

PRACTICE TESTS Michigan **ECPE**

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For the Revised 2021 Exam

3



Express Publishing

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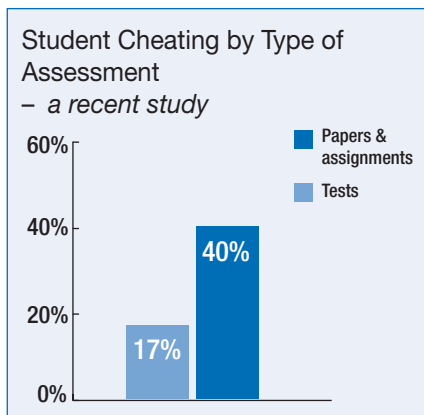
Practice Test 1

WRITING

Writing Instructions

- Choose either Task 1 (Article/Proposal) or Task 2 (Essay). Write on only ONE of these tasks.
- Once you have chosen your task, darken the circle for “Article/Proposal” or “Essay” on your writing answer document.
- You will have 45 minutes to write your answer.
- Use #2 (soft) pencil only.
- Use only the lines provided on the writing answer document to complete this section. You should write about two pages.
- Do not write your answer in this booklet.
- You will not be graded on the appearance of your paper, but your handwriting must be readable.

Writing Prompt



68%

of students report high levels of anxiety and stress when taking a test

– a recent survey

“The problem is a culture where the grade is valued more highly than learning.”

– David Carless, professor of educational assessment

Task 1: Proposal

Your school district is planning to reduce the number of tests and rely more on projects and assignments as a way of determining grades. Not all teachers and educators agree with this idea. Write a **proposal** to the superintendent of the school district evaluating the different options including what you think should be done and why. Include at least one piece of information given above to support your response.

Task 2: Essay

Some people believe grades deter learning and should be abolished in the educational system. What positive and negative effects do you think abolishing grading might have on students? Write an **essay** addressing this topic and discuss what you think about it. Include at least one piece of information given above to support your response.

Remember

Once you have chosen your task, darken the circle for “Article/Proposal” or “Essay” on your writing answer document.

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.

Listening Test, 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 will the man probably do later?
 - A. do some reading for the project
 - B. finish the bibliography
 - C. proofread other people's work
 - D. go out to see a movie
- 2 What does the man say he wants to happen?
 - A. He wants the woman to fix the downspout herself.
 - B. He wants the woman to use her influence.
 - C. He wants the woman to advise him how to solve the problem.
 - D. He wants to get in touch with Phil and Lisa.
- 3 Why does the woman mention her accident?
 - A. to explain a delay
 - B. to seek sympathy
 - C. to request assistance
 - D. because she is hospitalized
- 4 How does the woman feel?
 - A. resentful over a first impression
 - B. concerned about consequences
 - C. pleased about amusing the man
 - D. upset with her daughter's reaction
- 5 What is probably the man's relationship to the college?
 - A. He is an alumnus.
 - B. He is currently studying there.
 - C. He is a staff member.
 - D. He is a prospective student.
- 6 What does the boy say about his tablet?
 - A. It's less useful than his phone.
 - B. It has more functions than his phone.
 - C. He chose it because it was different from his phone.
 - D. He didn't put much thought into the purchase.
- 7 What will the woman do this weekend?
 - A. visit a museum
 - B. go to work
 - C. redecorate her house
 - D. rest at home
- 8 What does the man think of the theater?
 - A. It is beautifully decorated.
 - B. It has been furnished well.
 - C. It is comfortable and unique.
 - D. It creates a special mood.
- 9 Why does the woman apologize to the man?
 - A. She startled him.
 - B. She wanted to take his order.
 - C. She interrupted his reading.
 - D. She forgot his sandwich.
- 10 What does the man think about the woman's suggestion?
 - A. It is unrealistic.
 - B. It is not good practice.
 - C. It doesn't apply to him.
 - D. It will help him later on.
- 11 How does the boy feel?
 - A. terrified
 - B. excited
 - C. exhausted
 - D. apprehensive
- 12 What are the speakers discussing?
 - A. a deadline they will have to meet
 - B. the behavior of their boss
 - C. the company's complaints procedure
 - D. an unusually high workload
- 13 What will the girl do for Mr. Jones?
 - A. continue to water his plants
 - B. make sure the drains are clear
 - C. rake up any fallen leaves
 - D. remove the tools from the garage
- 14 What does the woman imply about Linda?
 - A. She is overqualified.
 - B. Her performance is not adequate.
 - C. She had little training or support.
 - D. She has saved a failing project.

- 15** What foods does the man avoid?
A. some vegetables
B. meat and eggs
C. dairy products
D. sugary foods
- 16** What is the girl worried about?
A. coming across as pushy
B. having to switch classes
C. not comprehending the subject
D. not being heard
- 17** Why is the man talking to the woman?
A. Her car is obstructing his driveway.
B. He wants to use her parking space.
C. He is issuing her a ticket.
D. He is giving her a heads-up.
- 18** How does the woman help the man?
A. by convincing him to shop online
B. by helping him navigate a website
C. by providing him with a contact number
D. by explaining how to return an item
- 19** What does the woman imply about her class?
A. They are usually well behaved.
B. They can be a handful.
C. They are always disruptive.
D. They are excited about school.
- 20** What does the man think about the apartment?
A. It's overpriced in spite of the location.
B. It too close to the subway.
C. It's in fair condition considering the price.
D. It's probably worth the expense.

Listening Test, 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 college student talking at a recycling club meeting.

- 21** What information does the speaker say is now available?
 A. the number of participants
 B. the total money raised
 C. the location of their next meeting
 D. the extent of the area cleaned
- 22** What does the speaker imply about the future of the club?
 A. They will stop taking new members.
 B. The proposal is unlikely to happen.
 C. The current venue has become a hindrance.
 D. They may not continue next year.
- 23** What does the speaker say about the team names?
 A. He was surprised by them.
 B. They are highly creative.
 C. They have a personal significance.
 D. They're extremely suitable.
- 24** What does the speaker say about the donations they received?
 A. They will improve the local community.
 B. The winning team will collect them.
 C. The benefits will be felt widely.
 D. They were meager, but still appreciated.
- 25** What is the main purpose of the talk?
 A. to share the results of their work
 B. to announce changes for next year
 C. to congratulate the winning team
 D. to appoint a new leader
- 26** What will the speaker probably do next?
 A. announce more news about the club
 B. ask for ideas for a party
 C. have something to eat
 D. nominate a new president


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

Listen to a speaker at a literary event.

- 27** What does the speaker suggest about historical fiction?
 A. It can only be created by skilled writers.
 B. It is a subject she considered majoring in.
 C. It's not the most popular genre.
 D. It can make history more vivid.
- 28** How did the speaker first meet Ms. Rogers?
 A. They attended the same college.
 B. She went to hear her speak.
 C. She interviewed her once.
 D. She has only seen her on TV.
- 29** How does the speaker say she felt about Ms. Rogers?
 A. She was intimidated by her.
 B. She thought fame had gone to her head.
 C. She considered her a role model.
 D. She was envious of her success.
- 30** What does the speaker imply about members of the audience?
 A. Many of them are quite young.
 B. The topic might bore them.
 C. They are there with their parents.
 D. They haven't heard of the civil rights era.
- 31** Why does the speaker most likely bring up the theme of the festival?
 A. to emphasize Ms. Rogers' unique perspective
 B. to explain why Ms. Rogers is a controversial choice
 C. to encourage debate about the value of having a theme
 D. to question whether Ms. Rogers' should participate
- 32** What does the speaker mean when she says: 
 A. Modern writers are more objective.
 B. Modern writers lack first hand experience.
 C. Photography is more reliable than memory.
 D. Current perspectives are superior.

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

Listen to a shoe store owner talking to his employees.

- 33** What is the speaker's main purpose?
- A. to announce a success
 - B. to inform of upcoming changes
 - C. to report back on the website
 - D. to elicit opinions about the way forward
- 34** What does the speaker say about the health of the business?
- A. It is dependent on customers visiting stores.
 - B. Growth has balanced out losses.
 - C. It's success had been expected.
 - D. Overall, the business is struggling.
- 35** What is probably true about the speaker?
- A. He is related to everyone he employs.
 - B. He has experienced change in the business himself.
 - C. He won't tolerate people who hide things.
 - D. He's not concerned about employees' preferences.
- 36** What does the speaker suggest about aptitude testing?
- A. It's sure to reveal new information.
 - B. It can't replace practical experience.
 - C. Staff will probably feel it's unnecessary.
 - D. He's skeptical about its usefulness.
- 37** What will the audience probably do next?
- A. take an aptitude test
 - B. call their employer individually
 - C. ask their employer questions
 - D. go back to work in the shop
- 38** What does the speaker mean when he says: 
- A. I'm not going to waste any more time.
 - B. I'll explain it again more clearly.
 - C. I'll stop talking and listen in a moment.
 - D. I'm going to give you some bad news.

Listening Test, 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 Elena Powell suggest about early comics?
 A. They were viewed as disposable.
 B. The Library of Congress always appreciated them.
 C. Their high financial value was immediately recognized.
- 40** What does Bob Gaines say is the most significant cause of damage to comics?
 A. light
 B. time
 C. handling
- 41** Why were comics sometimes coated with chemicals?
 A. to make the paper resistant to humidity
 B. to prevent the print from fading over time
 C. to improve the appearance of the pictures
- 42** What advice would Bob Gaines probably give to a comic collector?
 A. not to treat rust
 B. not to repair damage
 C. not to use metal staples
- 43** What do the speakers agree determines the value of a comic?
 A. its rarity and age
 B. its current condition
 C. its cultural significance
- 44** What is the purpose of this report?
 A. to explain the appeal of collecting comics
 B. to educate listeners about comic preservation
 C. to help collectors determine the value of their comics

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

- 45** According to Dr. Tyler, what makes communicating about mRNA vaccines challenging?
 A. the scarcity of information in the media
 B. the lack of cooperation among doctors
 C. the rapid advances in the field
- 46** What does Dr. Jones imply about understanding mRNA vaccine technology?
 A. A lot of background information is required.
 B. Its complexity will be beyond many people.
 C. It's simple if you understand traditional vaccines.
- 47** Why does the reporter feel uncomfortable with mRNA vaccines?
 A. She's worried about viral proteins mutating.
 B. She's afraid the vaccine might alter our cells.
 C. She's concerned about the quantity of proteins produced.
- 48** What key feature is shared by traditional and mRNA vaccines?
 A. They are made from living pathogens.
 B. They are synthesized by our own cells.
 C. They introduce proteins into the body.
- 49** What would Dr. Tyler probably recommend as the best course of action?
 A. embrace the vaccine's potential benefits
 B. remain cautious for the time being
 C. consider individual circumstances
- 50** What is the main purpose of this report?
 A. to discredit false rumors
 B. to better equip people to make a choice
 C. to encourage acceptance of an advancement

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

- 51** “Do you remember any of the Spanish you learned in high school?”
“Oh, yes. Actually, I can still _____!”
A. speak Spanish fluently
B. speak fluently Spanish
C. be a fluent Spanish speaker
D. speak Spanish more fluently
- 52** “Did you hear what happened to Glenn?”
“Yes, and the claims that he made yesterday about the incident _____.”
A. was particularly worried
B. were particularly worrying
C. were particularly worried
D. was particularly worrying
- 53** Her manuscripts _____ when she hands them to the proofreaders to edit.
A. seldom containing errors typographical
B. seldom contain errors of typography
C. seldom are containing typographical errors
D. seldom contain typographical errors
- 54** “Thanks for running the errands. How many people were at the bank?”
“The city center was like a ghost town, so I was _____ flash.”
A. in but out in a
B. in and out in a
C. in or out in a
D. in and out on a
- 55** Do not even think about using this unit without _____ the operating instructions.
A. having firstly read
B. not reading at first
C. first having read
D. not first to read
- 56** Not until the video conference ended _____ his camera had been off the entire time.
A. Larry then realized
B. didn't Larry realize
C. Larry realize then
D. did Larry realize
- 57** I know we just recarpeted the room and it cost an arm and a leg, but the wallpaper _____ as it's faded and looks terrible.
A. too needs to replace
B. needs to replace too
C. also has needed to replace
D. also needs replacing
- 58** “Hey, sorry to call, but you didn't reply to my messages. You're not still at work, are you?”
“Yeah, but I won't be _____.”
A. much too longer
B. much longer too
C. too much longer
D. so much longer
- 59** The protesters _____ a social networking site to coordinate their activities against the authoritarian government.
A. were found to be using
B. were finding the use of
C. had been found to use
D. have found to use
- 60** “I prefer to use my own initiative.”
“Yeah, I don't like _____ all the time either.”
A. having been told to do
B. to do what will be told
C. being told what to do
D. what was told to be done

- 61 “This is my first class with Mr. Moore. Do you have any pointers?”
“Yes, it is vital that you _____, otherwise you’ll have problems.”
A. have arrived in time
B. are arriving in a timely manner
C. will be by the time
D. be on time
- 62 The twins usually have each other’s backs so it’s not rare for Diane _____ her share of the house chores in exchange for helping him with his homework.
A. to be making Jack do
B. to get Jack to do
C. to make Jack to do
D. to get Jack doing
- 63 Although we don’t see each other as often as we’d like, my brother and I _____ during the holidays.
A. visit always one the other
B. always visit the other
C. visit always each other
D. always visit each other
- 64 “Where are you going for summer vacation this year?”
“I’m planning on _____ in Arizona. We haven’t seen each other in years.”
A. staying with a friend of mine
B. having stayed with my friend
C. stay with a friend of mine
D. a stay with a friend of mine
- 65 The president of the college put in a donation of \$5,000 _____ for the charity drive for local residents affected by the recent tornado.
A. getting the ball to roll
B. getting some roll for the ball
C. to get some ball to roll
D. to get the ball rolling
- 66 “Will you be on the parent teacher committee this year?”
“No, I don’t have enough time and _____.”
A. Tina neither doesn’t
B. neither Tina does
C. either does Tina
D. neither does Tina

READING: CLOZE

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

This passage is about a type of fish.

Mudskippers are a type of fish found in mudflats and intertidal zones in the Indo-Pacific. They are not uncommon, ___(67)___ they are a far cry from ordinary fish. What makes them unique is that they spend just ___(68)___ much of their lives on land as they do in the water. As their name ___(69)___, these fish can skip, walk, and even hurl themselves up to two feet into the air using their pectoral fins. What's more, they are ___(70)___ for being very active outside the water, where they are frequently ___(71)___ foraging for food and interacting with each other.

Physiologically, mudskippers are perfectly adapted to their environment. When out of the water, they can take ___(72)___ oxygen directly from the air through capillaries in their skin or in special tissues in their mouth and throat. This is only possible when the mudskipper is wet, so they must stay in close ___(73)___ to water. While mudskippers have not lost the ability to absorb oxygen from water using their gills, the oxygen-poor water which fills their mud burrows makes doing so far from ideal. In fact, relying on gills alone ___(74)___ due to the low oxygen content. Mud slippers ___(75)___ this problem by filling an upper chamber of their burrow with air, so they have a back-up supply of oxygen when it is ___(76)___ from the water.

- | | | |
|----|---|---|
| 67 | A. in part
B. albeit | C. in that
D. insofar as |
| 68 | A. that
B. too | C. so
D. as |
| 69 | A. evokes
B. alludes | C. implies
D. attributes |
| 70 | A. prominent
B. notorious | C. disreputable
D. controversial |
| 71 | A. observed
B. having been observed | C. observing
D. observant |
| 72 | A. on
B. out | C. in
D. over |
| 73 | A. proximity
B. vicinity | C. contact
D. juxtaposition |
| 74 | A. is a matter of necessity
B. is not unheard of | C. can actually be a liability
D. acts as an assurance |
| 75 | A. account for
B. relate to | C. come into
D. get around |
| 76 | A. eroded
B. depleted | C. deployed
D. eradicated |

This passage is about friends.

Not only is the number of close friends that the typical American has surprisingly low, but it ___(77)___ steadily over time. In the 1980s, the average American's circle of friends ___(78)___ of three people and only about ten years later, the number had ___(79)___ by a third. What is more, in 2019, 21 percent of Americans said they had no close friends at all, and 58 percent reported at least sometimes feeling that nobody knows them well.

It is hard to put one's ___(80)___ on exactly what has caused these social changes. Many ___(81)___ to the growing number of working and commuting hours Americans are putting in, which leaves them less time for socializing. Others blame people's growing ___(82)___ on the Internet for leading Americans to become more ___(83)___. Yet some sociologists argue that it is wrong to single out the Internet and social media because they have only been found to contribute to loneliness if used to avoid face-to-face meetings. ___(84)___, when used to strengthen social connections, these technologies actually ___(85)___. Certainly, the nature of social ___(86)___ has changed in recent decades as technology has transformed the way people communicate with each other, but how well we can adapt it to meet our needs remains to be seen.

- 77 A. will be falling
B. fell
C. falls
D. has been falling
- 78 A. consisted
B. constructed
C. complemented
D. compounded
- 79 A. augmented
B. diminished
C. minimised
D. increased
- 80 A. nose
B. foot
C. finger
D. hat
- 81 A. succumb
B. cling
C. point
D. plead
- 82 A. dependence
B. assurance
C. interference
D. insistence
- 83 A. extroverted
B. inimitable
C. elusive
D. solitary
- 84 A. Diversely
B. Transversely
C. Adversely
D. Conversely
- 85 A. exacerbate loneliness
B. decrease feelings of isolation
C. encourage social avoidance
D. discourage face-to-face contact
- 86 A. synergy
B. interplay
C. interrelation
D. interaction

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

- 87** I couldn't get the funny story out of my head, and when I thought about it again I _____ laughing.
 A. burst out
 B. broke into
 C. came forth
 D. sprung up
- 88** When a deer jumped out in front of Alan's car, he had to _____ to avoid hitting it.
 A. slide
 B. swerve
 C. stray
 D. sway
- 89** For years, the school board and teachers have been locked in _____ debate as to what amount of homework is too much.
 A. an ongoing
 B. an everlasting
 C. a perennial
 D. an immortal
- 90** The government was optimistic that the following year would be an economic _____.
 A. boom
 B. blowout
 C. blast
 D. bang
- 91** Stephanie took conflict management training to help students _____ their differences.
 A. restate
 B. repeal
 C. resolve
 D. revoke
- 92** Dale was overlooked for the promotion based on the unfounded _____ that he didn't work hard enough for the team.
 A. assignment
 B. association
 C. assortment
 D. assumption
- 93** Damon was having second thoughts about his upcoming wedding and decided to break off his engagement because he _____.
 A. had two left feet
 B. had a lead foot
 C. got cold feet
 D. got his feet wet
- 94** This military college was _____ in 1802, making it the oldest college in the country of its kind.
 A. posted
 B. stationed
 C. ranked
 D. founded
- 95** State College has a flexible _____ so students can pick and choose which classes they want.
 A. curriculum
 B. prospectus
 C. instruction
 D. agenda
- 96** There is quite a _____ difference between Americans from the north and from the south.
 A. civic
 B. cultural
 C. familiar
 D. variable
- 97** The new science lab is fully _____ so students can carry out experiments themselves instead of only watching videos of them.
 A. equipped
 B. established
 C. empowered
 D. entitled
- 98** It is not uncommon for countries to _____ tariffs and fees on imported goods from some nations.
 A. impinge
 B. impact
 C. imply
 D. impose
- 99** The famous chef _____ the importance of paying close attention when trying to replicate her dish.
 A. emphasized
 B. concentrated
 C. foregrounded
 D. punctuated
- 100** After wrestling with the idea in his head for weeks, Andy decided to _____ and accept the job offer.
 A. take a seat
 B. take the plunge
 C. take it for a spin
 D. take a turn
- 101** Tom used to be quite _____, but after living in the city for a while he has developed a thick skin.
 A. impassive
 B. sensitive
 C. receptive
 D. perceptive
- 102** I had no idea that Frank was so _____; he's more interested in his public image than helping the charity he joined.
 A. superficial
 B. trivial
 C. external
 D. futile

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

This passage is about a Native American ball game.

To most North Americans, lacrosse is little more than a colligate and professional team sport, played with a distinctive stick, a variety of which, box lacrosse, is the national sport of Canada. But to the Native Americans who first played the game, long before the arrival of Europeans, it was much more than that.

The first stick ball games that resembled what we call lacrosse today were played in a geographic area stretching from Canada through the Great Lakes and the Middle Atlantic states to the American South. They were played by Eastern Woodlands and Plains Tribes of Native Americans. There could be hundreds or thousands of players and there was no set time span or plot of land where the game was held. The rules of the game varied from tribe to tribe and were generally negotiated by the participants before each game began. The name of the game also varied, often translating into phrases such as “the little brother of war” or “the creator’s game”. That it was played so widely, and had so many variations and names, may be taken as an indication of its significance.

The names also provide clues as to the different purposes of the game. The forerunner of lacrosse wasn’t mere entertainment. Not only did it provide physical exercise and training for warriors, on occasion it substituted for actual combat in settling disputes between tribes. Often, a game would be organized by a medicine man in response to illness, as it was considered the route to returning the sick person to good health. Finally, there was also religious significance and games might be held simply for the creator’s enjoyment.

Unsurprisingly, people took stick ball games very seriously. The game was played so intensely that injuries were common. Preparations started well in advance and involved ceremonies where medicine men conducted rituals to strengthen their team and weaken their opponents. The night before, the entire community would gather to dance, and players often fasted. Everyone donated possessions to be divided among the winners. People were even buried with their sticks when they died, as a game would be their first activity in the afterlife.

Given Lacrosse’s popularity in Modern Western culture, one might assume that it’s become little more than a spectator sport. However, the sport we call Lacrosse still has a cultural significance to Native Americans even though it’s shared freely with everyone. Some feel that while it isn’t important to know the traditional terminology, it’s still important that its origins are recognized and it is played in a way that honors its roots.

- 103** What is the main purpose of the passage?
- to compare contemporary lacrosse with the Native American sport
 - to argue for the preservation of stick ball games in their original form
 - to explain the cultural significance of the forerunner of lacrosse
 - to describe the origins of the name of a Native American ball game
- 104** In the first sentence of paragraph 2, what word could best replace **stretching**?
- lasting
 - swelling
 - dragging
 - extending
- 105** According to the passage, why might the game be considered important to the tribes that played it?
- for its ubiquitousness
 - for its linguistic importance
 - for its code of conduct
 - for its viciousness
- 106** What was a possible impetus for scheduling a game?
- The community needed to be entertained.
 - A deity had become angered.
 - A tribe’s opponent had become fitter.
 - Tribes were on the precipice of war.
- 107** What does the passage say about the game?
- The winners’ possessions were highly sought after.
 - Fans abstained from food to affect the outcome.
 - Elaborate ceremonies were held for the winning team.
 - Sticks could not be inherited.
- 108** What implication in the passage does the author likely disagree with?
- Native American stick ball games should be played by all cultures.
 - Modern Lacrosse players don’t know enough about its origins.
 - Lacrosse should only be considered as entertainment.
 - The original terms in the game don’t need to be used by everyone.

This passage is about a medical discovery.

Scientists have recently developed a microchip which they hope could restore sight to the blind. Known as a subretinal implant, the device will benefit patients with a number of disorders of the retina – the area of the eye which transmits images to the brain by stimulating the optic nerve. One such condition is hereditary retinal dystrophy, which causes cells of the retina to gradually degenerate, eventually resulting in complete loss of vision. An estimated 1.5 million people worldwide are affected by the disease. Other disorders for which the device shows potential include retinitis pigmentosa and age-related macular degeneration.

The implant works by converting light into electrical impulses, which are then sent to the optic nerve behind the eye. In an initial trial, involving eleven subjects with hereditary retinal dystrophy, it was surgically inserted directly behind the retina. Within a few days following the operation, at least five were able to distinguish bright objects and discern shapes. The remainder, whose deterioration of the retina had progressed too far, showed no improvement. A subsequent trial was conducted on three individuals, all of whom had been fully blind for five or more years. This time the chip was placed further behind the retina in the central macular area. These experiments achieved the most promising results. All patients were able to perceive bright objects, and one was also able to identify objects and even read his name.

Previous experiments had used external cameras fixed to the patient's eyeglasses. These transmitted signals to electrodes within the eye, which were connected to the retina. Although similar in many respects, the new device can be implanted entirely within the body, and thus is invisible. The researchers also claim that their technology delivers image clarity unequalled by similar devices. As an added bonus, the implant is more responsive to infrared light than eyes are naturally, which should result in improved night-vision.

- 109 What is the main purpose of the passage?
- A. to provide details about the subretinal implant
 - B. to describe who would benefit from a subretinal implant
 - C. to explain how the subretinal implant transmits signals to electrodes
 - D. to release the findings of a recent study involving the retina
- 110 What is a characteristic of the disorder that affects over a million people?
- A. The degeneration remains at a steady level.
 - B. The vision loss is much faster than with other diseases.
 - C. It is passed down from family members.
 - D. It leaves its victims nearly blind.
- 111 In the second sentence of paragraph 2, what does **it** refer to?
- A. the optic nerve
 - B. the implant
 - C. the initial trial
 - D. the retina
- 112 According to the passage, why was the second trial more successful?
- A. The subjects' retinas had deteriorated less.
 - B. The device was inserted into the optic nerve.
 - C. The subjects had lost their vision more recently.
 - D. The device was implanted more deeply in the eye.
- 113 Why does the passage mention a specific patient?
- A. to illustrate the results of a research
 - B. to underscore the importance of anonymity in studies
 - C. to explain why they were involved in more than one study
 - D. to differentiate between a group of trial participants
- 114 What advantage does the new procedure have over previous ones?
- A. Patients are not required to undergo surgery.
 - B. The camera transmits images of higher clarity.
 - C. Patients are not required to wear glasses.
 - D. The implant lasts for up to five years.

This passage is about learning language.

There are many conflicting theories of how we learn our native language. The various methods identified have often been used as the basis of second language teaching. Some of the ways in which we acquire and learn how to use a language are common to both first and second languages. However, in some instances problems can arise such as when using lexical chunking.

Lexical chunking is the term used to describe teaching groups of words which are commonly used together. Lexical chunks may be collocations, like “regular exercise,” or longer phrases, such as “Make yourself at home.” According to linguist Michael Lewis, who developed the lexical approach, native speakers will eventually accumulate hundreds of thousands of lexical chunks. Psycholinguistic research suggests that the brain processes and stores lexical chunks as individual units. This makes future retrieval easier and so aids communication, particularly verbal.

Many teachers of English to non-native speakers have observed problems when students learn through the lexical chunking method. Firstly, as so many of the chunks are directly linked to social interactions, in many cases there are no equivalents in their own culture and language. Secondly, there is a tendency for students to repeatedly use a limited number of expressions. This type of “phrase-book English,” of course, is only adequate in certain predictable situations such as those that visitors on a brief trip to a country might find themselves in. Finally, most worrying to some teachers is that other fundamentals of second language learning, such as grammar, are being sidelined.

The majority of teachers do recognize the value for second-language students in learning some of the most useful lexical chunks of a language. What has to be acknowledged is that using the lexical chunking method alone will never result in students achieving native-like fluency.

- 115** What is the main purpose of the passage?
 A. to contrast various methods of teaching language
 B. to argue against teaching set phrases to non-native speakers
 C. to summarize the pros and cons of teaching lexical chunking
 D. to compare how students learn their first and second languages
- 116** What does the author suggest about first and second language acquisition?
 A. They are theory-based.
 B. Both can be problematic.
 C. There are various parallels.
 D. They can be incompatible.
- 117** According to the author, what is a lexical chunk?
 A. two words joined together
 B. words which are used together
 C. synonymous words with almost identical meaning
 D. words which sound similar
- 118** In the third sentence of paragraph 2 which word could best replace **accumulate**?
 A. compile
 B. catalogue
 C. aggregate
 D. incorporate
- 119** In the third paragraph, why does the author refer to a type of language use as phrase-book English?
 A. to imply it is grammatically incorrect
 B. to explain why students sometimes sound like they are reading
 C. to illustrate a teaching method recommended by all teachers
 D. to highlight the limitations of a type of communication
- 120** What can be concluded about the use of lexical chunking in language education?
 A. It is scorned by most English language teachers.
 B. It improves the processing of information by the brain.
 C. It is not effective when used in conjunction with other methods.
 D. It shouldn't be overrelied upon as a learning tool.



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