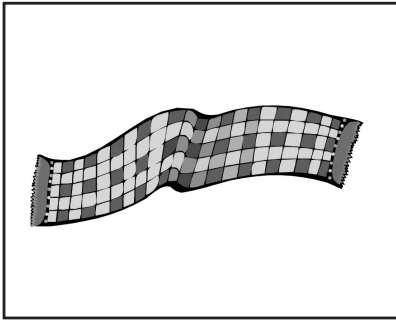
# Listening

A

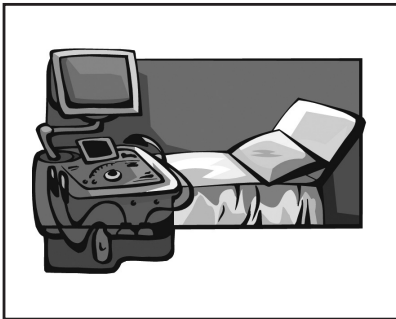
B

C

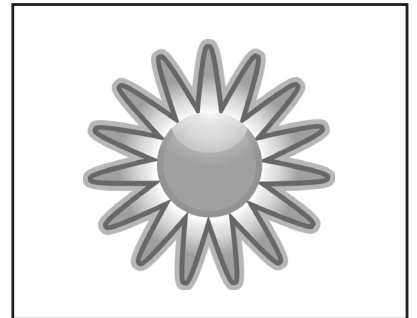
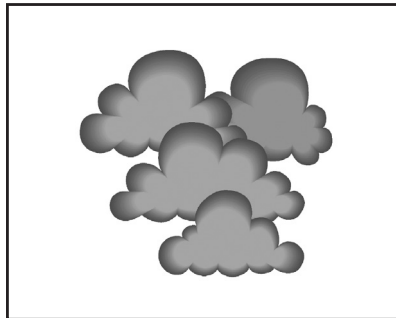
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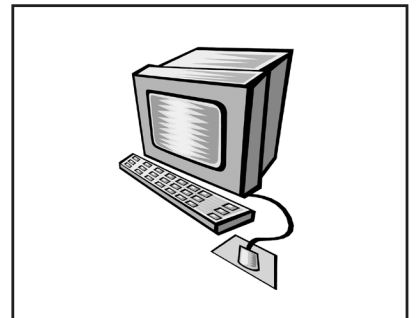
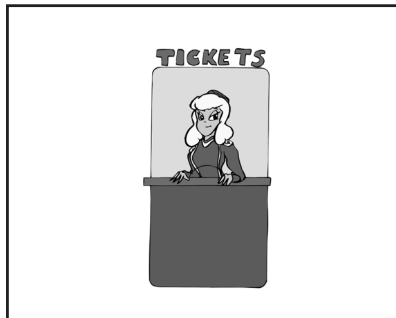
7.



8.



9.



10.



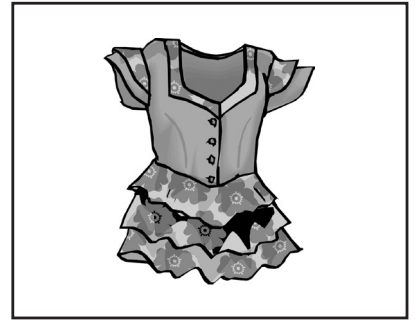
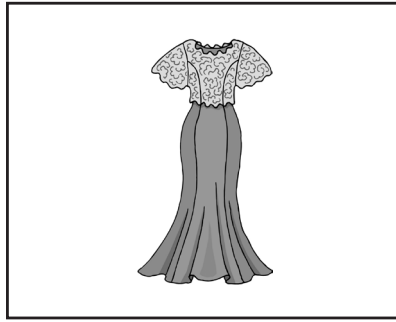
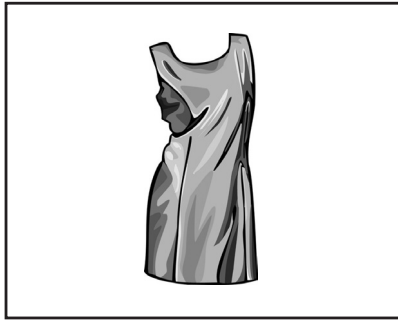
# Listening

A

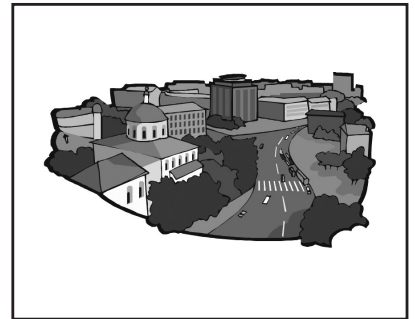
B

C

11.



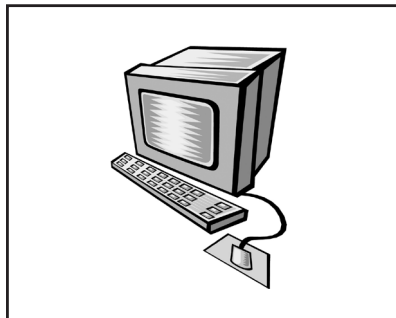
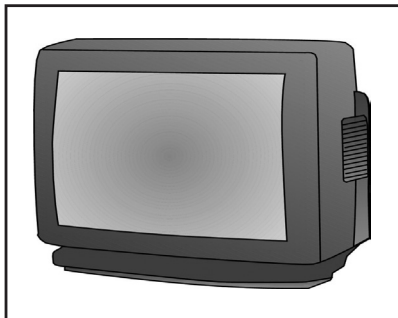
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13.



14.



15.



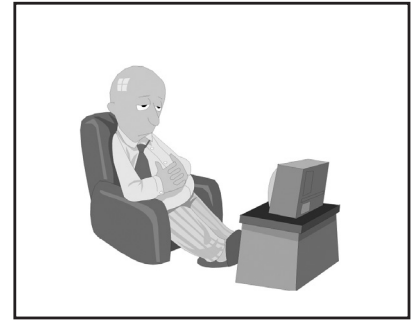
# Listening

A

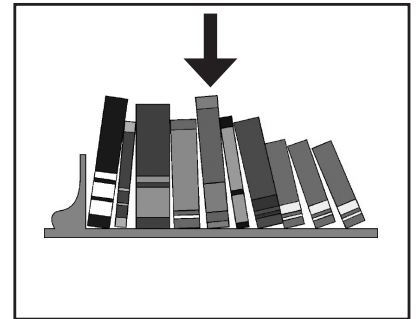
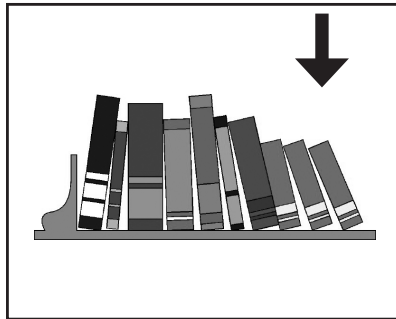
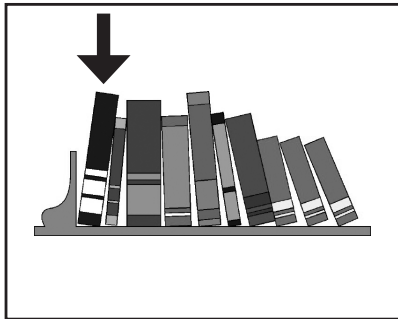
B

C

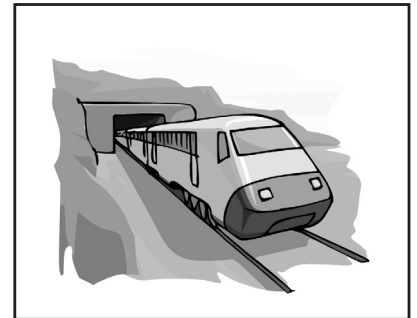
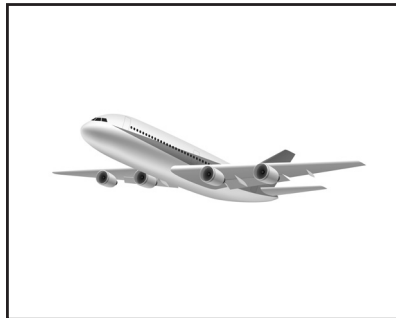
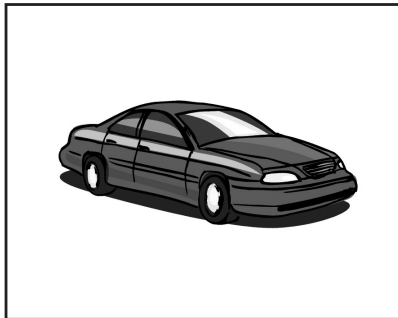
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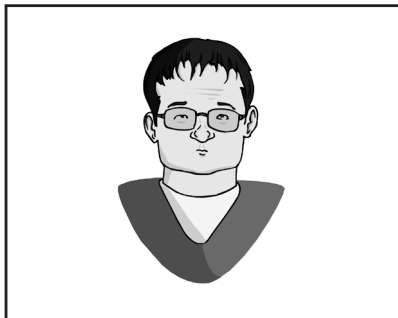
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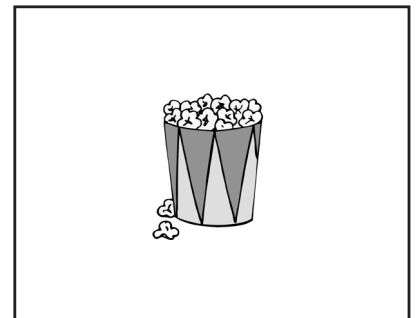
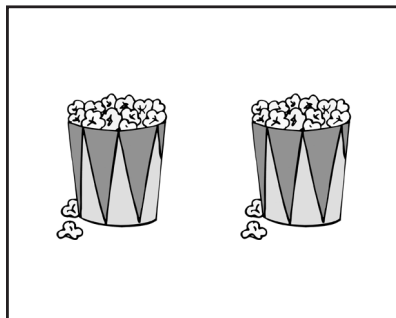
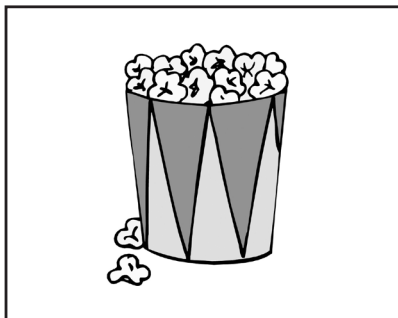
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19.



20.



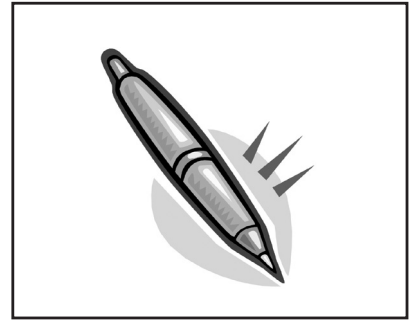
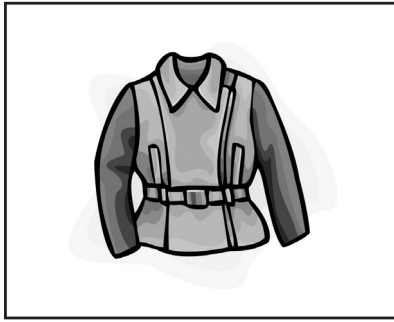
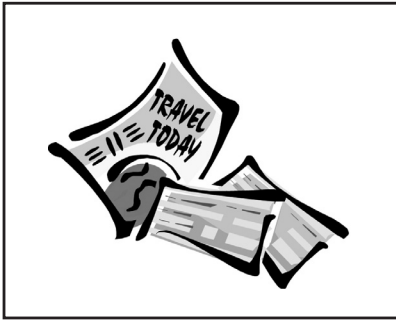
# Listening

A

B

C

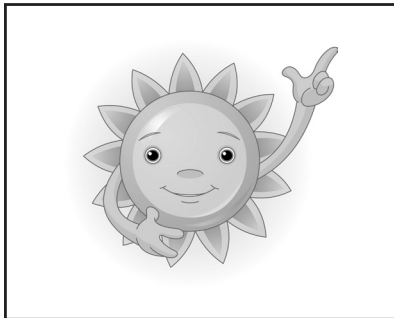
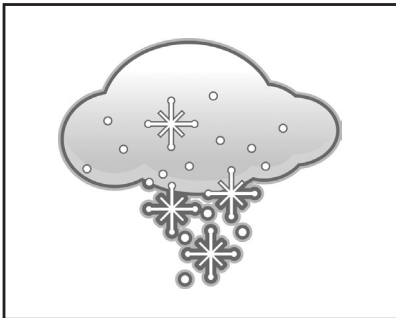
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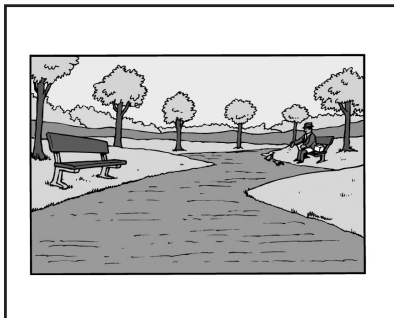
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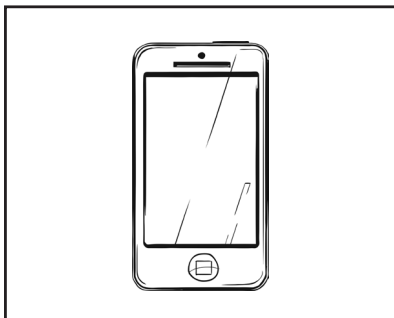
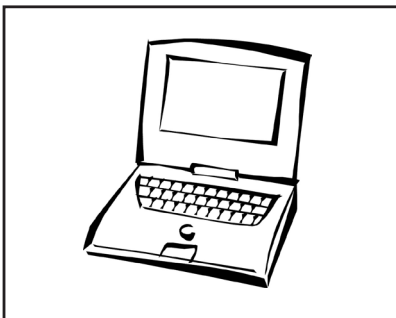
23.



24.



25.



# Listening


## Listening Test, Part 2

In this part, you will hear four short talks. After each talk, you will hear five 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 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, C, or D. Do you have any questions?

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

**Listen to a radio talk show host.**

26. What is learned about Hank Peters?
- a. He started his tour in Rotterdam.
  - b. He has been touring for one year.
  - c. He has finished writing a new album.
  - d. He has recently given a concert in Ohio.
27. What reason does Hank give for the breakup of "The Flashing Swans"?
- a. The guitarist left the band.
  - b. The drummer had health problems.
  - c. The members grew apart.
  - d. Hank wanted to sing solo.
28. Why does Hank say he writes music?
- a. only for money
  - b. for pleasure
  - c. for his daughter
  - d. to win awards
29. What does the speaker say about success in the music industry?
- a. It is easy for Hank Peters.
  - b. It takes a long time.
  - c. It is mostly due to luck.
  - d. It is a result of many factors.
30. What does the speaker mean when he says: 
- a. Hank likes to drive to concerts.
  - b. Hank likes to visit new places.
  - c. Hank has been on tour giving concerts.
  - d. Hank has not decided where to live.


**Notes**

# Listening

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

Listen to a tour guide.

Notes


31. What does the speaker say about the buildings?
- They were already very old in the 18th century.
  - They were built in the neo-classical style.
  - They are the same as other buildings in the town.
  - They have not kept their original characteristics.
32. What does the speaker suggest about the new movie by Michael Parks?
- It will not be profitable.
  - It is a love story.
  - It should have been filmed in another location.
  - It has had negative reviews.
33. What is learned about the material used for the buildings in the town?
- The stone has been imported from another part of the country.
  - The stone gives the town an individual character.
  - Neighboring towns have cooperated to get it.
  - Neighboring towns have the same color stone.
34. What will probably happen next?
- Visitors will stay in the courtyard.
  - The guide will talk about the courtyard.
  - Visitors will look at some famous paintings.
  - The guide will give out maps of the building.
35. What does the woman imply when she says: 
- The tourists are looking at different designs.
  - The tourists are confused about the designer of the building.
  - The tourists will admire the design of the building.
  - The tourists might not be so enthusiastic about the design.

# Listening

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

Notes

Listen to part of a history lesson.

36. What is the purpose of this talk?
- to describe the effects of the Industrial Revolution
  - to discuss the causes of rural depopulation
  - to criticize the social conditions of the nineteenth century
  - to highlight the advantages of population increase
37. What does the speaker imply about society after the early 1700s?
- People mostly lived in the countryside.
  - Many people moved to the cities for work.
  - People preferred not to work in factories.
  - Most people did not know how to use machinery.
38. What does the speaker say caused the development of the economy in Britain?
- many different factors
  - new industries
  - the banks
  - the transport systems
39. What does the speaker say about marriage?
- More people got married in the countryside.
  - People could find a partner more easily.
  - People got married at an older age.
  - It was difficult to afford to get married.
40. What does the speaker mean when she says: 
- People were stronger in the past.
  - People worked fewer hours in the past.
  - People had higher wages in the past.
  - People had more problems in the past.

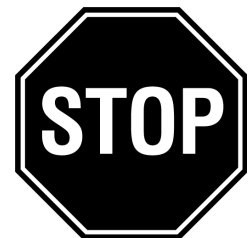
# Listening

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

Notes

Listen to a business executive in a staff meeting.

41. What does the speaker say about John Fitzgerald?
  - a. He has never worked in advertising before.
  - b. He has worked in China.
  - c. He is replacing another member of staff.
  - d. He attended a recent company event.
  
42. What does the speaker say about the company?
  - a. Its sales have been increasing.
  - b. It is looking for new partners.
  - c. It plans to enter a new market.
  - d. It is reducing its workforce.
  
43. What problem is the company facing?
  - a. fewer sales in the home market
  - b. competition from Chinese companies
  - c. loss of expert personnel
  - d. lack of updated software
  
44. What is implied about the speaker?
  - a. He is unsure about the future of the company.
  - b. He is going to leave the company soon.
  - c. He is going to advertise for a new sales team.
  - d. He wants to work for Twineham Consulting.
  
45. What is the purpose of this talk?
  - a. to welcome a new director
  - b. to discuss a conference
  - c. to announce a retirement
  - d. to describe some changes



End of the listening test



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## Reading: Grammar

46. \_\_\_\_\_ anything you'd like to change, before I print the document?
- It is
  - Is
  - Is there
  - Are there
47. Martin has played football ever \_\_\_\_\_ he started school.
- ago
  - when
  - from
  - since
48. Let's \_\_\_\_\_ sure that everyone knows about the basketball match.
- to make it
  - make
  - making
  - to make
49. The teacher expects \_\_\_\_\_ our homework on time.
- to do
  - doing
  - us to do
  - us doing
50. Paul works \_\_\_\_\_ of all the students in the class.
- hard
  - hardly
  - harder
  - the hardest
51. Michael \_\_\_\_\_ two years after his brother.
- is born
  - born
  - has been born
  - was born
52. I can't imagine \_\_\_\_\_ it's like to live in a foreign country.
- how
  - that
  - what
  - whether
53. The novel \_\_\_\_\_ in 1967, but it is still popular with teens today.
- has published
  - was published
  - published
  - has been published

# Reading: Grammar

54. The other students went on the field trip, but I \_\_\_\_ able to go.
- couldn't
  - didn't
  - wasn't
  - won't
55. Students \_\_\_\_ use their smart phones in class.
- don't allow
  - not allowed in
  - aren't allowing
  - aren't allowed to
56. Even \_\_\_\_ he's lived here for a long time, he still gets lost.
- so
  - though
  - although
  - despite
57. There is a complaint form for \_\_\_\_ customers to complete.
- dissatisfied
  - satisfaction
  - satisfying
  - dissatisfy
58. Cycling is a \_\_\_\_ faster way to get around the city.
- more
  - much
  - most
  - many
59. What \_\_\_\_ you most when you visited Rome?
- does it impress
  - impresses
  - did it impress
  - impressed
60. Carl deleted the file by \_\_\_\_.
- mistakenly
  - mistaking
  - mistaken
  - mistake

# Reading: Vocabulary

61. The trip is next month and we haven't \_\_\_\_\_ a hotel yet!
- booked
  - ordered
  - taken
  - purchased
62. When James arrived at the airport, he \_\_\_\_\_ his euros for pounds.
- arranged
  - referred
  - exchanged
  - convinced
63. It could be \_\_\_\_\_ to leave your bike unlocked, even for just a few minutes.
- unsteady
  - risky
  - unsure
  - wise
64. Many older athletes stop competing because the training is so \_\_\_\_\_.
- demanding
  - requiring
  - motivating
  - deserving
65. Barbara \_\_\_\_\_ that the original idea for the project was hers, not Ian's.
- informs
  - claims
  - supports
  - tells
66. In any team game, cooperation is the \_\_\_\_\_ to winning.
- meaning
  - base
  - importance
  - key
67. The couple decided to \_\_\_\_\_ their vacation by an extra week.
- lengthen
  - widen
  - deepen
  - broaden
68. After he had washed the car, he was \_\_\_\_\_ exhausted.
- partially
  - lightly
  - absolutely
  - currently

## Reading: Vocabulary

69. I won't be able to sleep unless the neighbors \_\_\_\_\_ the music.
- turn up
  - turn into
  - turn down
  - turn out
70. You need to make exercise part of your daily \_\_\_\_\_.
- routine
  - tradition
  - route
  - diet
71. We must \_\_\_\_\_ animals with care and respect.
- behave
  - act
  - show
  - treat
72. Children in inner city areas do not have the \_\_\_\_\_ to play outdoors.
- reality
  - probability
  - opportunity
  - reliability
73. The \_\_\_\_\_ of this smartphone app is to help you order food online.
- purpose
  - origin
  - reason
  - guide
74. It \_\_\_\_\_ to me that no one wants to help me with the chores!
- comprehends
  - seems
  - proposes
  - clears

## This passage is about sleep.

The average adult needs between seven and nine hours of sleep per day in order to be healthy, both physically and mentally. But, this daily amount of sleep seems to be becoming increasingly rare. People nowadays appear not to understand how essential sleep is, with many well-known businesspeople and politicians famously claiming to get through the day perfectly well without it. Yet lack of sleep can have serious consequences: increased likelihood of accidents, reduced productivity at work, problems with health, and even premature aging and death.

Sleeplessness is a modern epidemic, yet the roots of the problem began in the 18th century. People left their peaceful countryside homes and started a new life in cities that were overcrowded and noisy – conditions not exactly suitable for a good night's rest. What's more, the new cities were filled with activity and entertainment at night, including coffee shops. Instead of hitting the sack at sunset, the new generations of city dwellers would stay up late at night, enjoying long discussions powered by caffeine.

Then came the electric light bulb. Though gas lamps had long been in use, it was the electric bulb that provided light that was sufficiently bright to keep people wide awake. This had in fact been one of the aims of Thomas A. Edison, the inventor of this new technology. Edison believed that people could use their time more efficiently if they had enough light, even late at night. Perhaps he succeeded more than he would have expected.

75. What point is the writer making in the first paragraph?
  - a. Many people do not realize the importance of sleep.
  - b. Most people need at least nine hours of sleep.
  - c. It is possible to work efficiently without much sleep.
  - d. Too much sleep can result in health problems.
76. What does **it** refer to at the end of sentence 3 of paragraph 1?
  - a. being fitter
  - b. enough sleep
  - c. less productivity
  - d. becoming old
77. What does the writer say about the 18<sup>th</sup> century?
  - a. Most people lived in peaceful homes.
  - b. People mostly had no problem sleeping.
  - c. People did not usually drink coffee.
  - d. Many people moved to the cities.
78. What does **hitting the sack** mean in sentence 4 of paragraph 2?
  - a. staying awake
  - b. drinking coffee
  - c. going to bed
  - d. making noise
79. What can we infer about gas lamps?
  - a. They were more effective than light bulbs.
  - b. They were not commonly used in the countryside.
  - c. They were not as bright as electric bulbs.
  - d. They were invented by Thomas Edison.
80. What is one of the main purposes of this text?
  - a. to suggest ways that people can get enough sleep
  - b. to describe how sleeplessness came to be a problem
  - c. to propose people should return to the countryside
  - d. to show Thomas Edison's importance as an inventor

# Reading

## This passage is about sharks.

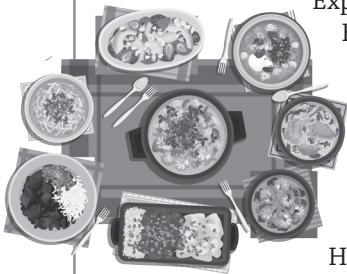
Until now, it was thought that sharks usually swam alone, only gathering together by chance when they were following the scent of the same prey. Partly this was because sharks travel over such huge distances in the vast ocean. Whereas flocks of sheep or herds of cows are easy to see, the members of a group of sharks may be many kilometers apart at any one time, making it difficult to see them as part of the same group. Now, researchers have managed to track sharks as they swim far and wide across the ocean. It turns out that the same sharks regularly visit the same areas, perhaps indicating that they may belong to a social group.

In previous studies, sharks were fitted with devices that transmitted signals to a stationary receiver in the sea. But sharks are explorers and often moved out of range of the motionless receiver, causing the signal to be lost. To solve this problem, the scientists equipped their subjects with both a transmitting and a receiving device. Since the sharks swam close together, the transmitters and receivers were always within close enough range of each other for the researchers to be able to find the signal.

However, more studies need to be carried out before we can conclude that sharks are indeed social animals. Just remaining close to each other does not automatically mean that they form social groups. It may be that they are simply attracted to specific areas where prey is available and the temperature is high enough. Nevertheless, the new research appears to be a step towards understanding this aspect of shark behavior.

81. What does **this** refer to in the second sentence of the first paragraph?
  - a. the frequency with which sharks gather
  - b. the way sharks hunt using their sense of smell
  - c. the belief that sharks do not live in groups
  - d. the huge size of sharks' ocean habitat
82. What have researchers realized about sharks recently?
  - a. Sharks are solitary hunters.
  - b. Sharks travel in flocks.
  - c. Sharks can be tracked.
  - d. Sharks belong to social groups.
83. According to the text, what is one thing that defines a social group?
  - a. The group is easy to see without special equipment.
  - b. The group members often go to the same areas.
  - c. Members of the group always travel together.
  - d. Social groups are easy to follow when they travel.
84. What was the problem with previous attempts to study sharks?
  - a. The sharks often did not stay close enough to the receivers.
  - b. The sharks stayed too close together to reveal any patterns.
  - c. The sharks destroyed the transmitting devices on their bodies.
  - d. The sharks tended not to swim far away when wearing devices.
85. According to the text, what new method did the scientists use?
  - a. They used floating receivers.
  - b. They explored new areas.
  - c. They stayed close to the sharks.
  - d. They also put receivers on the sharks.
86. What is the writer's opinion about the new study?
  - a. It disproves other research.
  - b. More research is needed.
  - c. The research was badly designed.
  - d. It is the first research to study sharks.

**A** Come down to Soul Kitchen  
- and put some Brazilian  
spice in your life!



Experience authentic Brazilian foods chosen by Chef Roberto, three times winner of Flava magazine's prestigious 'Chef of the Year' award and owner of Soul Kitchen.

He cooks up a true taste of Brazil for you to savor while enjoying some traditional Brazilian sounds from our band. We recommend you join our professional dancers on the dance floor for a night to remember!

**Open every day except Sunday,  
1pm - 12 am.**

**C**

To: Ian Wright  
Subject: Website Design  
From: Robert Carlos

Dear Mr. Wright,

I would like to ask your company to design a website for my restaurant, Soul Kitchen. Our restaurant opened recently and, so far, the only promotional material we have is some flyers that I designed myself. I am enclosing a copy of this flyer, mainly to give you information about our business, but also so that you can get an idea of the image we would like to present on our website. As far as possible, I would like your design to match the style of the flyer in terms of font, pictures, layout, etc.

I would be grateful if you could contact me at this email address, at your earliest convenience, so that we can discuss how to proceed. I would also like information concerning payment plans for your fees, as I understand that website design fees can be a large expense for a new company.

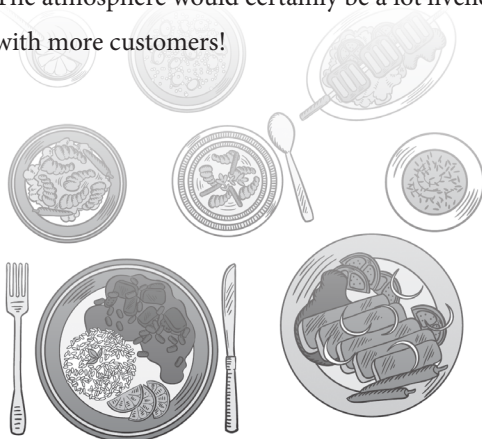
I look forward to hearing from you.

Yours faithfully,

Mr. Roberto Carlos

**B** **Readers' Reviews**

I'm a huge fan of ethnic cuisine, so I couldn't wait to sample the menu at **Soul Kitchen**, the new Brazilian restaurant that has just opened its colorfully painted doors on 4th Avenue. The food, lovingly prepared by an award-winning chef, is as varied as the color scheme, with strong flavors to match. So with such great food, why is the place so empty? The atmosphere would certainly be a lot livelier with more customers!



*Brazilian cuisine*

**D**

Browser address bar: <http://www.biz.com>

**ONLINE ADVERTISING FOR SMALL COMPANIES:  
Not Quantity, But Quality**

By Steven Friel

**Big business has been quick to take advantage of new advertising possibilities offered by the Internet, resulting in an endless stream of pop-ups and promotional videos online. Unsurprisingly, this kind of highly visible advertising doesn't come cheap. Nevertheless, younger companies with a more modest budget can still get their share of the online promotion pie.**

**Quantity is one thing. Larger companies may have an advantage when it comes to the sheer volume of pop-ups and banners – simply because they can afford it – but new start-ups can still compete, despite financial limitations, by focusing on quality. Impressive content is the key to winning customers, such as animations, video, interactive features, and sound. For a reasonable fee, web design experts can help small companies develop a single website that will be worth more than hundreds of pop-ups.**

**In fact, those numerous pop-ups can be a disadvantage. Internet users are increasingly annoyed by unwanted images that flash up on the screen inviting you to 'click through' to another site, or promotional spots that they have to sit through before they can watch the video they actually clicked on. Quantity can be a double-edged sword, increasing visibility while also annoying potential customers. Investing instead in quality may be the best way forward, no matter what the size of the company.**



# Reading

Refer to page 24 when answering the questions here.

## The following questions refer to section A.

87. What can customers do at Soul Kitchen?
- vote for a chef
  - play with a band
  - eat and dance
  - recommend dancers
88. What does **savor** mean in the second sentence of the paragraph?
- cook
  - take away
  - enjoy
  - sing

## The following questions refer to section B.

89. What is the main purpose of this text?
- to recommend something to eat
  - to describe a newly-opened restaurant
  - to complain about a color scheme
  - to suggest improvements to a place
90. What does the writer say about the cuisine at Soul Kitchen?
- The food is of low quality.
  - There are many different dishes.
  - It is very popular with customers.
  - The menu changes regularly.

## The following questions refer to section C.

91. What is the purpose of this email?
- to inform Mr. Wright about Soul Kitchen
  - to complain about the quality of some flyers
  - to ask the company to carry out a task
  - to describe recent promotional material
92. What website design does Mr. Carlos request?
- an inexpensive design
  - an informative design
  - a design easy to produce
  - a design similar to his flyer
93. What will Mr. Wright probably do next?
- send Mr. Carlos a new flyer
  - visit Soul Kitchen for a discussion
  - call Mr. Carlos on the phone
  - reply to Mr. Carlos by email

## The following questions refer to section D.

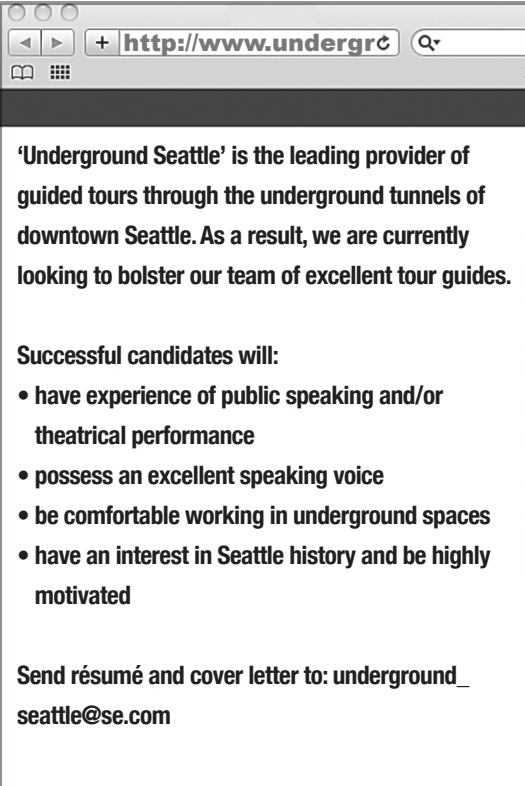
94. What is the main point of the passage?
- Online advertising should be mainly focused on quality.
  - New web sites should only be designed by experts.
  - Companies that do not advertise online will fail.
  - Internet advertising is very difficult for large companies.
95. Why does the writer mention animations?
- Animations are the most effective form of communication.
  - It is easy for companies to design their own animations.
  - Web sites that include animations impress customers.
  - The quality of online animations needs to be improved.
96. What does **images** refer to in the second sentence of the last paragraph?
- videos
  - animations
  - pop-ups
  - spots

## The following questions refer to two or more sections.

97. Which sections refer to financial problems experienced by new companies?
- C and D
  - A and B
  - B and D
  - A and C
98. Which sections refer to Roberto Carlos' work at Soul Kitchen?
- all sections
  - A, C and D
  - B, C and D
  - A, B and C

# Reading

**A**



**'Underground Seattle' is the leading provider of guided tours through the underground tunnels of downtown Seattle. As a result, we are currently looking to bolster our team of excellent tour guides.**

**Successful candidates will:**

- have experience of public speaking and/or theatrical performance
- possess an excellent speaking voice
- be comfortable working in underground spaces
- have an interest in Seattle history and be highly motivated

**Send résumé and cover letter to: [underground\\_seattle@se.com](mailto:underground_seattle@se.com)**

**C**

### Did you know that underneath downtown Seattle, there are hidden tunnels?

The Seattle tunnels came into existence following the Great Fire of 1889. After the old wooden buildings had been accidentally burnt down completely, rebuilding offered an opportunity to make long overdue improvements to the city's flood defenses. The unpredictable ocean tides of Puget Sound, on whose shores Seattle is located, often caused the old streets to fill with mud and water. It was therefore decided that the new streets should be raised above ground level.

Unfortunately, the reconstruction was not well coordinated. The raised roads were built, but work had already finished on new concrete buildings on either side – buildings whose upper floors were now at the same height as the raised roads! Sidewalks had to be constructed to connect the top of the raised roads and the buildings on either side, turning the empty space underneath into underground tunnels which visitors can enjoy exploring today.

**B**

To: **Underground Seattle**

Subject: **Job Application**

From: **Andrew Newman**

Dear Sir / Madam,

I would like to apply for the job of tour guide. Please find attached a copy of my résumé and a reference letter from my current employer, 'Green Park Tours' of New York.

I moved to New York to attend a university drama course. Now that my course is finishing, I am returning to my hometown, and so I am looking for local employment. As my family has lived in Seattle for generations, I have a deep love for and knowledge about the city. I believe this makes me perfectly suited to be a tour guide for your company.

I look forward to hearing from you.

Best regards,

Andrew Newman

**D**

To: **Underground Seattle**

Subject:

From: **C Brampton**

Dear Sir / Madam,

I am writing to express my opinion about the 'Underground Seattle' guided tour, which my wife and I took part in during our most recent trip to the city.

I had been very much looking forward to the tour and, as I had hoped, everything began well. The tour guide, Andrew, was friendly and knowledgeable, and he spoke extremely clearly. However, at one point Andrew informed us that the Great Fire of 1889 was started deliberately, but was made to look like an accident as part of a dastardly plan to make way for the improved city center. I was not at all pleased at the suggestion that the first Seattle residents – including my ancestors – would have committed such a dangerous and illegal act.

I expressed my objections to Andrew – who of course is not to blame, as he was just following the script provided to him. The blame lies with your organization, who wrote this script and included such wild inaccuracies.

I strongly believe you should make the necessary alterations according to the established facts: the Great Fire was caused entirely by accident, not as part of a criminal city improvement plan.

Best regards,

Mr. Carl Brampton

# Reading

Refer to page 26 when answering the questions here.

## The following questions refer to section A.

99. Who would be a good applicant for the tour guide job?
- Someone who knows the streets of Seattle well.
  - Someone who enjoys learning about local history.
  - Someone who has experience as a tour guide.
  - Someone who wants to work in the theater.
100. What does **bolster** mean in the second sentence of the first paragraph?
- expand
  - train
  - replace
  - recruit

## The following questions refer to section B.

101. Why did Andrew Newman go to New York?
- for a trip
  - for family reasons
  - for studies
  - for work
102. Why is Andrew applying for a job with Underground Seattle?
- He has grown tired of life in New York.
  - He is currently unemployed.
  - He wants to impress his family.
  - He wants to move back to the city.

## The following questions refer to section C.

103. What were the raised roads built after the Great Fire of 1889 designed to prevent?
- frequent flooding of the roads
  - serious accidents
  - further fires in the city
  - damage from ocean tides
104. What does the writer say about reconstruction work after the Great Fire?
- It destroyed the old city.
  - It was completed very quickly.
  - It was not well organized.
  - It used wood instead of concrete.

## The following questions refer to section D.

105. Why did Mr. Brampton write to Underground Seattle?
- to make a complaint
  - to check some historical facts
  - to congratulate them on their work
  - to criticize the tour guide
106. What is true about Mr. Brampton and his wife?
- They are residents of downtown Seattle.
  - They had been on the tour before.
  - They had never been to Seattle before.
  - They recently paid a visit to Seattle.
107. What does **dastardly** mean in the third sentence of the second paragraph?
- unexpected
  - famous
  - evil
  - recent
108. In Mr. Brampton's view, what should Underground Seattle do?
- do more research into the history of Seattle
  - make an apology to Seattle residents
  - dismiss Andrew and hire a different guide
  - change the script given to tour guides

## The following questions refer to two or more sections.

109. Which sections refer to good vocal skills?
- C and D
  - A and D
  - A and B
  - B and C
110. What do Andrew Newman and Carl Brampton have in common?
- They have both trained as actors for the theater.
  - They have both worked as tour guides in Seattle.
  - They both have ancestors who lived in Seattle.
  - They have both spent a long time living in New York.



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