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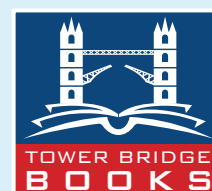
Student's
Book

Practice Tests for the Michigan

ECPE C2

Contents

- Eight Practice Tests
- Speaking Models
- GCVR Glossary
- Model Essays



TOWER
BRIDGES
BOOKS



Test

Examination
for the Certificate of Proficiency
in English

TOWER
BRIDGES
BOOKS

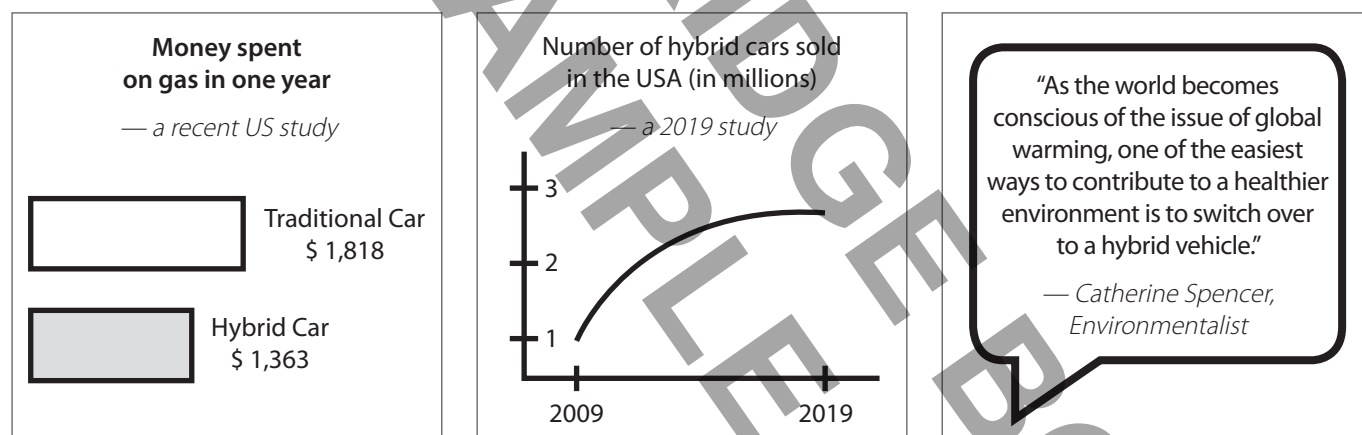
EXAMINATION FOR THE CERTIFICATE OF PROFICIENCY IN ENGLISH

WRITING SECTION INSTRUCTIONS

45-MINUTE TIME LIMIT

- Use #2 (soft) pencil only.
- ◇ Darken the form letter (found on the front of your booklet) on the Writing Answer Document.
- ◇ Choose either Task 1 (article/proposal) or Task 2 (essay). Write on only ONE of these tasks.
- ◇ Return to Page 1 of your Writing Answer Document. Under "Task," darken the circle for "Article/Proposal" or "Essay."
- ◇ You will have 45 minutes to write your article/proposal or essay. You should write about two pages.
- ◇ You can use the planning area provided to plan your response if you wish, but it will not count toward your score.
- ◇ Use only the lines provided in 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.
- ◇ Please observe silence.
- ◇ Do not leave the room during the time period.

Do you have any questions?



Instructions: Choose ONE of the two tasks below.

Task 1: Article

A local news website is inviting young reporters to contribute to the feature issue of the week, which is hybrid cars. Write an **article**, expressing your views on the issue. Include at least one piece of information given above to support your response.

Task 2: Essay

Global warming is a serious problem facing our planet. That is why many people have turned to hybrid cars. How is their use connected to a decrease in global warming? Write an **essay**, addressing this topic, and explain your opinion about it. Include at least one piece of information given above to support your response.

Instructions**N: 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.

N: 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 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 does the woman advise the man to do?
 - A. be patient
 - B. give up work
 - C. hand in his resignation
 - D. ask for a promotion
2. What is true about the woman?
 - A. She wears long trousers.
 - B. She has had a haircut.
 - C. She finds the man's hair too long.
 - D. She finds her own trousers conservative.
3. What does the man imply about Linda's performance at work?
 - A. She is not a fast learner.
 - B. She is rude.
 - C. She is late.
 - D. She has lots of experience.
4. What does the woman think about Sarah's reaction?
 - A. It was to be expected as Sarah was always rude.
 - B. It was justified.
 - C. Sarah shouldn't have reacted like that.
 - D. Sarah will repeat that.
5. What does the woman ask the man?
 - A. if he has stomach issues
 - B. if he likes spicy food
 - C. if he thinks that spicy food is good for the stomach
 - D. if he avoids spicy food
6. What happened to the woman?
 - A. Her leg hurt.
 - B. Her leg went numb.
 - C. She felt dizzy.
 - D. She hurt her leg.
7. What has the woman omitted?
 - A. her signature
 - B. to fill out the form
 - C. to pay
 - D. to hand in the document
8. What does the man say about the woman having spent time in hospital?
 - A. It made her feel happy.
 - B. It saddened her.
 - C. It affected her somehow.
 - D. It didn't affect her in the least.
9. What does the woman say about Professor Samuel?
 - A. He is the right person to help her.
 - B. His area of expertise is not related to her paper.
 - C. He wants to help her.
 - D. He doesn't want to help her.
10. What does the man imply about the woman?
 - A. She doesn't care about herself.
 - B. She is selfish.
 - C. She cares about others.
 - D. She works too hard.

11. What does the woman sound like?
A. aggressive
B. arrogant
C. supportive
D. indifferent
12. What does the woman ask the man to do?
A. tidy up his room
B. leave
C. run some errands
D. find a job
13. What is true about the man?
A. He is satisfied with his job.
B. He should hand in his resignation.
C. He is having second thoughts about his current job.
D. He regrets not getting another job.
14. Why did the woman quit her job?
A. It was not well-paid.
B. She got married.
C. She found another one.
D. She was tired of traveling.
15. What is the situation like here?
A. The woman doesn't have money to pay her lawyer.
B. Both the man and the woman expect to be paid by someone.
C. The woman wants to press charges against the man.
D. The man wants to press charges against the woman.
16. What does the woman ask the man to do?
A. text her
B. buy something for her
C. feed her pets
D. drop by her workplace
17. What happened to the man?
A. He lost his job.
B. He made a gaffe.
C. He swore at his boss.
D. He was caught stealing.
18. What is being implied about the woman's son?
A. He ran away from school.
B. He was rude to his teacher.
C. He skipped classes.
D. He bullied other children.
19. What is true about the man?
A. He finds fault with his guest.
B. He thinks his kids swear a lot.
C. He cannot stand his wife's behavior.
D. He will move into another house.
20. What does the man say when the woman asks him about the trip to Majorca?
A. They are definitely going.
B. They are probably not going.
C. Chances are, they are going.
D. They are having second thoughts.

N: 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 speaker at a conference.

21. What is the speaker's main purpose?
A. to explain what OSA is
B. to compare various forms of OSA
C. to show that OSA is treatable
D. to talk about oxygen starvation
22. How does Obstructive Sleeping Apnea occur?
A. when the muscles located in the mouth prevent air from moving freely
B. when there is a ten-second breathing pause caused by involuntary muscle movement
C. when the airway at the back of the throat is blocked, thus preventing air from reaching the mouth
D. when involuntarily sleeping

23. What can OSA cause to a patient?
- insomnia because of low oxygen levels
 - hyperventilation and memory loss
 - high blood sugar
 - thirst
24. What are some indicators of sleep apnea?
- chronic snoring and difficulty in concentrating
 - intense snoring
 - difficulty working
 - lack of focus
25. What is a CPAP?
- a ventilator which prevents excessive snoring
 - a device used to apply air pressure, allowing air to flow unobstructively
 - a ventilator which enlarges the nostrils, so air can flow more easily
 - a device that prevents from drowsiness
26. How can OSA patients maintain their health?
- by supplementing their treatment with extra sleep aids they can easily find in the market
 - by being monitored on a regular basis by their doctor
 - by exploring other treatment options
 - by getting enough sleep

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

Listen to an expert talking about meat consumption.

27. What is the speaker's main purpose?
- to illustrate the importance of meat consumption for human evolution
 - to provide examples of meat consumption
 - to show that meat consumption was a negative factor in human evolution
 - to discourage people from consuming meat
28. What is the link between tool making and the consumption of meat?
- Homo Habilis was the first hominine to use tools to kill scavengers.
 - Tool making assisted them in the equal division of meat.
 - Tools were key to the extraction of meat.
 - Tool making drew the first hominine away from meat consumption.
29. How did Homo Habilis obtain meat?
- both by scavenging and hunting animals
 - from the carcasses of corpses
 - by stealing food from hyenas
 - by hunting animals
30. What was the importance of meat eating?
- It allowed for developmental evolution for the generations to come.
 - It helped them develop both speed and agility.
 - It provided them with energy their brain needed to locate meat.
 - It made them stronger.
31. What is being said about leopards?
- They were easy target, since they slept all day.
 - They shared food with other predators, such as Homo Habilis.
 - They were helpful in that they left carcasses in trees.
 - They were Homo Habilis' rivals.
32. How did food gathering sharpen the first hominines' wits?
- Food sharing created bonds of cooperation between males and females.
 - It made them stronger in the face of the enemy, such as rats and mice.
 - It motivated them.
 - It helped them become less competitive with rats and mice.

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

Listen to a specialist talking about memory.

33. What is the purpose of the talk?
- A. to delineate the kinds of memory that exist
 - B. to show that remembering things is not a good thing
 - C. to discuss the benefits of a good memory
 - D. to explain why some people cannot remember things
34. Which of the following can be categorized as an example of procedural memory?
- A. watching TV
 - B. answering questions
 - C. recalling exam material
 - D. tying one's shoelaces
35. What is explicit memory based on?
- A. our ability to channel previous experiences
 - B. our capacity to deliberately recall information
 - C. the automatic operation of prior knowledge.
 - D. our tendency to forget what is not important
36. What is the difference between short term and long term memory?
- A. Long term memory allows for more pieces of information to be indefinitely stored, while short term memory retains information for a short period of time.
 - B. Long term memory is less effective in helping solve mathematical problems.
 - C. Short term memory has a shorter duration, but allows for more important information to be stored.
 - D. Short term memory retains more important information than long term memory does.
37. Picking up the bill and giving change requires
- A. long term memory only, since you have to know Math.
 - B. implicit memory, since it's something you have done before.
 - C. short term memory, since you have to temporarily store new pieces of information.
 - D. neither short-term nor long-term memory.
38. What is true about the piano?
- A. It fell.
 - B. It was lifted.
 - C. It was tuned.
 - D. It was either lifted or tuned.

N: 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.

39. What does the journalist note at first?
A. There is very little demand for CALL.
B. CALL is in high demand.
C. CALL is not particularly popular.
40. Why do language learner seek alternative ways of teaching?
A. Their everyday life is stressful.
B. They lead a peaceful life.
C. They have very little money to spend.
41. How many alternative ways of learning does Dr. Lewis mention?
A. one
B. two
C. three
42. What qualifications can participants earn?
A. certificates of attendance or even PhD's
B. diplomas
C. certificates only
43. How else is blended learning called?
A. face-to-face learning
B. hybrid learning
C. whole instruction
44. What is the main purpose of this dialogue?
A. to show how many options language learners have
B. to talk about a specific kind of learning
C. to remind language learners that technology is on the increase

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

45. Why does the woman say about discovering places?
A. She finds it unnerving.
B. She loves it.
C. She used to enjoy it more in the past.
46. What does the man think about traveling?
A. It makes us richer.
B. It makes us more curious and humble.
C. It is more expensive than it used to be.
47. What does the woman imply about that?
A. She doesn't agree.
B. She agrees.
C. She has never thought about it.
48. What is true, according to the Journal of Environmental Psychology?
A. Nature makes us smarter.
B. Looking at a photo of nature for a few seconds can help us concentrate on a task.
C. Researchers travel more often.
49. What is the benefit of integrating a new culture into one's identity, according to the man?
A. intelligence
B. creativeness
C. neither
50. What is the main purpose of this report?
A. to illustrate the benefits of traveling
B. to illustrate the snags of traveling
C. to explain why traveling is not very popular today

51. Slithering across the road, _____ .
a. he was bitten by a snake
b. a snake bit him
c. a snake was bitten by him
d. he was bit by a snake
52. _____ had he stepped into his house than the phone rang.
a. Hardly
b. Not only
c. No sooner
d. Not earlier
53. If you want to succeed as a model, you _____ some weight, and go to the gym.
a. ought to shed
b. have shed
c. should to shed
d. must have shed
54. I found them sipping champagne, and _____ .
a. shooting the breeze
b. shoot the breeze
c. having shot the breeze
d. shot the breeze
55. _____ hard he tries to defeat us, he is doomed to fail.
a. No matter
b. Nevertheless
c. However
d. Still
56. As I couldn't write the report on my own, I _____ it for me.
a. got Peter do
b. had Peter to do
c. got Peter to do
d. got Peter written
57. I'm sorry I haven't sent you the book yet, but I haven't _____ it.
a. got round proofreading
b. got round to proofread
c. got round to proofreading
d. got down to proofread
58. He managed to pull the horse up despite it _____ a broken rein.
a. had
b. having
c. the fact that
d. was having
59. _____ , he still managed to get to the top of the hill.
a. Unfit
b. Even though unfit
c. Much as unfit
d. Unfit as he was
60. A thousand _____ people had gathered outside the stadium.
a. or so
b. and so
c. and more
d. but more
61. There was a problem with the pipes, but I _____ tomorrow.
a. will have them fixed
b. will have fixed them
c. have them fixed
d. have had them fixed
62. The parcel is _____ to have come through by now.
a. ought
b. needed
c. supposed
d. necessary
63. "How about some spaghetti?"
"Not after _____ so much meat!"
a. have I eaten
b. I eat
c. I ate
d. eating
64. "Did he come to the office on time?"
"He would have, _____ earlier."
a. if he woke up
b. had he woken up
c. if he would have woken up
d. has he woken up
65. Never before had she seen _____ ring.
a. so expensive
b. such expensive
c. so expensive a
d. so much expensive
66. I can't make it as the date coincides _____ an important meeting I have to attend.
a. to
b. on
c. with
d. into

This passage is a book review.

"Scandinavian Noir" is a ____ (67) ____ of detective stories or whodunits coming from Scandinavia (obviously), characterised by realism, a dark atmosphere, and complex moral dilemmas. Many a time, Scandinavian novels focus on a ____ (68) ____, world wearied detective verging on the antihero, who investigates cases that often have deep social implications. More often than not, these cases concern the sociopolitical condition of the Scandinavian countries, where, although equality, liberalism, and justice seemingly ____ (69) ____, there are always secrets hidden under the carpet.

Roads Ahead belongs to the Scandinavian noir, is written in Norway, and refers to this country in a raw and, at the same time, seductive way. The hero is in the ____ (70) ____ of investigating a series of ceremonial crimes against men that seem to be ____ (71) ____ by racism. At the same time, a nun is murdered, while the only surviving witness is too scared to testify. Besides, a policeman vanishes into ____ (72) ____ air, without letting anyone know about his whereabouts.

Among the salient issues tackled in Roads Ahead is violence against immigrants, men, and women. We should note in passing that there are some particularly staggering statistical data. Norway is currently a country with the highest rates of rape throughout Europe, and one of the highest in the world. There are many studies studying the phenomenon, but there is still ____ (73) ____ evidence accounting for its causes.

As you may understand, Roads Ahead has a lot of material to draw on, but goes far beyond. The author, with his exceptional writing, composes a creepily realistic story with suspense, riddles, and quite a lot of possible ____ (74) ____, while he remains loyal to the tradition of the Scandinavian noir. However, apart from the impressive literary narration, the writer ____ (75) ____ moral dilemmas, with the aim of sensitizing people to specific delicate matters. While our own society may not be as 'pristine' as the Norwegian one, yet all the issues raised can directly relate to our own problems and ____ (76) ____ social extremes.

67. a. genre b. species
c. specimen d. means
68. a. timely b. timeworn
c. timeless d. untimely
69. a. rule b. establish
c. prevail d. rein
70. a. moment b. throes
c. action d. stage
71. a. acted b. derived
c. instilled d. actuated
72. a. thin b. thick
c. open d. free
73. a. irretrievable b. inadmissible
c. inconclusive d. indelible
74. a. culprits b. whodunits
c. guilty d. ones
75. a. sets b. makes
c. poses d. places
76. a. unyielding b. unsettling
c. unrepentant d. ungiving

This passage is about Creative Writing.

Our hero must have a complete human personality, that is he or she must have a past, a present, and a future. A scriptwriter must have all these elements in mind as they will become the basic components that may influence the plot, that is justify or not a choice of our hero.

Our hero's past shapes his or her personality, and leads him to certain choices. Our hero as a stand-alone personality precedes our film, and in its course he brings to ____ (77) ____ all his experiences. There is always an incident that has stigmatized him, and plays a crucial role later in his life. What they would like to do and what they actually do is the contradiction-driving force of the plot. Whether or not the goal will be achieved is what ____ (78) ____ our hero's future.

In order to shape him or her, we have to know who, where, when, how, and why. Our hero is multidimensional. His life is determined by professional, personal, and private relations / relationships. Apart from that, our hero has needs, and these must be made clear, along with what he wants and what his motives are. The main condition for creating the hero is to have already decided what kind of script we want to write (adventure or an emotional story). For an effective script, we must have a/an ____ (79) ____ knowledge of the hero.

There is always a certain ____ (80) ____ behind the hero's actions. That's why psychopaths in books or films do not have such a high dramatic value, and this is because they do not act on the basis of reason. The audience wants to be able to understand the character's actions and choices, to ____ (81) ____ to him or her, and sympathize with them. The hero's character is gradually revealed through his or her actions. For example, others may think the ____ (82) ____ of the hero but, if in a scene the audience sees him push his wife down the stairs in their house, this action alone will determine his character. Our hero cannot be perfect; he or she will have some ____ (83) ____ that will enable the audience to understand them better. Taking notes is of great help to the scriptwriter. These notes may be biographical, describing their family status, profession, education, hobbies, physical appearance, dressing style, and so forth. ____ (84) ____, the way they speak is crucial: does he speak fast and continuously? What is his accent?

The conflicts facing the hero can arise from social, natural, or interpersonal disputes. It is significant that the scriptwriter ____ (85) ____ present reactions that the audience does not expect. The audience wants to see dynamic and determined heroes fighting to take the ____ (86) ____ by the horns. Through conflicts, the audience learns more things about our hero's character.

77. a. put b. bear
c. stand d. offer
78. a. preordains b. previews
c. precedes d. prevails
79. a. keen b. sane
c. sound d. acute
80. a. cause b. rationale
c. force d. action
81. a. refer b. revert
c. relate d. repeat
82. a. most b. world
c. lot d. other
83. a. lacks b. drawbacks
c. shortcomings d. failures
84. a. Still b. However
c. Then d. Furthermore
85. a. must b. would
c. will d. should
86. a. bull b. cat
c. situation d. control

This passage is about advertisements.

Advertisements are part and parcel of our lives. Perhaps, they are one of the most decisive and, at the same time, imperceptible factors moulding and channelling our “purchasing habits,” so to speak. On the face of it, advertisements promote products and services; they create demand by dint of inducing and increasing consumption. Yet, the ways in which they convey their messages have a profound effect on all aspects of our lives: our happiness, our culture, family and interpersonal relations, business, stereotypes, wealth and status, individuality, and so forth. Advertising is ‘a privileged form of discourse’, in that it can attract our attention, insinuating itself into our thought processes, and carving out a niche in our lives. Advertisements succeed in selling us a lot more than merely products; in fact, they contrive to reconstruct our relations to things and other people—in short, they interfere with our sense of identity, they equate us with things, and manipulate us.

In searching for more effective ways of persuading people to buy goods, a great many merchandisers or ‘probers’ turned to psychologists in order to gain insights into the deepest recesses of the psyche and the factors that motivate people, and then to capitalise on their expectations and fears. Equipped with this knowledge, ad men nowadays exert a remarkable influence on people’s habits and conceptualisation of the world and themselves in relation to values—values which are, in great measure, determined by the marketplace.

These ‘motivation analysts’ have definitely become our shamans who, having helped to inspire the fear of the devil in us, offer redemption by means of the products they sell. They are not only interested in moving their merchandise off the shelves; they are actually seeking out powerful communicative cues, which will weld together people, products, and cultural models. In view of this, we no longer buy fruit, we buy vitality. We do not buy just a car, we buy prestige.

The sale of ‘self-images’ is now the norm. Advertisements barely focus on products alone; it is the prospective buyers that they make “overtures” to—which is mirrored in the language used and in such features as the colours in the ad, its layout, and so on. Advertisers have effected a self-conscious change in the psychic economy by inundating the marketplace with suggestions that consumers should buy goods in order to enter realms of experience previously unfamiliar to them. Gradually then, advertising has become a highly organized and professional system of magical inducements and satisfactions that can sell us emotional security, reassurance of wealth, ego-gratification, creative outlets, love objects, a sense of power and roots, and immortality.

Many people would, at this juncture, hasten to defend advertising on the grounds that the consumer is a rational decision-maker who avails herself of technology; advertising cannot create new needs, but can only help increase or speed up consumption; and without the help of advertising, consumers would have limited information about the products circulating around them. What they lose sight of, though, is the fact that we never relate to goods only for their plain utility; there is always a symbolic aspect to our interactions with them.

Questions

103. What is the purpose of the passage?
- to promote certain products
 - to discuss the power of advertisements
 - to talk about people’s tendency to consume
 - to convince the reader that advertising is good
104. According to the first paragraph, advertisements
- impart messages that affect our entire lives.
 - help us make decisions.
 - are a privilege.
 - change the way we spend money.
105. What is meant by **moulding** in the second sentence of paragraph 1?
- making
 - increasing
 - ranking
 - shaping
106. Ad men
- know what makes people tick.
 - have certain values.
 - buy and sell goods.
 - are psychologists.
107. Which one of the following statements best summarises the passage?
- Goods are necessary in today’s world.
 - We lose our identity when we don’t consume.
 - People are gullible.
 - There is more to products than meets the eye.
108. What conclusion does the author draw?
- For humans, goods are not only useful but symbolic as well.
 - Humans are born to consume.
 - Humans are drawn to allegory.
 - Humans enjoy interacting with one another.

This passage is about expectations.

Expectations and beliefs are a mainstay of our lives; a life shorn of expectations—no matter how false the latter may be—is a life not worth living. For many of us, our beliefs are so ingrained, so part of us, that we confuse belief with reality. In the Middle Ages, seafarers believed the world to be flat, so they navigated along the coastlines, fearful of coming to a sudden precipice, and falling off the earth. Astronomic observations gradually convinced some that this was not so, despite the opposition of religious believers.

What characteristics influence expectations? Research shows that teachers form expectations of and assign labels to people, based on such characteristics as body build, gender, race, ethnicity, given name and/or surname, attractiveness, dialect, and socioeconomic level, among others. Once we label a person, it affects how we act and react toward that person. For instance, research is clear that, when it comes to a person's body build, mesomorphs, those with square, rugged shoulders, small buttocks, and muscular bodies are "better" than both ectomorphs, those with thin, frail-looking bodies, and endomorphs, those with chubby, stout, bodies with a central concentration of mass. Among other expectations, mesomorphs are predicted to be better fathers, more likely to assume leadership positions, more competent doctors, and most likely to put the needs of others before their own.

With respect to attractiveness, the adage "beauty is good" reigns supreme both in storybooks and in real life. All things being equal, beautiful people are expected to be better employees—most likely to be hired, given a higher salary, and to advance more rapidly than their ugly-duckling counterparts. Beautiful people are perceived (expected) to make better parents, better public servants, and more deserving of having benefits bestowed upon them. The overall pattern of ascribing positive attributes to attractive people, including students, is the norm.

Finally, one's given name, often the first thing that we know about someone, can trigger expectations. Certain social handicaps are thrust upon the child who carries a socially undesirable name. In the United States, primarily white, middle-class females continue to teach diverse student bodies that less and less resemble the teachers themselves—i.e., in color, race, ethnicity. When minority students, who by far possess the more unusual names (at least in the eyes of teachers), come to class, teachers cannot but be influenced. The self-fulfilling prophecy works two ways. Not only do teachers form expectations of students, but students form expectations of teachers—using the same characteristics described above.

It is a truism that, in low-achieving schools, staff members generally view their students as being quite limited in their learning ability, and do not see themselves as responsible for finding ways to raise those students' academic performance. Low achievement levels are usually attributed to student characteristics rather than the school's managerial and instructional practices.

Questions

109. What is the tone of the passage?
- descriptive
 - discursive
 - ironic
 - tongue-in-cheek
110. Expectations
- may befuddle us.
 - are false.
 - are necessary.
 - make life harder.
111. What is meant by **ingrained** in the second sentence of paragraph 1?
- usual
 - addictive
 - deep-rooted
 - unnerving
112. It is implied that ectomorphs are expected to be
- muscular.
 - good fathers.
 - altruistic.
 - weak and incompetent.
113. What could be a suitable subtitle?
- Birds of a feather flock together.
 - Beauty is only skin deep.
 - Expectations can make all the difference.
 - Expectations are behind beauty.
114. What does the author conclude at the end of the article?
- People tend to blame others for being insufficient.
 - Educators tend to put poor academic performance down to students rather than the education system.
 - Schools blame the government for not being up to scratch.
 - Academic performance is a self-fulfilling prophecy.

This passage is about Foreign Language Learning.

Successful foreign language learning calls for an examination of the social and affective factors at work. First of all, the teacher should take into consideration the social proficiency which learners have attained. By social proficiency, we mean the degree to which the learner employs, or taps into, the foreign language in order to communicate and negotiate meaning or achieve certain social goals. Some learners, for example, may complain when their classmate uses their pens or pencils because they have not learnt to use language in a socially accepted way. For instance, they cannot cope with making requests, asking permission, giving condolences, and so on. It is worth noting that different cultures favour different attitudes on the part of the learner and, as a result, it is very probable that most of these situations do not necessarily reflect lack of social proficiency.

Apart from social factors, affective factors also play an important role as they may facilitate or preclude learning. It is a truism that an atmosphere that fosters and promotes confidence and emotional stability will produce better students. Harmony in the classroom helps relieve tension and keeps the door to language processing open. A teacher's task is like "that of an orchestra conductor, who tends to fly into higher spheres, and has a tendency to fly and pull himself and the others above everyday's problems towards a more creative reality." In this "reality," the learner may easily identify with the teacher, and venture out into new aspects of the target language, dealing with it in her own, individual way. Unless she feels at ease with her teacher and her fellow-students, she will not learn. If she feels rejected and is afraid of being told off whenever she makes a mistake, she will withdraw from the educational process, and lag behind, both cognitively and emotionally. "Consequently, the content of materials for classroom use, as well as classroom practices, should be compatible with the affective variables influencing learners."

Indubitably, a successful course should consider learner needs. For this reason, the concept of needs analysis has assumed an important role in language learning. Needs analysis has to do with the aims of a course, as these are determined by the uses to which the target language will be put on completion of the program. For example, is our aim to achieve a high level of language proficiency or are we called upon to respond to the needs of, say, adult learners who need to master specific skills, such as academic writing or note-taking? All these parameters will have to inform the methods and techniques we use in class, as well as the materials design we are supposed to implement in order to achieve the best results.

With regard to learner's interests, it is worth noting that we, as teachers, should be cognizant of the differences between children and adolescents. For instance, the former are interested in body movement and play, whereas the latter want to learn about human relationships in general and achieve a deeper understanding of their abilities, with the aim of developing a sound personality and character.

Questions

115. According to the first paragraph, social proficiency is
- the extent to which a foreign language is used to communicate.
 - achievement of extralinguistic goals.
 - an attitude.
 - a social and affective process.
116. Affective factors
- always make learning easier.
 - may impede learning.
 - relieve tension.
 - resemble the work of an orchestra conductor.
117. What is being said about Needs Analysis in the third paragraph?
- Needs Analysis helps pinpoint students' specific needs.
 - Needs Analysis determines students' language proficiency.
 - Needs Analysis encourages note-taking.
 - Needs Analysis is intended only for adult learners.
118. The word **cognizant** in the first sentence of the last paragraph closest in meaning to:
- ignorant
 - indifferent
 - aware
 - reminiscent
119. What does **the latter** in the second sentence of the last paragraph refer to?
- teachers
 - play
 - adolescents
 - body movement
120. What should inform class methodology?
- students' needs
 - the curriculum
 - materials design
 - optimal results

CANDIDATE A INFORMATION SHEET

TASK: *You have been asked to select a gift for a colleague's retirement party.
You have to choose between the following:*

A CRUISE TO THE CARIBBEAN

- 5-night cruise to 4 islands
- meals prepared by world renowned chef
- swimming pool and gym facilities on board
- average-priced
- special events held, dancing, bingo nights, movie nights
- weather may not be favorable this time of year

A GOLD WATCH

- beautiful antique watch
- we can have it engraved for no extra charge
- he is an avid watch collector
- comes with a return policy
- virtually unbreakable
- rather pricey; some colleagues might not be able to chip in

CANDIDATE B INFORMATION SHEET***DINNER FOR TWO AT "SKY SERVICE"***

- a crane-lifted restaurant with a bird's eye view of the city
- fusion cuisine
- open bar and live band playing
- available for reservations all year round
- very reasonably priced
- his wife is afraid of heights

A CRUISE IN THE AEGEAN SEA

- 15 days cruising the beautiful Aegean islands
- luxury accommodations on board
- guided tours available on some islands
- within a reasonable price range
- passengers may visit places of archaeological interest
- it might be too tiring

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