

Name: _____
Family/Last Name First/Given Name

Signature: _____

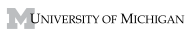
Center No. Registration No.



2010 Sample Test
Test Booklet



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WRITING SECTION

WRITING SECTION INSTRUCTIONS (30-MINUTE TIME LIMIT)

- The examiner will have already provided you a writing answer document on which to write your essay. Make sure you have filled in your name, your signature, your birthdate, and your registration number.
- Do NOT write your essay in this test booklet. Write your essay on the answer document you have been provided.
- Use a #2 (soft) pencil only.
- You will have 30 minutes to write on one of the two topics. If you do not write on one of these topics, your paper will not be scored.
- You may make an outline if you wish, but your outline will not count toward your score.
- Write about one-and-a-half to two pages. Your essay will be marked down if it is extremely short.
- Write inside the boxes on pages 2, 3, and 4 of your answer document.
- Extra sheets of paper or scratch paper will not be scored. Please use only the space provided on the answer document to write your essay.
- You will not be graded on the appearance of your paper, but your handwriting must be readable. You may change or correct your writing, but you should not recopy the whole essay.
- Your essay will be judged on clarity and overall effectiveness, as well as on topic development, organization, and the range, accuracy, and appropriateness of your grammar and vocabulary.

Topics Set for 2010 Sample Test

1. Some people believe that body language shows more about people's true feelings than spoken language. Body language includes people's facial expressions, hand gestures, and posture. Do you believe we can tell more from body language than from what people say? Be specific and give concrete examples in your response.
2. Every generation of people is different from the previous one. What is one important way in which your generation is different from your parents' generation? How will this difference affect your country or culture? Give specific details and reasons to support your viewpoint.

When you have selected your topic, remember to fill in "1" or "2" in the **ECPE Writing Response** box in the front of your writing answer document.

Please observe silence. Do not leave the room during the time period. Remember, you have 30 minutes to complete your essay.

DO NOT TURN THE PAGE UNTIL THE EXAMINER HAS TOLD YOU TO DO SO.



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GENERAL INSTRUCTIONS

Keep your eyes on your own test. Examinees giving or receiving answers or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded.

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

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

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

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

Look at the columns of CIRCLES BELOW THE BLOCKS:

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

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

- **BIRTHDATE:** find the month you were born and darken the circle next to it.
- **DAY:** print the day you were born. If it is a one-digit day, write zero first. Darken the circles underneath these numbers.
- **YEAR:** print the last two digits of the year you were born. Darken the circles underneath these numbers.
- **SEX:** darken the circle "M" (male) or "F" (female).
- **LANG. (LANGUAGE):** print the 2-digit code number for your native language (the examiner will tell you the number). Darken the circles.
- **CENTER NO.:** print the 3-digit test center number (the examiner will tell you the number). Darken the circles.
- **REG. NO.:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number. Darken the circles.
- **SPKG:** do not fill in the space marked SPKG.
- **FORM:** make sure the darkened circle corresponds to the letter of the form listed on the cover of this test booklet.

The example below shows the correct way for Joao Costa Almeida dos Santos, born April 3, 1991, tested at center no. 001, and whose personal registration number is 100265, to fill out the information section.

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

LAST NAME													FIRST						MI
S	A	N	T	O	S								J	O	A	O		C	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

USE A #2 (SOFT) PENCIL ONLY

BIRTHDATE			LANG.	CENTER NO.	REG. NO.	SEX	FORM
Jan	DAY	YEAR	02	001	100265	M	A
<input type="radio"/>	0	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	1	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	2	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	3	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	4	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	6	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	7	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	8	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	9	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	0	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	1	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	2	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	3	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	4	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	6	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	7	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	8	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	9	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

When instructed to, look through the rest of the test booklet to see that it is complete. Check the pages quickly. You should have 20 numbered pages in your test booklet. If there are pages missing from your test booklet, raise your hand and a proctor will give you a replacement.

LISTENING SECTION INSTRUCTIONS

This is a test of your ability to understand spoken English. The listening section has three parts. There are 50 questions. Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely.

Part 1

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

Example (listen):

- a. They will stay home.
- b. They will go to a game.
- c. They don't like football.

The correct answer is b.

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

- | | |
|--|--|
| 1. a. He doesn't like reading novels.
b. He is on his way to class.
c. He is very busy. | 9. a. He hasn't been to the theme park.
b. He enjoyed the theme park.
c. She has been to the theme park. |
| 2. a. He is going to change dentists.
b. She was happy with his dentist.
c. She didn't go to the dentist. | 10. a. She wants them to look at her computer.
b. Her computer has already been checked.
c. She doesn't need a new computer. |
| 3. a. Jim has a new supervisor.
b. Jim was embarrassed.
c. Jim should control his anger. | 11. a. He has finished studying.
b. He already took the test.
c. He is spending a lot of time preparing. |
| 4. a. He only swims at night.
b. The crowds at the pool bother him.
c. They swim at different pools. | 12. a. She'll wait in the store.
b. She'll stay outside.
c. She'll leave without him. |
| 5. a. They want to start the project over again.
b. He wants to finish the project quickly.
c. She thinks they can't finish the project. | 13. a. James couldn't make it to the party.
b. James injured himself at the party.
c. James called her from the party. |
| 6. a. Sam decided not to take the job.
b. Sam has taken a new job.
c. Sam hasn't applied for the job. | 14. a. He isn't happy with his cards.
b. He hasn't received his cards.
c. She thinks he should return the cards. |
| 7. a. He thinks her topic is too limited.
b. He thinks her topic is too general.
c. He thinks her topic is not interesting. | 15. a. She should find a new apartment.
b. She should talk to her neighbors.
c. She should change her parking space. |
| 8. a. She didn't go home.
b. Her parents liked her friend.
c. They didn't get along well. | |

Part 2

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

Example (listen):

- a. The wedding's next Saturday.
- b. Yes, she's married.
- c. Two weeks ago.

The correct answer is a.

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

- | | |
|--|--|
| 16. a. There's no way.
b. Sure, I'll bring it with me.
c. I wouldn't do it. | 26. a. Yes, she's in my class.
b. She's pretty funny.
c. She doesn't want to take it. |
| 17. a. No, I didn't think they'd tell us.
b. No, I'm not going to get it.
c. No, I couldn't hear it either. | 27. a. Sure, it's going well.
b. Let's do that.
c. I think we need to improve it. |
| 18. a. That would probably be best.
b. It didn't come up.
c. I'm glad you asked her. | 28. a. No, the lights stayed on.
b. No, the power went out.
c. No, I prefer to stay home. |
| 19. a. Yes, it's too bad we missed it.
b. Yes, it did seem confusing.
c. Yes, it was so long. | 29. a. I suppose so, but he may not agree.
b. Yes, he is always so kind.
c. No, there is still more to do. |
| 20. a. It's in the mail.
b. Sure, I'll come too.
c. I'm almost finished. | 30. a. It didn't bother me.
b. Oh, I thought I did.
c. There's room on the top shelf. |
| 21. a. Actually, I already did.
b. Sure, I'll keep it for you.
c. OK, if you can. | 31. a. It should be delivered by them.
b. They can't possibly do it.
c. They'll probably like it. |
| 22. a. Sure, you already have a copy.
b. Oh, I was hoping you'd look at it now.
c. Well, we should be getting there soon. | 32. a. He's filing reports.
b. He's doing it right now.
c. Sorry, he's in a meeting. |
| 23. a. Yes, it certainly took a long time.
b. Yes, I don't think anybody was expecting it.
c. Yes, I hope we can convince her to stay. | 33. a. Actually, I'd just like something basic.
b. Yes, my old one was a little expensive.
c. You're right, I could use a smaller one. |
| 24. a. The assignment is 25 percent of our grade.
b. She said you had to do it.
c. We have until next Tuesday. | 34. a. Can't say I have.
b. Yes, we'll see them.
c. Sure, you can borrow them. |
| 25. a. Okay, what building do you work in?
b. Okay, could I ask you to spell that please?
c. All right, could you give me a call? | 35. a. I'm sorry, I'll try to keep it down.
b. Yeah, it's definitely louder.
c. No, I can't hear either. |

Part 3

In this part, you will hear three short segments from a radio program. The program is called “Learning from the Experts.” You will hear what three different radio guests have to say about three different topics. Each talk lasts about three minutes. As you listen, you may want to take some notes to help you remember information given in the talk. Write your notes in this test booklet. After each talk, you will be asked some questions about what was said. From the three answer choices given, you should choose the one that best answers the question according to the information you heard.

Remember, no problems can be repeated. For problems 36 through 50, mark all your answers on the separate answer sheet. Do you have any questions?

Segment 1

Mark your answers on the separate answer sheet.

Write notes here.

36. What major controversy is focused on in this report?
- whether or not the oil rigs actually attract fish
 - whether or not the oil rigs should be removed
 - whether or not drilling in the ocean should be allowed
37. Why did oil companies decide to drill offshore?
- Offshore drilling equipment extracted more oil.
 - Environmentalists were opposed to drilling on land.
 - Land-based sources were running low.
38. Why were oil companies originally going to remove the oil rigs?
- The platforms were not productive.
 - The rigs were endangering the environment.
 - They had promised local officials that they would.
39. According to environmentalists, what is a disadvantage of building many rigs in one location?
- It is difficult to conduct research in these locations.
 - It leads to increased levels of contamination.
 - There are fewer fish and coral in these areas.
40. What do the environmentalists and oil companies agree on?
- Research is needed to see if the rigs attract fish.
 - The fish are not in any immediate danger.
 - The structures serve as an artificial reef.

Segment 2

Mark your answers on the separate answer sheet.

41. What is unique about the new concrete?
- It is bendable.
 - It is reinforced.
 - It changes size.
42. According to the engineer, what happened in the 1960s?
- Problems with traditional concrete were discovered.
 - ECC was invented.
 - Fiber-reinforced concrete was first used.
43. In what kind of climate would ECC be an especially good choice of construction material?
- One where temperature varies a lot.
 - One where there is no snow or ice.
 - One that is warm and tropical.
44. Why have some builders avoided using ECC?
- It needs more repairs than regular concrete.
 - It has a shorter life expectancy than regular concrete.
 - It is initially more expensive than regular concrete.
45. According to the engineer, what is a disadvantage of traditional concrete?
- It cracks more easily.
 - The cost is very high.
 - Workers need training to make it.

Write notes here.

Segment 3

Mark your answers on the separate answer sheet.

46. What is kinesin?
- a protein molecule
 - a type of cell
 - a virus
47. Where are viruses reproduced?
- in between cells
 - on cell walls
 - inside cells
48. Why are cell biologists interested in kinesin?
- Kinesin breaks down cell walls.
 - Kinesin destroys some viruses.
 - Viruses use kinesin to spread.
49. What experiment did the cell biologists conduct?
- They administered kinesin to people with Alzheimer's disease.
 - They altered levels of kinesin in mice.
 - They attached viruses to kinesin.
50. What is the relationship between kinesin and mental processing?
- Mental processing declines with less kinesin.
 - Mental processing improves with less kinesin.
 - Mental processing is not affected by kinesin level.

Write notes here.

GRAMMAR, CLOZE, VOCABULARY, AND READING SECTION INSTRUCTIONS

This section of the examination contains 120 problems, numbered 51 through 170. There are 40 grammar, 20 cloze, 40 vocabulary, and 20 reading comprehension problems. If you do not understand how to do the problems, raise your hand and a proctor will explain the examples to you. None of the actual test problems can be explained.

Each problem has only one correct answer. Do not spend too much time on any one problem. If you do not know the answer to a problem, you may guess. Work quickly but carefully. You have one hour and 15 minutes (75 minutes) to answer all 120 problems. If you finish before the time is over, you may check your answers within the GCVR section only. Do not go back to the listening section of the exam.

Here are examples of each kind of problem. In each example, the correct answer is underlined. For the test problems, fill in the circle on your answer sheet that corresponds to your answer choice. Do not mark your answers in this test booklet. Mark all your answers on the separate answer sheet.

GRAMMAR

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

“What is that thing?”

“That _____ a spider.”

- a. to call
- b. for calling
- c. be called
- d. is called**

CLOZE

Read the passage, then select the word or phrase that fills the blank in both meaning and grammar.

Long ago roads were only trails for people and animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern (1) is often called a superhighway.

- 1. a. way
- b. road**
- c. travel
- d. walk

VOCABULARY

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

The first things we study in school are very _____.

- a. sturdy
- b. shifty
- c. trusty
- d. elementary**

READING

Read the passage, then answer the questions following it according to the information given in the passage.

Viruses may be considered as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

Why does the writer say viruses are alive?

- a. because they have a complex atomic structure
- b. because they move
- c. because they multiply**
- d. because they have a regular molecular structure

Please observe silence. Do not leave the room before the end of the time period. Please remain in your seat until the group is dismissed. Remember, you have 75 minutes to complete problems 51 through 170.

DO NOT TURN THE PAGE UNTIL THE EXAMINER HAS TOLD YOU TO DO SO.

51. If it doesn't make a profit soon, this company is _____ having to declare bankruptcy.
- danger of
 - at danger
 - with danger to
 - in danger of
52. Many nations urge their citizens _____ in elections.
- vote
 - to vote
 - on voting
 - voting
53. "Have you submitted your application yet?"
"No. I haven't _____ had a chance to start it."
- even
 - much
 - often
 - just
54. I remember _____ at that restaurant when I was a child.
- have eaten
 - having eaten
 - to eat
 - to have eaten
55. The part _____ repair the car was ordered today.
- needing
 - needing to
 - needs to
 - needed to
56. _____ odd as it sounds, I would rather not go out tonight.
- Though
 - However
 - As
 - While
57. I know Jenny can win the race. She just has to believe _____.
- in her
 - in herself
 - herself
 - her
58. "Professor Wilson, I'm surprised you still remember me."
"Well, even though I've been teaching _____, there are some students that I will always remember."
- for a long period like mine
 - for as long as I have
 - during the long time for me
 - since a long time that I have
59. Mark's parents wouldn't buy him the jeans he wanted, so he had to _____ them himself.
- save it up for
 - save up for
 - be saving up to
 - have saved up to
60. We ought to _____ about the change in schedule.
- notify
 - get notify
 - have notified
 - have been notified
61. Sarah complains about his messy room but he _____ about it.
- never doesn't do anything
 - has ever done anything
 - doesn't ever do anything
 - didn't ever do something
62. I didn't cause the accident. Fred is _____ for that.
- to blame
 - the blame
 - blamed on
 - blame
63. Over twenty years _____ have gone into building this business.
- to work hard
 - at working hard
 - of hard work
 - in hard working
64. "Are you going to discuss these charts at the beginning of your presentation?"
"No, I'm saving that _____."
- the last
 - at last
 - as the last
 - for last

65. No sooner _____ walked into the office than she was overwhelmed with questions.
- as she
 - than she
 - had she
 - would she have
66. "Why didn't you attend the party last night?"
"I was led to believe I _____ invited."
- haven't been
 - am not
 - wasn't
 - won't be
67. "Who will be at the ceremony tomorrow?"
"Mary _____ come, and so is Henry."
- will
 - will have
 - is to
 - does
68. I asked that he _____ us at the restaurant at 8 p.m.
- met
 - meet
 - meets
 - will meet
69. _____ you know, I left the keys on the table next to the lamp.
- Even though
 - Since
 - When
 - Just so
70. She won the game, although she _____ it before.
- mustn't play
 - never having played
 - had never played
 - hasn't been playing
71. I'm all for _____ work early today.
- left
 - leave
 - will leave
 - leaving
72. If you want to learn the art _____, you should take Audrey's cooking class.
- making bread
 - of bread making
 - for bread making
 - to make bread
73. My children, while playing with a friend of _____, caught a butterfly.
- theirs
 - their
 - them
 - themselves
74. Beth _____ the book to be so expensive, or she would have brought more money.
- expected
 - must have expected
 - wasn't expected
 - couldn't have expected
75. I'm sure she can do _____ of her.
- that they ask
 - that's been asked
 - what is asking
 - what's being asked
76. I don't really like our new boss. He's so _____ everyone.
- quick to judge
 - quick for judging
 - quickly in judging
 - quickly to judge
77. I feel good about volunteering for charity, but sometimes I wonder whether it really makes a difference _____.
- by the end
 - at the end
 - of the end
 - in the end

78. The main purpose of this meeting is _____ some new procedures.
- updating all for
 - about updating all
 - to update everyone on
 - to have updated everyone of
79. I wish I had not taken this class without _____ my advisor.
- not first having asked
 - not having first asked
 - having first had asked
 - first having asked
80. The proposal was _____ about our problems as about the solutions.
- not just
 - so much
 - as such
 - as much
81. Graduate school is getting _____.
- to an extreme cost
 - at extreme cost
 - extremely costly
 - costly extremes
82. I have some math problems that I'll try _____ by myself.
- having solved
 - solving them
 - to solve them
 - to solve
83. With modern medicine, people's lives have changed _____ the better.
- to
 - into
 - towards
 - for
84. Only with much effort _____ succeed.
- he was able to
 - he was to be able to
 - was he able to
 - able was he to
85. I know John doesn't have any money, but _____ he'll have to pay me back.
- soon or later
 - soon or late
 - sooner or late
 - sooner or later
86. _____ people in our office drink tea.
- Most of
 - Most of all
 - Almost
 - Almost all the
87. "How did the music recital go?"
"I made one mistake, but _____ that, it went really well."
- if not
 - aside from
 - contrast with
 - next to
88. I'm very unhappy _____ the way things turned out today.
- with
 - of
 - as
 - because
89. Although Professor Smith was not popular at first, _____ the students learned to appreciate his style.
- time again
 - the time for
 - in a long time
 - over time
90. "Her speech was too long!"
"You're right. She never knows _____."
- when to stop
 - time to stop
 - if to stop
 - how it stops

CLOZE

CLOZE

CLOZE

Recent research from animal behaviorists suggests that “as the crow flies” should no longer be taken to mean “the shortest distance between two points.” Zoologists at Oxford University, (91) conducted an eighteen-month (92) of homing pigeons, have concluded that under some circumstances, pigeons follow (93) visual landmarks to find their way home (94) than taking the shortest, most direct route.

(95) for their ability to navigate long distances, homing pigeons use the (96) of the sun and stars, their inbuilt compasses, and perhaps also their sense of smell to direct their flight over long (97) or on a journey for the first time. (98), different factors appear to affect a pigeon’s navigation (99) it is released close to its (100). Animal behaviorists reached this (101) after attaching small global positioning devices to the backs of pigeons and releasing them a few miles from their home. These devices enabled the scientists to (102) the precise location of each pigeon every second of (103) flight.

Each pigeon was tracked for approximately twenty flights from the (104) point. For the first several flights, each bird’s path (105) significantly from the paths it had taken (106). Subsequently, (107), the bird would tend to follow the same path, (108) after flight, even though that path was not always the most direct route home. The scientists concluded that pigeons use a (109) of familiar visual landmarks to find their way when they are near their home rather than relying primarily on compass navigation. Major highways are one (110) landmark. Almost comically, some of the pigeons followed the path of a major highway they could see below them, turning where the road turned, and even following the circular path of the exit ramps.

91. a. which
b. who
c. then
d. had
92. a. check
b. period
c. flight
d. study
93. a. full
b. magnetic
c. familiar
d. no
94. a. longer
b. fewer
c. other
d. rather
95. a. Certain
b. Known
c. Regardless
d. Concerning
96. a. composition
b. position
c. influence
d. dimensions
97. a. distractions
b. moments
c. distances
d. delays
98. a. Simply
b. Otherwise
c. However
d. Consequently
99. a. when
b. still
c. until
d. since
100. a. flight
b. home
c. wings
d. young
101. a. decision
b. conclusion
c. idea
d. summary
102. a. approve
b. manipulate
c. match
d. record
103. a. its
b. per
c. group
d. one
104. a. same
b. distant
c. actual
d. home
105. a. reduced
b. followed
c. varied
d. improved
106. a. off
b. earlier
c. first
d. over
107. a. nevertheless
b. although
c. moreover
d. though
108. a. flight
b. then
c. right
d. soon
109. a. unit
b. link
c. sum
d. chain
110. a. example
b. similar
c. such
d. type

111. He got the job even though his skills were _____ to those of the other applicants.
- insignificant
 - inferior
 - indifferent
 - imperfect
112. When choosing the new chairperson, _____ that the past three have all come from the accounting department.
- see to it
 - look out for
 - keep in mind
 - ask around
113. The government _____ the use of seat belts in all cars.
- prevails
 - provokes
 - mediates
 - mandates
114. I think Kim would be great for the job. Her work record is _____.
- impeccable
 - enriched
 - rudimentary
 - tarnished
115. John will likely _____ as head of the department when the semester ends.
- resign
 - conclude
 - install
 - expire
116. The company that Joan works for is _____ with an automotive company, so she can get a discount on a new car.
- correlated
 - parallel
 - affiliated
 - accounted
117. Vacation policies continue to be a source of _____ between management and the workers.
- disturbance
 - resistance
 - contraction
 - friction
118. I can tolerate olive oil, but I just _____ olives.
- distort
 - perjure
 - abhor
 - feign
119. The _____ customer upset many of the restaurant's staff.
- intuitive
 - prodigious
 - belligerent
 - abundant
120. The lecturer restated his main point, _____ that the current approach has been a failure.
- namely
 - largely
 - incidentally
 - exclusively
121. Regular exercise increases the _____ of living a long and active life.
- maintenance
 - percentage
 - likelihood
 - significance
122. Mr. and Mrs. Johnson were _____ by the hotel's dirty rooms.
- deducted
 - admonished
 - appalled
 - dispelled
123. I asked Joe if he'd told me everything, but he wouldn't give me _____ answer.
- a subconscious
 - a straightforward
 - an unstructured
 - an unmistakable

124. Our employees are promoted on the _____ of how well they do their work.
- concept
 - basis
 - status
 - structure
125. We _____ unexpected results in our latest experiment.
- selected
 - conducted
 - retrieved
 - obtained
126. These colors look good on you because of your dark _____.
- complexity
 - composure
 - complexion
 - composition
127. Although she didn't like the gift, she thanked him _____.
- graciously
 - fundamentally
 - presumably
 - evidently
128. We need more people of Tom's _____ working with us.
- caliber
 - estimation
 - adequacy
 - construction
129. The journalist's conclusions were _____, according to many critics.
- mandatory
 - disfigured
 - elongated
 - questionable
130. In order to be successful in life, one needs to _____ in spite of life's challenges.
- perpetuate
 - persevere
 - preserve
 - pretend
131. The school is _____ a lot of changes now that the new director has arrived.
- performing
 - reforming
 - altering
 - undergoing
132. Many buildings in the city were damaged by the _____ wind storm.
- urgent
 - gripping
 - futile
 - fierce
133. The dean _____ the requirement that each student write a thesis.
- abolished
 - denoted
 - disposed
 - subdued
134. We constructed the _____ for our project with his theory in mind.
- designation
 - forecast
 - framework
 - outcome
135. Mary's decision to retire had _____ effect on everyone.
- a profound
 - a fervent
 - an absolute
 - an insistent
136. I like my relatives, but I can handle them only in small _____.
- factions
 - doses
 - racks
 - pinches
137. The managers will discontinue the product if its costs continue to _____.
- propagate
 - ascend
 - elevate
 - escalate

138. Larry _____ forgot where he'd left his keys.
- directly
 - singularly
 - shortly
 - momentarily
139. My new bag is so _____ that I can take it anywhere.
- compressed
 - condensed
 - compact
 - compiled
140. Research indicates that eating a better diet may delay the _____ of certain diseases in some patients.
- onset
 - induction
 - uptake
 - origin
141. John was not selected _____; he was chosen for the job because he had the most experience.
- deliberately
 - alternatively
 - momentously
 - arbitrarily
142. The food at that restaurant was excellent, but the service was only _____.
- sublime
 - secondary
 - mediocre
 - intermediate
143. We couldn't hear the singer because of a loud _____ in the balcony.
- aggravation
 - commotion
 - formulation
 - reparation
144. The differences between the male and female of this species become more _____ with age.
- divisible
 - dictated
 - pronounced
 - assured
145. The doctors don't know if the treatment will work because they're not sure about the _____ of the new drug.
- actuality
 - efficacy
 - differentiation
 - perplexity
146. The committee thinks that Jim's plan has a lot of _____.
- competence
 - capacity
 - potential
 - qualification
147. Every January 1st, Beth resolves to live a healthier life, but _____ she returns to her old habits.
- additionally
 - intimately
 - practically
 - inevitably
148. Even though many different languages are spoken in the United States, the _____ language is English.
- factual
 - superficial
 - predominant
 - monumental
149. The director stood up from the table, _____ the end of the meeting.
- signaling
 - motioning
 - informing
 - illustrating
150. Marion uses her money wisely. She never spends money _____.
- frivolously
 - infinitely
 - evasively
 - ingeniously

This passage is about underwater sandbanks.

According to the Ramayana, a 2,000-year-old poem, a great battle once took place on the island of Lanka, now known as Sri Lanka. Ravana, a demon king who ruled Lanka, had abducted the wife of Prince Rama of India. Legend has it that Rama amassed an army to invade Lanka and rescue his wife. To transport his army across the water, it is said that he built a bridge across the channel separating India and Sri Lanka.

Recently, the legend of Rama came alive again when aerial images taken by the National Aeronautics and Space Administration (NASA) revealed a 30-km-long chain of underwater shoals, or sandbanks, in the Palk Strait between India and Sri Lanka. Newspaper reports have claimed that the sandbanks are remnants of the ancient bridge built by Rama. They point to the unique curvature of the shoals visible in the photographs as evidence of human construction. One report even claims that archaeological evidence of the first signs of human habitation in Sri Lanka matches the age of the underwater “bridge.”

NASA officials, however, have dismissed these claims, saying that there is no evidence that the “bridge” is anything more than a naturally occurring shoal formation under the sea. “Remote sensing images or photographs cannot provide direct information about the origin or age of a chain of islands, and certainly cannot determine whether humans were involved in producing any of the patterns seen,” insisted one official. Although the story of Rama and Ravana still remains a folktale, the discovery of the shoal formation has prompted discussion about building a modern bridge between Sri Lanka and India.

151. According to the legend, what caused the battle in Lanka?
 - a. Rama built a bridge to Lanka.
 - b. Ravana kidnapped an Indian princess.
 - c. Rama formed an army to attack Ravana.
 - d. Ravana invaded India.

152. What does paragraph 1 suggest about the chain of sandbanks?
 - a. It is only visible under water.
 - b. It is about two thousand years old.
 - c. It stretches between Sri Lanka and India.
 - d. It curves around Sri Lanka.

153. What did newspaper reports suggest about the sandbanks?
 - a. They were discovered by the first nations of Sri Lanka.
 - b. They have no connection with the legend of Rama.
 - c. They are what is left of an ancient bridge.
 - d. They are not as old as once thought.

154. What did NASA officials conclude about the sandbanks?
 - a. Their shape is evidence of human intervention.
 - b. They have probably formed naturally.
 - c. Their origin cannot be determined without further study.
 - d. They were formed by remote sensing images.

155. According to the passage, what may result from the discovery of the shoal formation?
 - a. construction of a bridge
 - b. creation of new folktales
 - c. support for additional research
 - d. increased tourism to this location

This passage describes the history of the camera obscura.

From the Latin for “dark room,” camera obscura is a device that can literally turn one’s world upside down. The device can be a dark box with a small hole on one side, or a darkened room one enters with a small opening on one wall. When light rays pass through the hole, they reverse themselves, showing an upside-down image of the world on a flat surface opposite the hole.

While this principle was known to the ancients, the first recorded use of the camera obscura was in the tenth century, when it was used to safely view eclipses of the sun, which would be blinding if looked at directly. This invention then developed along two tracks. The whole-room version became a popular form of entertainment; people would visit camera obscura rooms to watch moving images, much as we watch films today. Portable box versions became a drawing aid for painters such as Vermeer and Canaletto, who used the projected images to sketch the beginnings of their masterpieces. However, other artists felt that this was an unfair trick.

In the sixteenth century, a lens was added to the camera obscura to create a brighter and sharper image. Later, a mirror was added to reflect the image right side up onto a viewing surface. By the beginning of the nineteenth century, these improvements led to a camera obscura that was exactly like the modern photographic camera, with one exception: there was no way to record the images. This required the invention of light sensitive film, which was not introduced until the mid-1800s.

156. What were the earliest camera obscuras used for?
 - a. making still things appear to move
 - b. protecting people’s vision
 - c. altering the size of images
 - d. making light objects look darker
157. What does the word **this** in the last sentence of the second paragraph refer to?
 - a. using the camera obscura as entertainment
 - b. painting masterpieces
 - c. drawing using projected images
 - d. using a dark room to view images
158. What was the result of improvements made to the camera obscura in the sixteenth century?
 - a. Images were larger than they were before.
 - b. Images were clearer than they were before.
 - c. Images were made with light-sensitive film.
 - d. Images were more colorful than before.
159. Before mirrors were put in camera obscuras, what did the image look like?
 - a. It was too bright to view directly.
 - b. It was in black and white.
 - c. It was not very clear.
 - d. It was upside down.
160. How does the camera obscura differ from the photographic camera?
 - a. The camera obscura does not show colors.
 - b. The camera obscura is not portable.
 - c. The camera obscura cannot show moving images
 - d. The camera obscura cannot preserve images.

This passage is about diets rich in fruits and vegetables.

Two recent studies show that a diet rich in certain fruits and vegetables is even healthier than previously thought. These studies conducted on rats show that the effects of age on learning and memory can be slowed by the consumption of such foods as spinach, apples, and algae. These foods are rich in antioxidants, which counteract the free radicals that accumulate in the body as a result of normal metabolism and exposure to environmental pollutants. Free radicals have been shown to damage protein and DNA, and an excess of them can slow mental processes in old age and may contribute to Alzheimer's and Parkinson's diseases.

The first study measured conditioned responses, which have been found to slow with age in rodents and humans. A group of older rats were exposed to a bell tone, followed by a puff of air in the eye. Researchers found that rats fed on a diet containing spinach learned to blink to avoid the air more quickly than rats whose diets did not include spinach.

Another study found that the benefits of a fruit and vegetable-enriched diet depend on the level of antioxidants in those foods. One group of older rats was fed algae rich in antioxidants. A second group was fed apples, which contain a moderate amount of antioxidants, and the third group was fed cucumbers, which contain few antioxidants. The groups performed differently on tests designed to measure brain function: the rats fed algae performed the best, while the rats fed cucumbers performed the worst, showing no improvement. Researchers concluded that not only the presence but also the amount of antioxidants affects mental functioning.

Although additional research is needed, the results of these studies have hopeful implications for the prevention of diseases such as Alzheimer's in today's aging population.

161. Where do free radicals come from?
 - a. excess protein
 - b. damaged DNA
 - c. the process of metabolism
 - d. foods rich in antioxidants

162. According to this passage, what is a possible cause of Alzheimer's disease?
 - a. too many free radicals in the body
 - b. too many antioxidants in the body
 - c. an excess of protein
 - d. an excess of damaged DNA

163. What did rats learn to do in the first study?
 - a. avoid a diet that did not include spinach
 - b. eat when they heard a certain sound
 - c. blink to avoid eating spinach
 - d. blink when they heard a certain sound

164. What did the results of the second study indicate?
 - a. Fewer antioxidants are more beneficial.
 - b. More antioxidants are beneficial.
 - c. Some antioxidants are more helpful than others.
 - d. Antioxidants affect activity levels, not just mental function.

165. What did both studies conclude about antioxidants?
 - a. They are a type of free radical.
 - b. They can damage protein and DNA.
 - c. They can slow age-related problems.
 - d. They can cause diseases.

This passage is about skyscrapers.

In the growing cities of the nineteenth century, such as Chicago and New York, businesses needed offices near the center of town. Because there was only so much available space, people were forced to build upwards. However, certain innovations in materials and technology were needed before buildings could become the skyscrapers of today.

The earliest buildings were built using bricks and mortar, which were quite heavy. When building upward, each floor had to carry the weight of the floors above it, with the lowest level carrying the weight of the entire building. Thus, the ground floors of those buildings had extremely thick walls—some up to eight feet thick!—and the consequent loss of space this entailed defeated the purpose of building tall. In addition, the rooms were rather dark, as too many windows would have weakened the structure.

The introduction of iron and steel, which were much lighter and many times stronger, solved this problem. Interconnected beams and columns forming a skeleton now supported buildings and transferred their weight to foundations resting on the earth's bedrock layer. Because walls need not bear the weight of buildings anymore, more windows could also be installed to let light in.

Skyscrapers face not just the vertical force of weight, but also the horizontal force of strong winds that could topple them. Some engineers solved this problem by building a stiff inner core to resist the tremendous force, while others moved the columns and beams to the perimeter, essentially turning the building into a hollow, rigid tube that is just as strong while weighing much less.

Finally, tall buildings would have meant many stairs to climb, and it was the invention of the elevator at around that time which made buildings not just tall, but also practical for the people using them.

166. What is the overall organizational pattern of this passage?
- A problem and its solutions are described.
 - A claim is made and evidence is given to support it.
 - The causes and effects of a policy are explained.
 - The advantages and disadvantages of a process are described.
167. Why did people want to build skyscrapers?
- There was a lack of vertical space.
 - There was a shortage of building materials.
 - There was limited land area.
 - They wanted to use innovative technologies.
168. Why were the ground-level walls of early tall buildings so thick?
- to create bigger rooms
 - to resist the wind
 - to support the upper floors
 - to support the steel skeleton
169. What would ground-floor windows have done to brick and mortar skyscrapers?
- reduced the amount of building materials needed
 - made the building less stable
 - required the use of more expensive building material
 - defeated the purpose of building tall
170. What was done to resist the force of the wind?
- The number and strength of windows was increased.
 - The center and outer edge of the building was reinforced.
 - Rigid tubes were added to the base of the building.
 - Heavier building materials were used.

