CONTENTS

The ECPE Test Format 2021 4

EXAM PREPARATION

Module 1
Reading Training 8
Main purpose
Vocabulary Focus 9
Grammar 1 10
• Present tenses
• have been to / have gone to / have been in
• Stative verbs
Vocabulary Building 12
Grammar 2 14
• Past tenses • Past habits & states
• used to / be used to / get used to

Module 2
Reading Training 16
Main idea
Vocabulary Focus 17
Grammar 1 18
• Future tenses • Other future forms
• Future in the past
Vocabulary Building 20
Grammar 2 22
• Nouns • Determiners (1)

Module 3
Reading Training 24
Inferences
Vocabulary Focus 25
Grammar 1 26
• Determiners (2)
Vocabulary Building 28
Grammar 2 30
• Full/Bare infinitive & gerund

Module 4
Reading Training 32
Author's intent
Vocabulary Focus 33
Grammar 1 34
• Infinitive & gerund forms • Infinitive vs gerund
Vocabulary Building 36
Grammar 2 38
• Modal & semi-modal verbs (1)

Module 5
Reading Training 40
Author's opinion
Vocabulary Focus 41
Grammar 1 42
• Modal & semi-modal verbs (2)
Vocabulary Building 44
Grammar 2 46
• Passive Voice (1)

Module 6
Reading Training 48
Reference questions
Vocabulary Focus 49
Grammar 1 50
• Passive Voice (2) - impersonal & personal structures • Causative Form
Vocabulary Building 52
Grammar 2 54
• Relative clauses

Module 7
Reading Training 56
Vocabulary questions
Vocabulary Focus 57
Grammar 1 58
• Clauses of time • Clauses of reason
• Clauses of concession/contrast
• Clauses of purpose
Vocabulary Building 60
Grammar 2 62
• Clauses of result • so/such • too/enough/very
• quite/rather/fairly/pretty • most

Module 8
Reading Training 64
General information questions
Vocabulary Focus 65
Grammar 1 66
• Adjectives & adverbs • Comparisons
Vocabulary Building 68
Grammar 2 70
• Conditionals

SUPER COURSE ELT PUBLISHING

Module 9

Reading Training 72
Specific information questions
Vocabulary Focus 73
Grammar 1 74
• Wishes • would (much) rather/sooner
• (would) prefer • as if / as though
• It's (high/about) time • had better
Vocabulary Building 76
Grammar 2 78
• Indirect/Reported Speech

Module 10

Reading Training 80
Deducing information
Vocabulary Focus 81
Grammar 1 82
• The subjunctive • Participles
Vocabulary Building 84
Grammar 2 86
• Inversion • Question tags
• Emphatic structures • Exclamatory structures

PRACTICE TESTS

Practice Test 1 89
Extra Practice: Grammar & Vocabulary 105
Practice Test 2 107
Extra Practice: Grammar & Vocabulary 123
Practice Test 3 125
Extra Practice: Grammar & Vocabulary 141
Practice Test 4 143
Extra Practice: Grammar & Vocabulary 159
Practice Test 5 161
Extra Practice: Grammar & Vocabulary 177
Practice Test 6 179
Extra Practice: Grammar & Vocabulary 195
Practice Test 7 197
Extra Practice: Grammar & Vocabulary 213
Practice Test 8 215
Extra Practice: Grammar & Vocabulary 231
Practice Test 9 233
Extra Practice: Grammar & Vocabulary 249
Practice Test 10 251
Extra Practice: Grammar & Vocabulary 267

SPEAKING

Introduction to Speaking 269
The ECPE Speaking Test Format 270
Model Speaking Test 272
Useful Language 275
The ECPE Speaking Rating Scale 276
Speaking Tests 278

Glossary 299

Answer Sheet 318

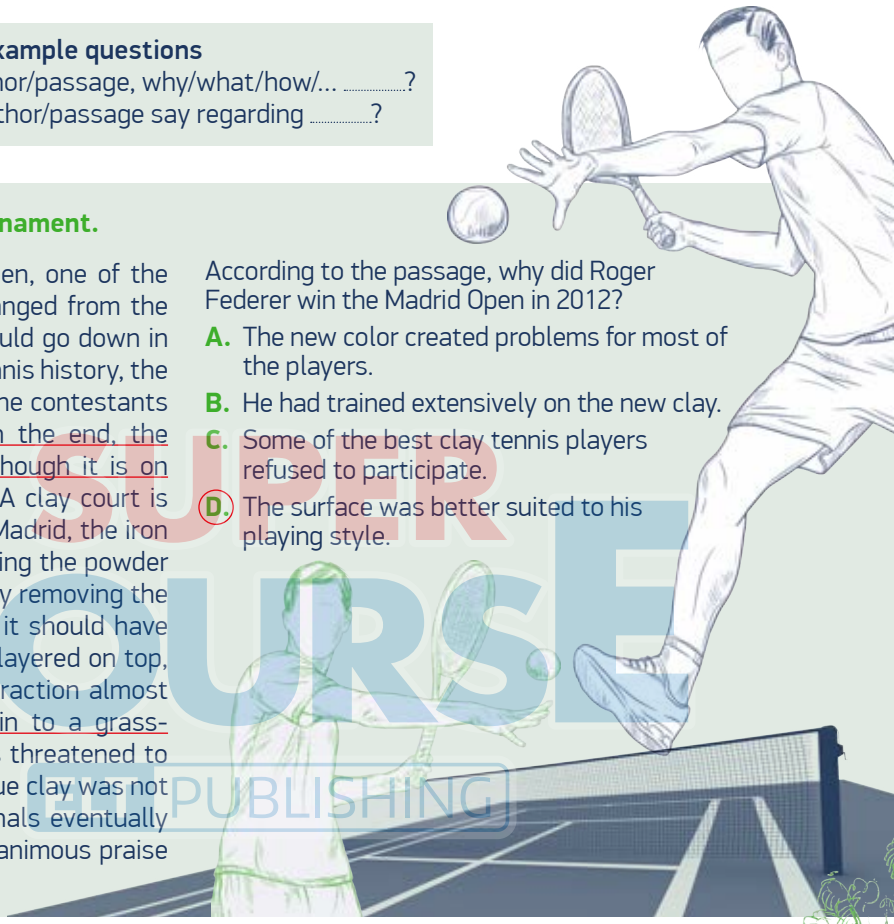
SUPER COURSE ELT PUBLISHING

READING TRAINING
Specific information questions

9

Some questions will ask you **about specific information in a paragraph or passage**. For such questions, the answer is clearly stated in a specific part of the passage, so you will be able to find and underline it. Usually, the question itself and/or the options have been paraphrased, so don't rush to choose an option simply because it includes the same words as those in the passage. You should base your choice on the meaning of what you have underlined. **Specific information questions require scanning and intensive reading.**

Example questions
According to the author/passage, why/what/how/... .....?
What does the author/passage say regarding .....?



1. This is part of a passage about a tennis tournament.

In 2012, the color of the courts at the Madrid Open, one of the biggest tennis tournaments in the world, was changed from the signature red clay to a vivid blue. This decision would go down in infamy as one of the biggest blunders in modern tennis history, the result of it being that, during the tournament, all the contestants who were experts on clay courts would lose. In the end, the championship was won by Roger Federer, even though it is on grass courts that he usually has the upper hand. A clay court is made of crushed bricks. To make the blue color in Madrid, the iron oxide that creates the red color was removed, turning the powder white. Then, a blue colorant was added. However, by removing the iron oxide, the surface became much harder than it should have been when it rained. To reduce moisture, salt was layered on top, which crystallized under the baking sun, making traction almost impossible. In essence, the new surface was akin to a grass-surfaced court. Subsequently, professional players threatened to boycott the tournament the following year if the blue clay was not replaced, and the Association of Tennis Professionals eventually banned blue clay, a decision that was met with unanimous praise by all players and industry leaders.

According to the passage, why did Roger Federer win the Madrid Open in 2012?

A. The new color created problems for most of the players.
B. He had trained extensively on the new clay.
C. Some of the best clay tennis players refused to participate.
D. The surface was better suited to his playing style.

2. This is part of a passage about an animal war.

In the Gombe Stream National Park, a war erupted like no other that had been seen before. The war was to last four years and so vicious was it that of the two communities involved, one was annihilated. Under normal circumstances, this war wouldn't have generated so much interest from the scientific world. But this was a war between chimpanzees. The larger of the two groups, the Kasakela, started invading the territory of the Kahama and first blood was drawn when six Kasakela attacked a Kahama male who was feeding in a tree. One by one, the Kahama males would be ambushed and killed and even though they tried to retaliate, no Kasakela was ever killed. Even Goliath, the amicable elder of the Kahama was not spared. These events were disturbing not only due to their violence, but also because the victims were in fact Kasakela who had splintered from the original group in order to form a new one. In effect, this war began a scientific debate on the controversial issue of whether war is an innate trait, not only of chimps, but also of their closest relative, humans.

What does the passage say regarding the relationship between the two chimpanzee communities?

A. They were tolerant of each other for four years.
B. The Kasakela were intimidated by the Kahama.
C. The chimpanzees used to belong to the same group.
D. The conflict led to the elimination of both communities.

SUPER COURSE ED PUBLISHING

VOCABULARY FOCUS

Students can refer to the passages on p. 72 for context.

1. Choose the option that is closest in meaning to the words in bold.

1. She loved her pet so much that the pain she felt after its death was **akin** to that of losing a relative.
   A. similar **B.** unbearable **C.** insignificant **D.** intense
2. In spite of their marriage ending in divorce, the couple separated on **amicable** terms.
   A. ambiguous **B.** specific **C.** financial **D.** friendly
3. I find the recent rise in the number of crimes committed by youngsters **disturbing**.
   A. obvious **B.** inevitable **C.** worrying **D.** bizarre
4. The government has said that it refuses to be **intimidated** by terrorists.
   A. compelled **B.** determined **C.** threatened **D.** condemned
5. The board of directors was **unanimous** in its decision to increase staff wages; no one had any objections.
   A. controversial **B.** unwilling **C.** incorrect **D.** united
6. With numerous casualties, the Battle of Gettysburg was the most **vicious** confrontation of the American Civil War.
   A. savage **B.** complex **C.** famous **D.** prolonged

2. Fill in with the correct form of the words given.

A. boycott - ban

1. A lot of athletes boycotted the competition last month in protest for social justice.
2. How many states have decided to ban single-use plastics in the near future?

B. annihilate - retaliate

1. Lenny is not an aggressive person, but if he feels he is being bullied, he will retaliate.
2. With so many nuclear weapons, it's a miracle we haven't annihilated the whole of humanity.

C. erupt - ambush

1. The boys ambushed their father with water guns the moment he came into the yard.
2. Fans of both football teams filled the streets after the final and violence erupted in seconds.

D. spare - splinter

1. It is not unusual for a tornado to rip one house apart but spare the house standing next to it.
2. The Green Party, which splintered from the Liberals last year, won the elections.

3. Fill in with the correct form of the words in the box.

blunder	moisture	traction	territory	signature	elimination	remove	invade

1. The old tablecloth had a huge stain, which was finally removed with a little bleach.
2. He lost control of the vehicle because the tires had no traction on the icy road.
3. A male lion will not allow another male into its territory without putting up a fight.
4. It is important that the soil keep a certain level of moisture or the plants will die.
5. The politician made a series of blunders during the interview, which cost him his career.
6. An army of Normans invaded England in 1066, changing the course of the country's history.
7. For luxury brands, creating a(n) signature piece that will be immediately recognized is a must.
8. The trapped soldiers knew they were facing total elimination if help did not come soon.

4. Rewrite the underlined parts using the phrases from the box. Make any necessary changes.

one by one	go down in infamy	in essence	have the upper hand	be met with praise

1. Fundamentally, the style of clothes that we choose to wear is a statement about who we really are.
   In essence, the style of clothes that we choose to wear is a statement about who we really are.
2. The mayor's plan to use electric cars for official business won the approval of environmentalists.
   The mayor's plan to use electric cars for official business was met with praise by environmentalists.
3. Computers may be better than humans at math, but when it comes to creativity, we have the advantage.
   Computers may be better than humans at math, but when it comes to creativity, we have the upper hand.
4. 2020 is a year that will not be remembered fondly as it was one of the most challenging periods in our lifetime.
   2020 is a year that will go down in infamy as one of the most challenging periods in our lifetime.
5. One after the other, all the neighbors were questioned by the police in the hope of finding a witness.
   One by one, all the neighbors were questioned by the police in the hope of finding a witness.

SUPER COURSE ELT PUBLISHING

GRAMMAR 1

• WISHES

To make a **wish** about the **present/future**, we use:

- **Past Simple/Continuous**
  *We wish we **had** the chance to travel more.*
  *I wish I **were coming** with you to Berlin.*
  *(We usually use **were** instead of 'was'.)*
- **would** to complain about **someone else's actions**
  *I wish Tom **wouldn't lie** all the time.*
  (**NOT** ~~*I wish I wouldn't lie all the time.*~~)
- **could + bare infinitive** to talk about something we want to do but can't
  *He wishes he **could fix** his motorbike.*

To make a **wish** or express **regret** about the **past**, we use:

- **Past Perfect Simple/Continuous**
  *They wish they **had known** about this earlier.*
  *We wish we **hadn't sold** our apartment last year.*
  *I wish I **hadn't been sleeping** when you called.*
- **could + perfect infinitive** to talk about something we wanted to do but couldn't
  *He wishes he **could have fixed** his motorbike yesterday.*

! ***If only** she were more optimistic. (If only = **I/We** wish)*

! *Mrs. Garner **wishes to see** you in her office.*
(wish to do sth = want to do sth - formal use)

! *I wish **you good luck**. (wish sb sth)*

• WOULD (MUCH) RATHER/SOONER

SAME SUBJECT	DIFFERENT SUBJECT
PRESENT/FUTURE: • *I'd rather **stay** home tonight. (bare infinitive)* • *I'd rather **not stay** home tonight.*	**PRESENT/FUTURE:** • *I'd rather **he stayed** home tonight. (Past Simple)* • *I'd rather **he didn't stay** home tonight.* • *I'd rather **he were** more responsible.* *(We usually use **were** instead of 'was'.)*
PAST: • *I'd rather **have stayed** home last night. (perfect infinitive)* • *I'd rather **not have stayed** home last night.*	**PAST:** • *I'd rather **he had stayed** home last night. (Past Perfect Simple)* • *I'd rather **he hadn't stayed** home last night.*

• (WOULD) PREFER

GENERAL USE	SPECIFIC USE
• *I prefer **burgers** to **hot dogs**. (noun to noun)* • *I prefer **walking** to **driving**. (gerund to gerund)* • *I prefer **to walk** rather than **drive**. (full inf. rather than bare inf.)*	• *I would prefer **to drive** to work today.* • *I would prefer **to drive** rather than **walk** to work today.* **BUT** *I would rather/sooner **drive** than **walk** to work today.*

• AS IF / AS THOUGH

PROBABILITY	UNREAL SITUATIONS
• *He behaves **as if** he is the boss. (he probably is)* • *The food tastes **as though** it has been cooked by a professional. (it probably was)* • *She looks **as if** she has been running all day. (she probably has)*	• *He behaves **as if** he were the boss. (but he isn't)* • *The food tastes **as though** it had been cooked by a professional. (but it wasn't)* • *She looks **as if** she had been running all day. (but she hasn't)*

• IT'S (HIGH/ABOUT) TIME

- **It's time (for sb) to do sth**
  ***It's time to go** to bed.*
  ***It's time for you to go** to bed.*
- **It's (high/about) time + Past Simple**
  ***It's time you went** to bed.*
  ***It's high/about time you went** to bed. (It should already have been done.)*

• HAD BETTER

SAME SUBJECT
PRESENT/FUTURE: • *You had better **wear** a jacket today. (bare infinitive)* • *You had better **not wear** a jacket today.*

SUPER COURSE ELT PUBLISHING

GRAMMAR 1

1. Choose the correct option.

1. Think before you act, Emma! I really wish you **had stopped** / **would stop** behaving so irrationally.
2. If only the nanny **were** / **is** here to help us with the baby now.
3. I really love the sea! I wish I **could** / **would** sail around the world in a yacht.
4. You have been very rude to me. I wish **I spoke** / **to speak** to your manager, please.
5. If only you **didn't** / **couldn't** live so far away. I miss you so much!
6. It's such a pity that our team lost. If only our opponents **didn't score** / **hadn't scored** a goal in the last minute.
7. I like my job but I wish I **didn't have** / **hadn't** to work on Saturdays!
8. The view from the top of this hill is amazing. I wish I **had brought** / **would bring** my camera.
9. I yelled at my brother the other day, but I wish I **hadn't** / **didn't**.

2. Fill in with the correct form of the verbs in brackets.

1. Your parents would sooner you hadn't lied (not lie) to them about where you went last night.
2. It's high time today's children learned (learn) the meaning of responsibility and hardship.
3. Sandra would rather not have gone (not go) to the theater yesterday as she was under the weather.
4. We'd much sooner the general secretary attended (attend) tomorrow's meeting.
5. I think it's time for the school to consider (consider) more modern educational methods.
6. Many people nowadays prefer streaming (stream) movies to seeing them at the cinema.
7. I'd rather Olivia had taken (take) a cab. She shouldn't have waited for a bus in that snow.
8. Please don't tell Amelia anything. I'd sooner she didn't know (not know) about my resignation.
9. While Johanna is at college, she'd rather not share (not share) a house with other students.
10. Brandon orders us around as if we worked (work) in his department, but we don't.
11. It's about time all members of staff realized (realize) that the company is losing profits.
12. You'd better not waste (not waste) all your allowance on gadgets this time, Josh!

3. Mark whether the sentences are correct (✓) or incorrect (✗). Write your corrections in the spaces provided.

1.	I would rather use public transportation than get stuck in traffic.	✓	
2.	Well, it's high time you've started studying for your exams.	✗	you started
3.	"Did you spend 50 dollars on a T-shirt?" "Well, I prefer quality rather than quantity."	✗	to
4.	She acts as if she had never met me before, but that's not true.	✓	
5.	We'd rather the test had been given tomorrow as no one is prepared for it today.	✗	were/was
6.	If only you listened to me when I told you how to deal with that issue.	✗	had listened
7.	Liam prefers playing computer games to watching TV.	✓	
8.	My mother-in-law had sooner live in the village alone than move downtown.	✗	would
9.	I think we had better to discuss our options before we make a decision.	✗	discuss

4. Choose the correct option.

1. If only you'd stop treating your boyfriend as if he _____ your slave. It's not right!
   A. were **C.** had been
   B. is **D.** is being
2. It is time for the government _____ attention to the youth of this country.
   A. paid **C.** had paid
   B. to pay **D.** paying
3. I would rather Lucy _____ the car tomorrow as she's not very confident driving on her own.
   A. not have taken **C.** didn't take
   B. not take **D.** won't take
4. "What are you making for dinner tonight?"
   "Actually, I'd prefer to eat out _____ at home."
   A. than to cook **C.** to cooking
   B. rather than to cook **D.** rather than cook
5. Now that Paul's renting his own place, it's about time he _____ the value of money.
   A. began appreciating **C.** is beginning to appreciate
   B. to begin appreciating **D.** begins to appreciate
6. I honestly wish I _____ at the conference, but I was quite ill on that day.
   A. would have been **C.** would be
   B. could be **D.** could have been
7. She'd much sooner _____ to the Athens office as she needs a change.
   A. she is sent **C.** be sent
   B. being sent **D.** to be sent
8. It is raining so heavily that it seems _____ the end of the world.
   A. as though it were **C.** as though it had been
   B. as if it is **D.** as if it has been

VOCABULARY BUILDING

WORDS EASILY CONFUSED

1. Fill in with the correct form of the words given.

A. tense - intense - intensive

1. Our institute is providing a(n) ..intensive.. training course for surgeons.
2. This coffee has a(n) ..intense.. flavor of ripened red berries.
3. Bianca got more and more ..tense.. as she waited for the competition results.

B. like - alike - likely

1. It's difficult for me to distinguish between the twins as they're dressed ..alike..
2. Timothy is hardworking and ambitious ..like.. his father.
3. The research team is assessing the ..likely.. consequences of this decision.

C. voyage - travel (n.) - trip

1. The *Titanic* sank on its maiden ..voyage..
2. ..Travel.. is my favorite activity because I love exploring new places.
3. Alice and Jill have been on a business ..trip.. since last Monday.

D. include - contain - consist

1. Each of these chests ..contains.. items that will help you solve the puzzles.
2. Restaurants with traditional cuisine are ..included.. in the following list.
3. The crew used to ..consist.. of twelve members and now there are eight.

PHRASAL VERBS

2. Fill in with the correct form of the phrasal verbs in the boxes.

A

FOR

call for (immediate action) require

settle for (a partial refund) accept less than what you want

(the letters EU) **stand for** (European Union) represent

AWAY

give away (a secret) reveal

(old people) **pass away** die

1. I would like to sell the car for $5,000 but I think I would ..settle for.. $4,500.
2. Nora has been admitted to college! This ..calls for.. a celebration!
3. Ben was broken-hearted after his grandma ..passed away.. unexpectedly last month.
4. I'm sorry for ..giving away.. the birthday surprise. I did it by mistake.
5. Did you know that in texting, LOL ..stands for.. "laughing out loud"?

B

INTO

come into (some money) inherit

run into (an old friend) meet sb by chance

talk (my wife) **into** (moving abroad) persuade

TO

see to (the arrangements) deal with sth

take to (getting up early) begin a habit

take to (my new coach) begin to like sb

1. Brian didn't want to join us on the trip to China but I eventually ..talked.. him ..into.. it.
2. Rachel ..ran into.. a classmate while she was shopping at the mall.
3. "The printer isn't working." "No worries, I'll ..see to.. it."
4. Recently, I've ..taken to.. swimming every morning; it makes me feel like a new person.
5. After his uncle's death last year, Sebastian ..came into.. a fortune.
6. The reason why I ..took to.. Jasmine immediately was her great sense of humor.

SUPER COURSE ELT PUBLISHING

VOCABULARY BUILDING

DERIVATIVES

3. Fill in with the correct form of the words in brackets, using the prefixes from the box.

Prefixes:
Giving words another meaning

Prefix	Meaning	Example
inter-	(between)	national > **inter**national
hyper-	(too much)	active > **hyper**active
pre-	(before)	school > **pre**school
mid-	(middle)	night > **mid**night
pro-	(in favor of)	vaccine > **pro-**vaccine
extra-	(beyond)	terrestrial > **extra**terrestrial
semi-	(half)	final > **semi**final

1. The actors sat in a(n) semicircle (circle) in front of the stage.
2. These problems must be solved as a(n) precondition (condition) for an agreement.
3. In large classes, students may not interact (act) with the teacher properly.
4. Lara and Izzy continued walking through the heat of the midday (day) sun.
5. Don't tell Sam that you didn't really like his new painting. He is hypersensitive (sensitive) to any kind of criticism.
6. Thousands of people in the streets are carrying on their pro-democracy (democracy) protests.
7. Many families lack the means to sign their children up for extracurricular (curricular) activities like sports.

IDIOMS

4. Fill in with the idioms from the box.

fair and square	high and dry	thick and thin
born and bred	tried and true	free and easy

1. Sometimes I miss the free and easy life we had in the countryside when we were young.
2. Even though we don't like the result, our opponents won the game fair and square.
3. This is a tried and true recipe for pizza dough. We've been following it for years.
4. I am a New Yorker born and bred, so I can show you places only us natives know about.
5. The tenant left us high and dry when she moved out of the apartment without any advance notice.
6. My best friend has always been with me through thick and thin. I am grateful for his support.

PREPOSITIONAL PHRASES

5. Fill in with the correct form of the prepositional phrases in the box.

to the best of one's knowledge	to an extent	to the point	to the detriment of
under no circumstances	under the impression	under consideration	under suspicion

1. Our proposal is currently under consideration. They'll let us know of their decision next week.
2. Your report is very well organized and to the point; it should be presented to the board.
3. The journalist was under the impression that the editor had read the interview before it was published.
4. To the best of my knowledge, the blue whale is the heaviest animal in the world.
5. Your essay writing has improved to an extent but you still need to develop your arguments further.
6. Certain members of staff are under suspicion of providing information to the company's rivals.
7. They cut production costs to the detriment of the quality in the final product.
8. Under no circumstances should we cancel the meeting with the investors. It's crucial that it go ahead as planned.

SUPER COURSE ELT PUBLISHING

GRAMMAR 2

• INDIRECT/REPORTED SPEECH

We use **Reported Speech** to report someone's statements, questions, commands, requests, etc.
DIRECT SPEECH: *Jane: "I saw Bill on TV."*
REPORTED SPEECH: *Jane said (that) she had seen Bill on TV.*

In Reported Speech, we change: 1) the **pronouns** and the **possessive adjectives** when necessary, 2) the **tenses** of the verbs and some **modal verbs**, and 3) some **expressions of time/place**.

! *Jane **said** (that) ...*
*Jane **said to me** (that) ...*
BUT *Jane **told me** (that) ...*

CHANGES IN REPORTED SPEECH

TENSES

Present Simple:	Past Simple
Present Continuous:	Past Continuous
Past Simple:	Past Perfect Simple
Past Continuous:	Past Perfect Continuous
Present Perfect Simple:	Past Perfect Simple
Present Perfect Continuous:	Past Perfect Continuous
Past Perfect Simple:	Past Perfect Simple
Past Perfect Continuous:	Past Perfect Continuous
am/is/are going to:	was/were going to
will (future tenses):	would

MODAL VERBS

will: would **can:** could **shall:** should **may:** might **must:** had to
! **Would**, **could**, **should**, **might** and **ought to** remain the **same**.

EXPRESSIONS OF TIME/PLACE

today:	that day
tonight:	that night
now:	then / at that time
yesterday:	the previous day / the day before
last week:	the previous week / the week before
tomorrow:	the following day / the next day
next week:	the following week / the next week
ago:	before
here:	there
this:	that/the
these:	those

! The verb **come** usually becomes **go**.

NO CHANGES IN REPORTED SPEECH

We do **NOT** change tenses, modal verbs and expressions of time/place when the **reporting verb** is in a **present** or **future tense**.
Betty: "I have been calling the restaurant to book a table since this morning."
*Betty **says** (that) she has been calling the restaurant to book a table since this morning.*

REPORTED QUESTIONS

Reporting verbs/phrases: ask (sb), wonder, want to know, etc.
FORM:
- **wh- questions: reporting verb + question word** *(what, where, who, etc.)* **+ subject + verb**
  Taylor: "Where are you going now?" ➜ *Taylor **asked me where I was going** then.* (**NOT** *... ~~where **was I going** ...~~*)
- **yes/no questions: reporting verb + if/whether + subject + verb**
  Kate: "Have you seen my wallet?" ➜ *Kate **wondered if/whether I had seen** her wallet.* (**NOT** *... ~~if/whether **had I seen** ...~~*)

! Don't forget to make the appropriate changes to pronouns, possessive adjectives, tenses, modal verbs and expressions of time/place.

REPORTED COMMANDS & REQUESTS

COMMANDS **Reporting verbs:** tell sb, order sb, command sb, instruct sb, urge sb, etc.
FORM: reporting verb + full infinitive (to do / not to do)
"Turn left at the crossroad," she instructed me. ➜ *She **instructed me to turn** left at the crossroad.*
"Don't move," the police officer ordered the suspect. ➜ *The police officer **ordered the suspect not to move**.*

REQUESTS **Reporting verbs:** ask (sb), beg (sb), plead (with sb), etc.
FORM: reporting verb + full infinitive (to do / not to do)
"Please hold this bag," the lady asked me. ➜ *The lady **asked me to hold** that bag.*
"Please, please don't tell Mom what happened," he begged us. ➜ *He **begged us not to tell** Mom what had happened.*

REPORTING VERBS

- agree, claim, demand, offer, promise, refuse, threaten **+ to do**
  *My brother **agreed to help** me with my homework.* *The kids **promised not to behave** like that again.*
- advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, urge, warn **+ sb to do**
  *The coach **urged Gina to do** her best.* *The lawyer **warned his client not to say** a word.*
- accuse sb of, admit (to), apologize for, boast about/of, complain about/of, congratulate sb on, deny, insist on, suggest, thank sb for, warn (sb) against **+ doing**
  *The man **accused the boy of breaking** his window.* *The students **complained about not having** enough free time.*
- admit, agree, boast, claim, complain, deny, exclaim, explain (to sb), promise, remind sb, state, threaten, warn **(+ that) + clause**
  *We all **admitted (that) Leo's idea was** innovative.* *The doctor **explained (that) the treatment had been** successful.*

GRAMMAR 2

1. Match to form sentences.

A

1. The captain congratulated his team	b	a.	to sue the reporter.
2. Colin firmly denied	d	b.	on winning a very tough game.
3. The lifeguard warned us	e	c.	that her neighbors were too noisy.
4. The angry politician threatened	a	d.	having any involvement in the case.
5. The woman complained	c	e.	against swimming in the ocean.

B

1. The toddler begged his mother	d	a.	to give the staff a raise.
2. Some people have accused the writer	b	b.	of lacking any imagination.
3. The regional manager promised	a	c.	to feeling hurt by what you said.
4. Lana hesitantly admitted	c	d.	to read him the story again.
5. The administration claimed	e	e.	that the factory had not polluted the river.

2. Complete the sentences using Reported Speech.

1. "The plot of this novel is too hard for me to follow," said Carina.
   Carina said (that) the plot of that novel was too hard for her to follow.
2. "I'm assisting Mr. Finley with these reports now," he said to me.
   He said to me (that) he was assisting Mr. Finley with those reports then / at that time.
3. "We're going to relax at home tonight," they told us.
   They told us (that) they were going to relax at home that night.
4. "You should stay in bed for at least a week," the doctor told Eric.
   The doctor advised Eric to stay in bed for at least a week.
5. "I'll drop the kids off at school today," she said.
   She offered to drop the kids off at school that day.
6. "Please don't be late for our appointment tomorrow," Claire said to Peter.
   Claire asked Peter not to be late for their appointment the following day / the next day.
7. "You can talk about anything you want," the psychologist told his patient.
   The psychologist encouraged his patient to talk about anything he/she wanted.

3. Complete the sentences with reported questions.

1. "What were you doing at 6 o'clock yesterday?" the detective asked the man.
   The detective asked the man what he had been doing at 6 o'clock the previous day / the day before.
2. "How can I get to the Natural History Museum from here?" Fiona asked.
   Fiona wanted to know how she could get to the Natural History Museum from there.
3. "How long do they estimate this project will take?" I wondered.
   I wondered how long they estimated that/the project would take.
4. "Have you booked the meeting room yet?" he asked his secretary.
   He asked his secretary if/whether he/she had booked the meeting room yet.

4. Choose the correct option.

1. I warned them _____ that negotiations with a small company would be easy.
   A. not to assume **C.** not assume
   B. to assume not **D.** not assuming
2. Dylan asked me whether I had picked up the dry-cleaning _____.
   A. today **C.** yesterday
   B. the next day **D.** the previous day
3. My son wondered _____ a friend on holiday with us.
   A. whether he brought **C.** if he could bring
   B. whether could he bring **D.** that he brought
4. Mrs. Watson insisted _____ my seat belt no matter how short the journey was.
   A. to wear **C.** me to wear
   B. on me wearing **D.** that I am wearing
5. I showed the sales assistant my receipt and asked _____ a full refund.
   A. her giving **C.** that I give her
   B. being given **D.** to be given
6. She boasted _____ a single game of chess to me.
   A. about not to lose **C.** that had she never lost
   B. that she had never lost **D.** to never have lost

SUPER COURSE ELI PUBLISHING

PRACTICE TEST 1

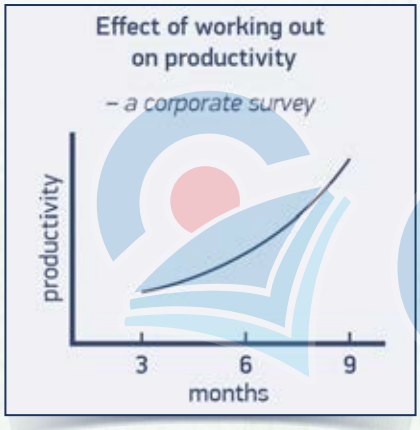
SUPER COURSE
ELT PUBLISHING

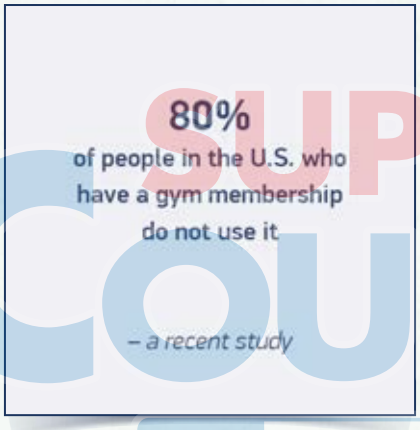
WRITING

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.
- You may use the planning area provided in this booklet, but it will not count toward your score.

Writing Prompt





SUPER COURSE
ELT PUBLISHING

Task 1: Proposal

A local company wants to install a fitness center at its main office to encourage employees to get more exercise. Some people at the company think this is not a good idea. Write a **proposal** to the president of the company evaluating the different opinions on this issue, and explain what you think about it. Include at least one piece of information given above to support your response.

Task 2: Essay

Some people believe that going to a gym is the best way to keep fit. What are the positive and negative effects of this form of exercise? 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.

TIP

As you read the task, underline key words and phrases. Doing this will help you come up with ideas and vocabulary relevant to the topic.

part 1 LISTENING

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.

1. What are the speakers discussing?
- **A.** a cookery lesson
- **B.** a romantic novel
- **C.** a film sequel
- **D.** a new restaurant

2. Why does the woman mention her friend?
- **A.** to explain why she chose dance classes
- **B.** to reveal that she has a dance partner
- **C.** to show that she has no dance experience
- **D.** to state when she joined the dance school

3. What does the man agree to do?
- **A.** order a second phone case
- **B.** change the woman's stand
- **C.** repair the woman's phone case
- **D.** order a replacement stand

4. Where can students make photocopies?
- **A.** at the bookshop and students' union
- **B.** at the coffee shop and library
- **C.** at the students' union and coffee shop
- **D.** at the library and bookshop

5. What does the woman want the man to do?
- **A.** go to her car
- **B.** call a colleague
- **C.** get cables for the projector
- **D.** arrange the refreshments

6. What can be inferred about the woman?
- **A.** She hasn't finished packing.
- **B.** She has just moved house.
- **C.** She works for the man.
- **D.** She has been promoted.

7. What seems to be the problem?
- **A.** Bob has injured his foot.
- **B.** Bob has something in his shoe.
- **C.** Bob has scratched his face.
- **D.** Bob has something in his eye.

8. Why is the man upset?
- **A.** He forgot to take something to the meeting.
- **B.** He can't enter the storeroom.
- **C.** He has misplaced his keys.
- **D.** He needs a rest.

9. What can be inferred about Marianne?
- **A.** She has always dreamed of living by the sea.
- **B.** She has just learned she is pregnant.
- **C.** She needs to move for health reasons.
- **D.** She wants a house with a beautiful view.

10. What is the man probably waiting to hear?
- **A.** if he will go on the tour
- **B.** if he can see someone
- **C.** if he will get the job
- **D.** if he can get his coat

NOTES LISTENING TRANSCRIPT

1.
W1: So, did you enjoy it?
W2: I certainly got a kick out of it. That scene where she hits the chef over the head with a frying pan was hilarious.
W1: But it was a bit slow, wasn't it? I kept waiting for something to happen ... unlike the first one.
W2: Maybe, but the focus was on the characters in this one. It showed a lot more about the relationships between the restaurant staff.

2.
M: Hi, there! Is this your first time?
W: It's that obvious, huh? I want to stay active, and my friend suggested dancing. So here I am. You?
M: Oh, I joined about a month ago. I'm James, by the way.
W: I'm Shaleen ... and that's my friend, David, waltzing away over there.
M: So, will you do me the honor of being my partner this evening, Shaleen?
W: Why, I'd be delighted, James! Thank you!

3.
W: I like your new phone case.
M: Thanks, I'm going to replace it, though. It's not the color I wanted.
W: What's that thing at the back? Is it a stand?
M: Yes, and a decent stand as well. The phone's really stable on its side, it's like a mini TV.
W: When you order the replacement, get one for me, too, will you?
M: Sure, no problem.

4.
G: Excuse me, do you know where the bookshop is? I need some photocopies.
B: Sorry, I'm new around here, too. I have a campus map, though. They're giving them away at the coffee shop.
G: Does it show where it is? I've heard it's next to the library.
B: I can't see it, but the library is this building here. I've heard the students' union also makes photocopies.
G: Oh, that's good to know.

5.
W: Oh, Clive. I'm glad you're here early. I need to get the handouts from my car, and I haven't set up the projector yet.
M: I can do that.
W: Actually, could you get hold of Jean? You have her number. She's upstairs somewhere ... checking on the refreshments. She knows which cables to use.
M: Sure.
W: Thanks. I'll get the handouts and I'll be right back.

6.
W: Just put it down there, will you?
M: There you go. Want me to set it up?
W: Please, and can you sort out my phone line?
M: Sure. There's still a few more boxes to bring up from downstairs, and the name tag on the door to change ... and you're all set. Sales Director! Wow! Who would have guessed?
W: Thanks, Judd. Now, could you bring me a coffee?

7.
W: Hold still, will you? Let me have a look.
M: Sure, but you're standing on my foot! Can you see anything?
W: No. Look up. Now down.
M: Ouch! It's scratching the surface! It must be a piece of dirt or something.
W: Try splashing some water over your face with your eye open. You really should wear protective goggles next time, Bob.

8.
M: I had a meeting with Mr. Norris first thing, and I took them with me because I unlocked the storeroom after the meeting. I picked up the supplies I needed and I came back here.
W: You're sure you didn't stop off anywhere? At the canteen, or the restroom, maybe?
M: Come to think of it, I did use the restroom at some point.

9.
W1: Did you see the photos I sent you?
W2: Sure did. I liked the house with the view of the bay.
W1: Thought you would. A bit small though. What did you think of the brownstone?
W2: Too big. And it's not like you've got kids, is it?
W1: Actually, I just got a call from Dr. Stevenson about that.
W2: Marianne! Are you saying what I think you're saying?

10.
W: So, that's the grand tour. I think I've shown you everything. Do you have any questions?
M: Only ... well, when do you think I'll know?
W: Sometime next week. They have several candidates to see, and they'll probably make their final decision this weekend.
M: OK. I'll keep my fingers crossed. Er, I just need to get my coat.
W: Of course. This way.

SUPER COURSE PUBLISHING

LISTENING part 1

11. Why will the woman drive to Des Moines?
- **A.** She doesn't like flying.
- **B.** She has just missed the bus.
- **C.** She can't afford the plane ticket.
- **D.** She is in a hurry.

12. What will the woman probably do?
- **A.** demand a refund
- **B.** send the order back
- **C.** ask for a different color
- **D.** keep the shoes

13. Whose article does the professor say is essential reading?
- **A.** Santini's
- **B.** Dubrovsky's
- **C.** Green's
- **D.** MacDonald's

14. How does the woman feel?
- **A.** disappointed that the agreement fell through
- **B.** optimistic that the man will solve the problem
- **C.** confused as to how to proceed
- **D.** upset about the man's attitude

15. What does the man decide to do?
- **A.** violate his company's protocol
- **B.** wait for Bret to arrive
- **C.** give the woman a price reduction
- **D.** come back in the afternoon

16. What does the man imply about the woman?
- **A.** She often skips work.
- **B.** She often has car trouble.
- **C.** She is often late for work.
- **D.** She often gets to bed late.

17. What happened to the woman?
- **A.** She was fired from her job.
- **B.** Her performance did not go well.
- **C.** A colleague shouted at her.
- **D.** Her anxiety got the better of her.

18. What will the speakers probably order?
- **A.** baked clams
- **B.** grilled prawns
- **C.** boiled shellfish
- **D.** steamed salmon

19. What does the woman suggest about the man?
- **A.** He struggles to make up his mind.
- **B.** He does little ironing.
- **C.** He is too sentimental.
- **D.** He should get a new iron.

20. What does the man tell Danny to do?
- **A.** to make more informed decisions
- **B.** to search for the missing parts
- **C.** to ask Naomi for advice
- **D.** to replace what he discarded

NOTES LISTENING TRANSCRIPT

11.
M: The quickest way to Des Moines? By plane, for sure. Takes around an hour, but the next flight is tomorrow.
W: Hmm, that won't work. Is there a bus?
M: Yes, at 7 o'clock this evening ... ah gets there just before midnight. Your other option is to hire a car. Takes around 4 hours.
W: Looks like that's my best bet, then.

12.
M: Jodie! Your parcel's here.
W: Finally! I've been waiting for these shoes. Oh, no! They're the wrong color! This is the second time they've got the order wrong.
M: So, send them back.
W: What, and see what else they can mess up? Thanks, but no thanks! On second thought, they actually look pretty good in red.

13.
B: I won't get through all these articles, Professor. I'm really behind after the accident.
M: I understand. Look, ignore the one by Santini. We'll be studying that later in the course, but Dubrovsky's a must.
B: OK, I've read Green's, but it wasn't that helpful. What about the one by MacDonald?
M: If you have the time. That's basically background reading.
B: That makes things easier. Thanks, Professor.

14.
M: Did they say why they pulled out of the deal?
W: It doesn't make any sense. According to Ackerman, we failed to respond to their queries, and didn't address most of their issues.
M: No way! I answered their every question, and even went over there to show them how to install everything. Come on! They should be thankful!
W: Well, I'd better do something about it. They're important clients, so set up a meeting with them for tomorrow.

15.
W: Morning, Rick. Just leave it on the counter, please.
M: Um, this one's cash on delivery, actually. It's 32.50.
W: Oh, shoot! Bret's not here right now.
M: So, do I bring it later ... or tomorrow, maybe?
W: We've been expecting it all morning. Is there anything we can do?
M: Er, I guess I can turn a blind eye this time. I'll drop by for payment tomorrow.

16.
M: Ah! You finally made it in! What happened this time? Stuck in traffic on the highway again?
W: Enough with the sarcasm already! My car wouldn't start.
M: You don't say! Didn't it want to get out of bed, either?
W: For your information, I was ready at 7.30, but the battery was dead.
M: Well. It's not me you have to convince. Alex wants to see you.

17.
W: I tell you, it's the last time I'm taking it from him.
M: C'mon, Lisa! You know how he is before a presentation. He was just letting off steam.
W: But I'm always in the firing line. I get anxious before we go on stage, too, you know, but you don't see me yelling at everyone and falling apart! If he does it again, I'm outta here.
M: Don't be like that. He needs you! We all need you!

18.
M: I think I'll have the baked clams.
W: Are you sure about that, Harry? You know the doctor told you to stay off the shellfish.
M: In that case, the grilled prawns.
W: That's no better! How about the steamed salmon?
M: Boiled fish ... sounds delicious.
W: Come on. It comes with a lemon sauce. Tell you what, I'll join you!

19.
W: Are you still looking for an iron?
M: Yes, and I don't know what kind to get. There are cordless ones, steam irons, ones with ceramic plates ...
W: Some are pretty expensive, too. But you only need one for your T-shirts and shorts. After all, all your work gear goes to the cleaner's.
M: True.
W: Look, I was thinking of getting a new one, so you can have mine.
M: Aw, a memento! That'd be great!

20.
M1: What happened to the blue plastic components that were holding everything together?
M2: I threw them out. Naomi said they were toxic and harmful.
M1: What? No, they're not toxic. That's just an old wives' tale! You know, it wouldn't hurt to ask for advice once in a while, Danny ... or do more research.
M2: Um ... sorry.

part 2 LISTENING

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.

Now you will hear the first talk. Look at the questions.
Listen to a company CEO making a speech.

21. What is the main purpose of the speech?
- **A.** to celebrate the company's twenty-fifth anniversary
- **B.** to recognize the achievements of the company's workforce
- **C.** to mark the opening of the company's new building
- **D.** to review the company's performance record

22. What can be inferred about Art?
- **A.** He's the speaker's business partner.
- **B.** He's a former classmate of the speaker's.
- **C.** He's a friend of the speaker's father.
- **D.** He's the speaker's younger brother.

23. What does the speaker say about his father?
- **A.** He had a modest upbringing.
- **B.** He set up the company.
- **C.** He bought the speaker his first car.
- **D.** He was extremely supportive.

24. What triggered the company's success?
- **A.** acquiring their first patent
- **B.** moving to their premises on Main
- **C.** hiring their first employees
- **D.** developing their second receiver

25. Why does the speaker mention a fire?
- **A.** to explain how the company managed to survive
- **B.** to give an example of a problem the company faced
- **C.** to show a major risk of running an electronics company
- **D.** to illustrate the dangers of expanding too quickly

26. What will the audience probably do next?
- **A.** have something to eat
- **B.** watch a presentation
- **C.** take a tour of the premises
- **D.** attend a dedication ceremony

NOTES LISTENING TRANSCRIPT

M: (21)Today is a celebration of more than just a building. It's a celebration of achievement, growth and collaboration. Looking around at you all, I can see business partners, suppliers, loyal customers, as well as members of our team. Together, you all make it work. It's thanks to each and every one of you that we stand here today.

(22)TC Electronics started out modestly twenty-five years ago in my father's garage ... with myself and Art ... remember, buddy? ... tinkering with wires and soldering irons. As our projects grew, my dad's old Buick got relegated to the driveway and was left to the mercy of the elements. And I don't think he ever forgave me for that! (23)Seriously, though, without his invaluable help and encouragement, we'd never have gotten off the ground. Then, we got our first patent for the TC1 receiver, which meant we could upgrade to our first shop on Main and hire some employees.

(24)As demand grew for the TC1, we slowly expanded the business, and at the same time, developed the TC2 receiver, after which things really took off. Through a lot of hard work, we soon built up a network of suppliers and customers, many of whom are still with us today ... and this, (25)despite several setbacks over the years. The worst, of course, came two years ago when our main plant caught fire.

(21)Nevertheless, we managed to rebuild out of the ashes, and the result can be seen behind me. So, it gives me great pleasure to dedicate this, the new home of TC Electronics, to all of you. (26)Now, I'm sure you're all as hungry as I am, so we'll head for the cafeteria first, where a buffet has been laid out for us.

TIP

Take advantage of the time given at the beginning of the recording to read the questions and underline key words. This will help you get an idea of what to look out for while you're listening. Don't waste your time trying to read all the options.

SUPER COURSE ELT PUBLISHING

LISTENING part 2

Now you will hear the second talk. Look at the questions.
Listen to a tutor at a craft workshop.

27. What does the speaker say about indigo?
- **A.** It is a plant-based dye.
- **B.** It is still produced in India.
- **C.** It is hard to come by.
- **D.** It is no longer valuable.

28. What is in the first bucket?
- **A.** natural fibers
- **B.** saline solution
- **C.** pieces of linen
- **D.** indigo dye

29. Regarding the pieces of linen, what most probably surprises the audience?
- **A.** the length of time they take to dry
- **B.** the initial color on removal from the bucket
- **C.** the amount of stirring required for the dye to take
- **D.** the speed at which they absorb the dye

30. What does the speaker suggest about the saline solution?
- **A.** It cleans the cloth.
- **B.** It softens the cloth.
- **C.** It fades the color.
- **D.** It fixes the dye.

31. What will the audience wash?
- **A.** the jeans
- **B.** the aprons
- **C.** the T-shirts
- **D.** the gloves

32. What is the speaker's main aim?
- **A.** to explain the history of indigo dye
- **B.** to show how to prepare indigo dye
- **C.** to reveal an alternative to indigo dye
- **D.** to demonstrate how to use indigo dye

NOTES LISTENING TRANSCRIPT

W: So, our dye today is indigo. (27)It comes from the indigo plant ... quite common here in the south. The leaves are mixed with water, and the dye particles eventually sink to the bottom. If you take them out and dry them in the sun, they form a cake of dark blue powder, like this one here. Indigo's been used for thousands of years, and in India, it was so valuable that it was known as 'blue gold'.

Now, I've got 3 buckets here. I'm using pieces of linen, but any natural fiber will do. I'm going to drop these 3 pieces into bucket number 2 and stir them around for a few seconds. When we do this together later, we'll stir it more and let the material soak for much longer. (28)The other bucket also has indigo dye in it, but it's a weaker mix. In the third bucket there's a saline solution. (29)OK, now, look carefully when I take the pieces out ... not at all what you expected, is it? Until it's dried and fixed, indigo is green. Weird, huh?

Let me dry them under this infrared light ... there ... can you see this one has started to turn blue? And let's take a look at the other two. Look ... the longer you leave them, the darker they get. This one is like the color of a pair of jeans now. In fact, denim was originally colored with indigo. Look how dark the last one is getting ... it's almost black. (30)Now, to make the dye more permanent and ensure the color keeps, I'll add the saline solution to the dyes.

While I do this, you guys get kitted out. Aprons here, gloves on the benches, and I see (31)you've all brought a plain white T-shirt. Good. Alright then, (31)let's start by washing it, or the dye won't take.

TIP

Make sure you read the orientation statement. This will give you an idea about the topic discussed in the recording.

SUPER COURSE ELT PUBLISHING

part 2 LISTENING

Now you will hear the third talk. Look at the questions.
Listen to an artist talking on a radio show about the beginning of her career.

33. Who is the radio show most probably targeting?
- **A.** art critics
- **B.** museum curators
- **C.** art lovers
- **D.** famous painters

34. What does the speaker state that nine-year-old children like to do?
- **A.** visit museums
- **B.** go on family vacations
- **C.** create art
- **D.** watch cartoons

35. What does the speaker say about the National Gallery of Modern Art?
- **A.** It is an impressive sight to see.
- **B.** It hosts over 5,000 paintings.
- **C.** It has no temporary exhibits.
- **D.** Its gift shop has a terrace.

36. How did the speaker feel when she got her gifts for her tenth birthday?
- **A.** surprised
- **B.** elated
- **C.** content
- **D.** determined

37. What is the speaker going to do next?
- **A.** make a phone call
- **B.** answer callers' questions
- **C.** introduce an aspiring artist
- **D.** discuss a painting workshop

38. What does the speaker mean when she says: 🔊
- **A.** She wants to paint for years to come.
- **B.** She enjoys listening to art discussions.
- **C.** She likes long gallery visits.
- **D.** She loves talking about art.

NOTES LISTENING TRANSCRIPT

W: Hello! (33)It's an honor to be on your show and to offer our fellow enthusiasts a glimpse at how my fascination for art began.

Ever since I was young, I've been in awe of those who created astounding art. The first time my parents took me to view paintings and sculptures, we were in Rome. I was nine back then and loved going on vacation with my parents. (34)Ordinarily, children that age love binging on cartoons, my daughter included. But not me!

Those who've been to Italy know there's an abundance of museums and art galleries there. You're so spoiled for choice! During our stay, my parents and I visited many fascinating exhibits. My favorite place, though, was the National Gallery of Modern Art. Its permanent exhibitions are housed in grand halls ... and let me tell you something, (35)the building itself is an absolute masterpiece. Over 5,000 paintings and sculptures are hosted there, including pieces by renowned artists such as Monet and Van Gogh. I recall buying a poster of Van Gogh's *Café Terrace at Night* from the gift shop ... never had I seen such an exquisite thing! I told my parents I wanted to paint like that, too.

Turning ten shortly after returning home from vacation, I was asked what I wanted for my birthday. I exclaimed, "A box of paints and a canvas!" I received a lovely set of acrylics, a canvas and an easel. (36)I was over the moon! It was then when I began spending hours in our garden painting. This month marks my 20th year of painting professionally, and I hope to be able to paint for many more.

Well, (38)I could prattle on about art forever. (37)But I think it's time to address queries your listeners may have. Shall we take a call?

TIP

Pay attention to the speaker's tone of voice. It might convey relevant information about their intentions, feelings or attitudes, which could help you answer a particular question.

SUPER COURSE ELT PUBLISHING

LISTENING part 3

In this part, you will hear two segments from a radio program. After each segment, you will hear six questions about it. Before each segment begins, you will have time to preview the questions that are printed in the test booklet. You will hear each segment twice. Then you will hear the questions once. If you want to, you may take notes in your booklet as you listen. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, or C.

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

39. What does the reporter say causes a meteor shower?
- **A.** friction from spacecraft as they come back to Earth
- **B.** streams of particles entering the atmosphere
- **C.** debris traveling across outer space

40. What does Dr. Cooper say about meteor showers?
- **A.** They are composed mainly of sand and dust.
- **B.** They travel at extremely high speeds.
- **C.** Most of them fail to get through the atmosphere.

41. Why does Dr. Cooper mention comets?
- **A.** to explain the origin of most meteor showers
- **B.** to give an example of a shooting star
- **C.** to talk about the intense heat debris generates

42. What does Dr. Roscoe say about meteor showers?
- **A.** The particles in a shower are actually cubes of ice.
- **B.** The meteoroids travel parallel to one another.
- **C.** They occur when the Earth is closest to the Sun.

43. According to Dr. Roscoe, when does a meteor storm occur?
- **A.** every November
- **B.** every few years
- **C.** every August

44. What is the purpose of this report?
- **A.** to discuss the meteor shower phenomenon
- **B.** to explain shooting stars and meteor storms
- **C.** to compare the Perseid and Leonid meteor showers

TIP

You will hear Part 3 twice, so don't worry if you don't manage to answer all the questions the first time. Use the second time to answer any remaining questions, as well as check those you answered the first time.

NOTES **LISTENING TRANSCRIPT**

M1: Falling stars. Their sudden appearance as they blaze across the sky always extracts gasps of excitement. (44)There are several times of the year when these rare occurrences are more common and take the form of meteor showers. For more on these celestial events, here is science reporter Michelle Havens.

W1: (39)Meteor showers are caused by streams of matter, which enter the Earth's atmosphere. This debris generates as much friction as de-orbiting spacecraft do during their re-entry, creating the trails of flame we see rocketing across the sky ... thus the term 'shooting stars'. With me today are Dr. Rod Cooper, professor of astronomy, and astrophysicist Dr. Caitlin Roscoe. Dr. Cooper, tell us a little more about what constitutes a meteor.

M2: Well, Michelle, in some cases, they are no more than grains of sand. However, some are pieces of space rock ... more formally known as meteoroids. (40)Very few of these actually reach the ground ... most just burn up in the Earth's atmosphere, vaporized by their own inferno of heat. But a meteor shower is a lot more than just a shooting star. (41)Usually, it signifies that our planet's orbit around the Sun has intersected with the tail of a comet, and the shower is created by the debris the comet itself gives off.

W1: Interesting. I had no idea that comets came into the picture. Dr. Roscoe, how and why does this occur?

W2: Actually, it's a bit technical, and speculation still exists ... but mainly, some of it is rock and ice that break off from the comet as it sails through space. This usually occurs as the comet approaches the Sun, which causes the melting of ice that has formed on the comet. So the comet gives off this dust trail, so to speak, and when the Earth's orbit passes through it, we get meteor showers. (42)The particles in the meteor shower all travel at the same velocity and in parallel paths to each other, so when they interact with the Earth's atmosphere, it looks as if they ... um, the meteoroids, come from the same point in the sky. This is what observers on the ground see.

W1: And when would you say is the best time to see such events, Dr. Cooper?

M2: Two major events are the Perseid meteor shower, occurring in August, and the Leonid meteor shower, in November. Depending on the intensity of the showers, sky watchers can generally observe anywhere from one meteor a minute to a hundred a minute.

W1: Wow! That many? How do the Perseid and Leonid showers compare?

W2: The most spectacular is the Leonid. (43)It produces not only meteor showers, but in some years, meteor storms. When this occurs, several thousand meteoroids blaze across the sky in a very short amount of time, but (43)this only happens every few years or so. I'd say the Perseid meteor showers are a bit more regular in intensity from year to year than the Leonid showers. But when Leonid flares up, it's really something!

SUPER COURSE ELT PUBLISHING

part 3 LISTENING

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

45. What was Ross' parents' initial reaction to their son's story?
- **A.** They considered it trivial.
- **B.** They became worried.
- **C.** They were intrigued.

46. What does Dr. Richards say about sleep science?
- **A.** It is a new branch of psychology.
- **B.** It treats a number of sleep disorders.
- **C.** It has few tools available.

47. According to Dr. Richards, what is a characteristic of lucid dreaming?
- **A.** the ability to dream while awake
- **B.** the ability to dream at will
- **C.** the ability to shape one's dreams

48. What is mentioned about the causes of sleep paralysis?
- **A.** It probably runs in the family.
- **B.** Its causes are yet unidentified.
- **C.** It is triggered by high stress levels.

49. What does Dr. Richards imply about the manifestations of sleep paralysis?
- **A.** They are limited to certain areas of the world.
- **B.** They are considered life threatening.
- **C.** They are culturally dependent.

50. What is the main purpose of the report?
- **A.** to describe an uncommon sleep disorder
- **B.** to analyze how sleep research is conducted
- **C.** to explain a harmless sleep condition

NOTES LISTENING TRANSCRIPT

W1: Stories of ghosts have circulated for centuries, and claims of alien abductions have been recorded and investigated ever since they were first made back in the 1960s. Now, science may well have the answer to what lies behind these stories. Josh Abrams has the story.

M: (45)When Ross, a 16-year-old boy, woke up screaming that he had been abducted by aliens, his parents dismissed it and put it down to his overactive imagination. However, it happened again, less than a week later, so Ross' parents wanted an explanation. Dr. Julia Richards heard what had happened, and she immediately connected the dots. We have her in the studio today. Thanks for coming, Dr. Richards.

W2: It's a pleasure to be here.

M: Dr. Richards, which field of psychology do you specialize in?

W2: I'm a sleep scientist ... basically I research how sleep affects our health and well-being.

M: And how is this done?

W2: (46)In my field we research a wide variety of sleep disorders, um, sleep apnea, restless leg syndrome, insomnia, to name but a few, using the tools at our disposal, such as a variety of sleep trackers. (46)Then, we treat these disorders, depending on the diagnosis.

M: (50)So, do you have any idea what happened to Ross?

W2: (50)Yes. In my opinion, it's a case of sleep paralysis, an innocent sleep condition. Sleep studies indicate that it's a brain glitch causing wakefulness to interfere with REM sleep. During REM sleep, which occurs about 90 minutes after falling asleep, we have dreams which are intense and realistic. What happens during sleep paralysis is that our brain inadvertently wakes us up. So, while we're awake, we see these dreams come alive before our eyes and we're unable to move or speak.

M: Is sleep paralysis a type of lucid dreaming?

W2: Not at all. Lucid dreaming happens during sleep. (47)The dreamer is aware that they are dreaming and can even gain control over the dream itself. In many cultures, cultivating the dreamer's ability to be aware that they are dreaming is central. In sleep paralysis, however, the subject is awake but unaware that they're dreaming.

M: And you say that sleep paralysis is nothing to be worried about.

W2: No, it isn't, and there are no studies linking sleep paralysis to underlying psychiatric problems. Then again, it's still a poorly studied area ... even though around 30% of the population may have experienced it at least once, and more rarely, as in Ross' case, twice.

M: But what triggers it? Um, does gender play a role?

W2: No, it seems to affect men and women equally, often in the teen years ... but (48)there are strong indicators that it's hereditary. And it's unclear whether stress related issues contribute to this condition.

M: So, Ross was probably just seeing a dream about aliens at the time.

W2: Well, it could have been about aliens or something entirely different, but his interpretation of it was that aliens were involved. The first clinical description of sleep paralysis was perhaps in 1664 by a Dutch physician, and there is evidence of it in ancient texts from different parts of the world. (49)In modern America, its manifestations are more likely to be aliens; in Italy they are referred to as Pandafeche, a terrifying witch or catlike creature; in Egypt they are called jinn, creatures made of fire; and in Southeast Asia, dab tsog, an evil spirit.

M: I see. Chilling stuff ... back to you, Carol.

SUPER COURSE ELT PUBLISHING

51. _____ restaurant should be fine for the event, as long as they cater for vegetarians.
A. Both
B. Neither
C. Either of the
D. Either

52. As the Christmas season approaches, the store is getting _____.
A. busier and busier
B. more and more busier
C. busiest and busiest
D. much more busier

53. The documentary we saw last night was so heartbreaking that we couldn't help _____.
A. but crying
B. to cry
C. to crying
D. but cry

54. Almost every household appliance uses some amount of electricity, _____ how small.
A. no matter
B. however
C. despite
D. nevertheless

55. Our national team's humiliating loss last week is not something one _____, is it?
A. easily can forget
B. can easily forget
C. easily has forgotten
D. has easily forgotten

56. "I'm tired of taking the bus to work every day."
"I wish I had a car _____ give you a ride."
A. that I could
B. so as that I can
C. so that I can
D. so that I could

57. They will have to find another conference room as this one is nowhere near _____ for all the guests.
A. so big
B. as big
C. too big
D. big enough

58. The major drawback of credit cards _____ thoroughly during the economic forum.
A. were being discussed
B. were discussed
C. was discussing
D. was discussed

59. The psychologist concluded that _____ most is a calm environment.
A. what babies need
B. babies are needing
C. needing babies
D. babies need

60. I am going to find out the truth sooner or later, so you _____ tell me what really happened now.
A. might as well
B. could have well
C. may well
D. could very well

61. Would you believe that every piece of wood _____ in this house was cut by hand?
A. is used
B. used
C. that used
D. use

62. If Mary _____ this semester, she will be able to pass all her classes.
A. would decide discipline herself
B. will decide disciplining herself
C. decides to discipline herself
D. decided disciplining herself

63. It's about time Jonathan _____ life after everything he's been through.
A. starts to enjoy
B. started enjoying
C. to start enjoying
D. is starting to enjoy

64. The victim is thought _____ by his attacker for over a mile.
A. to have been chased
B. to have been chasing
C. that he had been chased
D. that he was chasing

65. Those files are private and confidential so you _____ touch them.
A. would sooner not
B. had rather not
C. had better not
D. would not prefer

66. Our political leaders have stated _____ that they will not tolerate any foreign interference.
A. many a time
B. many times again
C. that many times
D. time again

SUPER COURSE ELT PUBLISHING

cloze

This passage is about Gough Island.

Gough Island is the perfect place for sea birds to __(67)__ their young. It is one of the most remote places in the South Atlantic, and its ecosystem is ideal for over 24 bird species that breed there. But the island is not __(68)__ unspoiled. In the mid-19th century, when sailors came ashore, a few tiny house mice scurried off the ships with them and __(69)__ Gough Island their home.

The absence of predators that once enabled sea birds to __(70)__ on the island has also allowed the mouse __(71)__ to soar. To make matters worse, the mice have evolved quickly, growing to three times __(72)__ and developing a taste for bird chicks. The giant mice gnaw through the nests and attack the helpless offspring, __(73)__ parents are unable to fight them off as they have __(74)__ predators.

If left unchecked, the mice are extremely __(75)__ to bring several of these rare bird species to extinction. Therefore, the island's authorities have set __(76)__ millions of pounds to fund a restoration project which will attempt to rid the island of these rodents.

TIP

Make sure you read the orientation statement. This will give you an idea about the topic of the passage.

67.	**A.** grow	**C.** raise
	B. attend	**D.** breed
68.	**A.** nearly	**C.** only
	B. completely	**D.** hardly
69.	**A.** found	**C.** gave
	B. brought	**D.** made
70.	**A.** thrive	**C.** establish
	B. inhabit	**D.** boost
71.	**A.** total	**C.** amount
	B. volume	**D.** population
72.	**A.** their size usually	**C.** than their usual size
	B. usually their size	**D.** their usual size
73.	**A.** whose	**C.** thus
	B. but	**D.** their
74.	**A.** this connection with	**C.** some problems with
	B. lots of knowledge about	**D.** no experience of
75.	**A.** likely	**C.** suitable
	B. probable	**D.** capable
76.	**A.** back	**C.** aside
	B. off	**D.** down

SUPER COURSE ELT PUBLISHING

READING — cloze

This passage is about nutrition.

What Westerners eat is a topic that should not be taken **(77)**. Studies on obesity in Europe and the United States have found that the rate of obesity among adults has **(78)** than doubled since 1980. Furthermore, the obesity rate among children, **(79)** those as young as three, has also risen alarmingly.

This obesity 'epidemic' has been accompanied by an increased **(80)** on healthy eating and lifestyle choices. Nutrition education has been making its way more and more into the public domain. Articles in the press and online, commercials on television and discussions in school classrooms are just **(81)** of the ways that government authorities and health educators are raising **(82)** among the general public.

However, this fight to educate the public about healthy lifestyle choices can get bogged down in the wealth of unhealthy products we encounter every day. **(83)** are we surrounded by unhealthy foods, but we are also bombarded with unhealthy messages about food. We may not **(84)** close attention to billboards showing happy models drinking creamy coffees, or commercials **(85)** which sports fans are watching a game while eating a bucket of deep-fried chicken. Nevertheless, **(86)** an impact on what we believe we should be eating.

77. **A.** equally **C.** evenly
B. lightly **D.** moderately

78. **A.** other **C.** further
B. more **D.** rather

79. **A.** even **C.** with
B. as **D.** of

80. **A.** interest **C.** target
B. attention **D.** focus

81. **A.** all **C.** some
B. few **D.** one

82. **A.** development **C.** beliefs
B. health **D.** awareness

83. **A.** So long **C.** All the time
B. Not only **D.** How often

84. **A.** pay **C.** give
B. show **D.** take

85. **A.** with **C.** in
B. through **D.** to

86. **A.** they do have certainly **C.** do they certainly have
B. certainly do they have **D.** they certainly do have

SUPER COURSE ELT PUBLISHING

87. The governor has pledged to _____ funds and resources more effectively.
- **A.** delegate *αναθέτω (ευθύνες/καθήκοντα) / αντιπρόσωπος*
- **B.** allocate *κατανέμω, διαθέτω (πόρους/χρόνο)*
- **C.** scatter *διασκορπίζω*
- **D.** diffuse *διαχέω, διασκορπίζω*

88. We are pleased to inform you that an updated version of the company's best-selling product is now _____.
- **A.** on edge *«στην τσίτα», με τεντωμένα νεύρα*
- **B.** the last straw *η σταγόνα που ξεχείλισε το ποτήρι*
- **C.** in the pipeline *(be ~) έχω δρομολογηθεί*
- **D.** on the ball *σε εγρήγορση*

89. If this storm _____, the boat won't be able to set sail.
- **A.** persists *επιμένω, συνεχίζω*
- **B.** pervades *διαπερνώ, εξαπλώνομαι σε*
- **C.** perpetuates *διαιωνίζω*
- **D.** perseveres *επιμένω, δεν εγκαταλείπω (την προσπάθεια)*

90. These two studies on the benefits of wind farms are in direct _____ with each other.
- **A.** reaction *(~ το) αντίδραση σε*
- **B.** conflict *(in ~ with) σε αντίθεση/διαφωνία με*
- **C.** resistance *(~ το) αντίσταση σε*
- **D.** debate *αντιπαράθεση (απόψεων), συζήτηση*

91. The professor praised Ronald for submitting such _____ researched paper.
- **A.** an excessively *υπερβολικά*
- **B.** a meticulously *σχολαστικά, διεξοδικά*
- **C.** a frantically *μανιωδώς, έξαλλα*
- **D.** a rigidly *αυστηρά, σκληρά*

92. Since it was dark at the time of the break-in, the eyewitness could not possibly have _____ what type of vehicle the robbers were driving.
- **A.** watched out *Πρόσεχε! / (~ for) έχω τον νου μου για/σε*
- **B.** brought out *αναδεικνύω, τονίζω / παράγω (ως εταιρεία)*
- **C.** looked out *Πρόσεχε! / (~ for) έχω τον νου μου για/σε*
- **D.** made out *βλέπω/ακούω καθαρά, διακρίνω*

93. The _____ of the severe economic crisis are still being felt throughout the nation.
- **A.** remains *(pl.) απομεινάρια, ερείπια*
- **B.** recessions *ύφεση / υποχώρηση*
- **C.** regressions *οπισθοδρόμηση, υποτροπή*
- **D.** repercussions *επίπτωση, αντίκτυπος*

94. The dancers moved in perfect _____, greatly impressing the judges.
- **A.** unison *(in ~) συγχρονισμένα (για κίνηση) / με μια φωνή*
- **B.** composition *σύνθεση, σύσταση / έκθεση ιδεών*
- **C.** accord *(in ~) σε συμφωνία*
- **D.** tandem *(in ~) παράλληλα, μαζί*

95. When the reporters asked the mayor where exactly the new power plant would be built, he became _____.
- **A.** negligible *αμελητέος, εντελώς ασήμαντος*
- **B.** elusive *άπιαστος, απατηλός / δυσνόητος*
- **C.** evasive *που υπεκφεύγει, μυστικοπαθής / ακαθόριστος, ασαφής*
- **D.** treacherous *ύπουλος, δόλιος*

96. The increase in taxation announced this morning is bound to have a _____ impact on small businesses.
- **A.** rigorous *αυστηρός / σχολαστικός*
- **B.** receptive *δεκτικός, ανοιχτός*
- **C.** vigorous *δραστήριος, ενεργητικός / έντονος*
- **D.** detrimental *καταστροφικός, βλαβερός*

97. The artwork on display had such depth of meaning that we sat in front of it for hours, _____ what it signified.
- **A.** intimidating *εκφοβίζω*
- **B.** contemplating *σκέφτομαι, συλλογίζομαι*
- **C.** accentuating *τονίζω, δίνω έμφαση*
- **D.** manipulating *χειρίζομαι / χειραγωγώ*

98. Although Jen bought her car over twenty years ago, she has kept it in _____ condition and she has it serviced regularly.
- **A.** immobile *ακίνητος, ακινητοποιημένος*
- **B.** impetuous *παρορμητικός, απερίσκεπτος*
- **C.** immaculate *άψογος*
- **D.** imminent *επικείμενος, που πρόκειται να συμβεί*

99. By being _____ and shopping wisely, he was able to provide for his family despite his low income.
- **A.** destitute *άπορος, πάμφτωχος*
- **B.** prosperous *εύπορος, ευκατάστατος*
- **C.** discreet *διακριτικός*
- **D.** thrifty *οικονόμος*

100. I was looking for my notebook in my desk drawers when I got _____ by some old photographs of my grandparents.
- **A.** deflected *εκτρέπω / αποφεύγω*
- **B.** sidetracked *αποσυντονίζω, αποπροσανατολίζω*
- **C.** procrastinated *χρονοτριβώ, αναβάλλω συνεχώς*
- **D.** deviated *παρεκκλίνω, εκτρέπομαι*

101. Tim came up with a barrage of excuses, but the _____ is that he lied to all of us.
- **A.** bottom line *(the ~) η ουσία του θέματος, αυτό που μετράει*
- **B.** cold shoulder *(give sb the ~) ονομπάρω, αποφεύγω κπ*
- **C.** silver lining *θετική πλευρά*
- **D.** short fuse *(have a / be on a ~) τσατίζομαι εύκολα*

102. "The radio hostess did brilliantly on tonight's show." "Yes, and thanks to her vast experience, she introduced the sensitive topic very _____."
- **A.** solidly *γερά, δυνατά, σταθερά*
- **B.** adeptly *επιδέξια*
- **C.** feasibly *με εφικτό τρόπο, πρακτικά*
- **D.** recurrently *επαναλαμβανόμενα*

SUPER COURSE ELT PUBLISHING

READING

This passage is about Angelman syndrome.

Angelman syndrome (AS) is a neurogenetic disorder characterized by delays in intellectual and functional development, hyperactivity, sleep disturbance, seizures and jerky (103) movements. Sufferers frequently laugh or smile, and display a happy demeanor. Named after a British pediatrician, Dr. Harry Angelman, who first described the syndrome in 1965, its original (104) term, 'happy puppet syndrome', is generally considered pejorative and is no longer used.

Angelman syndrome, often misdiagnosed as autism, is a genetic condition. In a large percentage of cases, the UBE3A gene is missing. Normally, a person inherits one copy of the UBE3A gene from each parent, with both genes being active and (105) producing a protein. But, in AS cases, the maternal gene has been deleted, or it may be present but inactive. Occasionally, it is found that the sufferer has inherited two copies of the paternal gene, while the maternal gene is nonexistent.

Currently, there is no available cure for Angelman syndrome. (106) The sufferer's seizures can be controlled with the use of anticonvulsant medications. However, there are difficulties in ascertaining the levels and types of medications needed to establish control, because individuals with AS usually experience multiple varieties of seizures, not just one. Many families also use melatonin to promote sleep for a member with this condition, as sleep patterns are often seriously affected.

AS individuals exhibit an intense desire for personal interaction with others. Communication can be difficult at first, but as an AS child develops, so does their ability to make themselves (107) understood. It is widely accepted that their understanding of conversation directed to them is much greater than their ability to return it. They usually acquire strong nonverbal skills to make up for their inadequate use of speech, as the majority of afflicted individuals will develop no more than 5-10 words, if any.

The clinical features of Angelman syndrome change with (108) age. As adulthood approaches, people with AS become less hyperactive and they may sleep better. The seizures decrease in frequency and often cease altogether. But the truth is, most people with the syndrome will have learning disabilities and limited speech throughout their lives, and adults may suffer from stiffening of the joints and lose some mobility as they grow older. On the bright side, they usually have good general health and are often able to master new skills. And even though, as yet, there's no cure for AS, research into treatments is being done in several countries.

103. According to the passage, what is an indicator of Angelman syndrome?
- **A.** The patient is most probably highly intelligent.
- **B.** The patient has a cheerful disposition.
- **C.** The patient experiences one type of seizure.
- **D.** The patient avoids situations involving social contact.

104. In the last sentence of paragraph 1, which word could best replace **pejorative**?
- **A.** inaccurate
- **B.** complimentary
- **C.** immoral
- **D.** derogatory

105. What is one cause of Angelman syndrome?
- **A.** the presence of two maternal UBE3A genes
- **B.** the maternal UBE3A gene does not function
- **C.** the overstimulation of the paternal UBE3A gene
- **D.** the maternal and paternal UBE3A genes are missing

106. What treatment do sufferers of AS receive?
- **A.** protein supplements
- **B.** none, as there is no known cure
- **C.** drugs to control seizures
- **D.** communication therapy

107. What is true about the way AS children communicate?
- **A.** They can be involved in full oral interaction.
- **B.** They are indifferent to conversing with others.
- **C.** They are incapable of learning new words.
- **D.** They have difficulty expressing themselves.

108. What happens later in the lives of AS sufferers?
- **A.** Certain symptoms become less severe.
- **B.** They tend to become more active.
- **C.** Medication alleviates all of their symptoms.
- **D.** Their ability to speak sees a great improvement.

TIP

Manage your time effectively during the reading section. Keep an eye on your watch in order to divide your time equally between the three passages.

SUPER COURSE PUBLISHING

This passage is about rainforests.

Welcome to the rainforest canopy, a mysterious and still largely unexplored realm. This treetop network of leaves, vines and branches forms a world within a world. In these huge green expanses, far above the forest floor, sky gardens of orchids and philodendrons bloom without the benefit of soil. Birds take cover from the rain by hanging upside down beneath broad leaves. Green iguanas climb aloft to bask nearer the tropical sun, and sloths dangle motionlessly for hours, avoiding eagles and other predators. Everywhere, you can hear the buzz and flutter of insects, which inhabit the canopy in incredible variety and numbers. And all this (110) is going on alongside the buzz and flutter of scientists, who are racing to plumb the biological secrets of this amazing world before it disappears.

The canopy is physically and biologically the most active part of any rainforest. With its complex system of interdependence among animals, plants and insects, it is (111) also the least understood. Although it may appear to be a conservationist's cliché that rainforests must be preserved because cures for chronic diseases such as cancer and diabetes may be found there, medical researchers agree with them that these tropical regions harbor substances that can help alleviate many other human ailments.

Without a doubt, pharmaceutical companies still have (112) a lot to learn from the extractions of plant compounds, as well as from the medicinal practices of Amazonian (112) natives. After all, they are utilized in about a third of today's medications. One of the oldest and most notable medical success stories, from the tropical forests of Madagascar, is the rosy periwinkle, the source of two powerful cancer-fighting drugs. Other plants found in Cameroon, the Central African Republic, Tanzania, Gabon, and elsewhere in Africa have yielded compounds that have tested well against HIV and malaria. A controversy that arises is that this type of rainforest resource exploitation, ranging from, but not limited to, plants, wood, gold and other precious (113) minerals, has a long history, but pharmaceutical delegates and decision makers rarely compensate or even consider the indigenous populations who rely on these forests for survival.

The truth is, ways need to be found to reap the medicinal benefits of rainforest treasures while working in cooperation (114) with their native peoples, because many more discoveries are in store, provided researchers are given the chance to study the bountiful flora and fauna hidden away there.

109. What does the author want to emphasize in the first paragraph?
- **A.** the diversity of species living in the forest canopy
- **B.** the protection provided by the forest canopy
- **C.** the habits of animals inhabiting the forest canopy
- **D.** the vastness of the forest canopy

110. What does the author suggest about scientists researching the forest canopy?
- **A.** Their presence upsets the balance of nature.
- **B.** They are running out of time to complete their studies.
- **C.** They have been trying to work as unobtrusively as possible.
- **D.** Their research has yet to yield positive results.

111. What point does the author make about conservationists?
- **A.** They are the ones who understand the forest canopy best.
- **B.** Their opinions are in conflict with those of medical researchers.
- **C.** They have actively protested against the destruction of rainforests.
- **D.** They believe the rainforest can contribute substantially to medicine.

112. In the second sentence of paragraph 3, what does **they** refer to?
- **A.** pharmaceutical companies
- **B.** medicinal practices
- **C.** Amazonian natives
- **D.** plant compounds

113. What does the author say about the exploitation of the resources in rainforests?
- **A.** It should be limited to plants for medicinal purposes.
- **B.** It does not usually benefit native populations.
- **C.** It has been confined to the rainforests of Africa.
- **D.** It would flourish with the help of indigenous people.

114. What does the author believe about rainforests?
- **A.** The study of their plants and animals ought to be discontinued.
- **B.** Their wildlife populations have dropped by one third.
- **C.** They still have a lot more to contribute to the medical field.
- **D.** Native inhabitants should have exclusive rights to work there.

SUPER COURSE ST PUBLISHING

READING

This passage is about learning.

(115) A large number of studies have shown that 12 to 15-year-old students in a competitive classroom environment are less likely to earn top grades than children of the same age in a learning environment that promotes cooperation and sharing success. Now, after decades of research, an in-depth analysis reveals that competitive environments can disrupt students' ability to manage relationships within the classroom, which may in turn harm their academic potential.

(115) Over 100 studies were analyzed, comparing the effects on goal achievement of three different educational approaches: cooperative, competitive and individual. A cooperative learning approach involves classes being organized into groups in order to prepare for an exam or carry out a project. In the classrooms (116) where this approach was adopted, students achieved higher scores on tasks that required problem-solving, reasoning and critical thinking than students in classrooms which supported (117) a competitive learning approach, when students know that success means being the sole winner among plenty of losers.

Furthermore, the analysis highlighted that, when students studied in individual learning environments and had little interaction with their peers, they also had poorer academic outcomes and lower achievement scores than students (118) in classrooms where teamwork was the norm. However, it was noted that friendships outside the classroom were little affected. On the other hand, according to the analysis, students who were in classrooms that focused on reaching goals in a competitive fashion, which led to their obstructing each other's efforts, hiding resources and information and acting distrustfully, had less social interaction than those in both cooperative and individual learning environments.

(119) All in all, the findings indicate that students thrive when both academic and social goals are met simultaneously, and that a cooperative environment is consistently favorable to them. The analysis goes on to mention the possibility that this (120) comparison may also hold true in the workplace. Research into businesses and industries that support a cooperative environment has shown that teams became more efficient and productive when their members regarded each other as friends.

115. What is the main purpose of the passage?
- **A.** to provide examples of various teaching approaches
- **B.** to demonstrate the connection between education and work
- **C.** to outline the benefits of cooperation amongst colleagues
- **D.** to compare the impact of different classroom environments on students

116. In the third sentence of paragraph 2, which word could best replace **adopted**?
- **A.** achieved
- **B.** implemented
- **C.** approved
- **D.** encouraged

117. What is implied about a competitive environment in paragraph 2?
- **A.** Success depends on outperforming peers.
- **B.** Winning awards is the primary reason to study.
- **C.** The learning process becomes less enjoyable.
- **D.** Animosity among students is bound to rise.

118. According to the passage, what is relatively unaffected by the individual learning approach?
- **A.** academic performance
- **B.** time spent preparing for lessons
- **C.** general friendships
- **D.** communication in the classroom

119. Which of the following applies to the results of the analysis?
- **A.** They pertain to all age groups.
- **B.** They have had an impact on teaching styles.
- **C.** They suggest a link between environment and performance.
- **D.** They draw conflicting conclusions.

120. According to the author, what is true about employees who work in a cooperative environment?
- **A.** They develop strong relationships.
- **B.** They care about the company they work for.
- **C.** They become competent workers.
- **D.** They go on to become industry leaders.

SUPER COURSE ELT PUBLISHING

grammar EXTRA PRACTICE

1. Scientists have discovered _____ a new species of plant.
   A. what appears to be
   B. that it appears to be
   C. that which appears
   D. what it appears

2. "Where's Meg?"
   "She just texted me to say she's had a long day and _____ at home tonight."
   A. she'd rather have stayed
   B. would rather stay
   C. she rather stay
   D. would rather to stay

3. _____ experienced advertising executive, Liam decided to set up his own advertising company.
   A. To be that
   B. Since being such an
   C. For being so
   D. Being an

4. The senator was accused _____ vital evidence from the team of investigators.
   A. for trying in concealing
   B. of trying to conceal
   C. to try concealing
   D. that he tried to conceal

5. Although Gaudi _____ final years of his life to the construction of the Sagrada Familia church in Barcelona, he never finished it.
   A. was devoting to his
   B. devoting his
   C. was devoted to the
   D. devoted the

6. The Asian tiger snake is considered _____ poisonous animals in the world.
   A. one of the most
   B. the one most
   C. as one of the
   D. as the more

7. The CEO of the international corporation, to whom many credit its success, has announced _____ next month.
   A. he would have retired
   B. that he is retiring
   C. he will be retired
   D. is going to retire

8. The vast majority of student groups have requested that _____ allocated to the needs of marginalized students.
   A. resources will be
   B. the more resources are
   C. more resources be
   D. the resources

9. Every sector of the economy _____ there is a sharp rise in the prices of goods and services.
   A. adversely affects but
   B. affects adversely unless
   C. adversely is affected if
   D. is adversely affected when

10. In view of the fact that the virus spreads rapidly, the government is planning to implement _____.
    A. measures of socially distance
    B. social measures of distance
    C. social distancing measures
    D. distancing measures socially

11. Parents can help their kids become more independent by allowing _____ they want to do in their free time.
    A. they choose that
    B. to chose which
    C. them to choose what
    D. their choice

12. We should have plenty of money but _____, we can withdraw some from an ATM.
    A. if need be
    B. even if we need
    C. if it needs
    D. even if is needed

13. The coastal highway ought _____ by now, but striking workers have caused major delays.
    A. to complete
    B. be completing
    C. have completed
    D. to have been completed

14. Gamification in learning _____ the learning experience, but also makes it refreshingly appealing.
    A. not only enhances
    B. doesn't enhance only
    C. only enhances
    D. doesn't enhance

15. As the situation _____ immediate action, a viable solution must be found today.
    A. is called for
    B. calls for
    C. is calling on
    D. calls on

16. The new tax law, _____ at the beginning of next year, has met with mixed reactions from business people.
    A. which will come into effect
    B. comes into effect
    C. that will come to effect
    D. coming in effect

SUPER COURSE ELT PUBLISHING

EXTRA PRACTICE _____ vocabulary

1. Some residents disagree with the city council's _____ of the abandoned property for urban development.
   A. corruption *διαφθορά*
   B. constitution *συγκρότηση, ίδρυση / σύνταγμα*
   C. appropriation *ιδιοποίηση, οικειοποίηση*
   D. assumption *υπόθεση, εικασία / ανάληψη*

2. When it closed down its factory, the company was forced to _____ half its workforce.
   A. lay off *απολύω*
   B. brush off *αγνοώ, απαξιώνω*
   C. put off *(~ sb ~) αποθαρρύνω, αποτρέπω κπ / (~ sth ~) αναβάλλω κτ*
   D. tell off *κατσαδιάζω, επιπλήττω*

3. Uncertain of how she would react, he was _____ about telling her his news.
   A. dubious *αμφίβολος, αβέβαιος*
   B. ardent *ένθερμος, ενθουσιώδης*
   C. lenient *επιεικής*
   D. assertive *δυναμικός, διεκδικητικός*

4. Self-confidence should be _____ in a child from an early age.
   A. incited *υποκινώ, παρακινώ*
   B. instilled *(~ sth in sb) καλλιεργώ, εμφυσώ κτ σε κπ*
   C. indulged *(~ in sth) επιτρέπω στον εαυτό μου να απολαύσει κτ*
   D. inhibited *εμποδίζω, καταστέλλω*

5. Reality shows _____ consist of a group of strangers thrown together and tasked with surviving under stressful conditions.
   A. prominently *ολοφάνερα, εμφανώς, αισθητά*
   B. scrupulously *σχολαστικά*
   C. affectively *συναισθηματικά*
   D. invariably *πάντοτε, μονίμως*

6. "What happened in there? I heard you shouting at the kids."
   "I gave them _____, that's what! I told them that I won't be treated like that!"
   A. a hard time *(give sb ~) παιδεύω, ταλαιπωρώ κπ*
   B. the sack *(give sb ~) απολύω κπ*
   C. a shot *(give sth ~) δοκιμάζω/προσπαθώ να κάνω κτ*
   D. a piece of my mind *(give sb ~) κατσαδιάζω, «τα λέω ένα χεράκι» σε κπ*

7. Rob _____ he could make the college first team if he trained on a daily basis.
   A. reckoned *υπολογίζω, εκτιμώ*
   B. deemed *θεωρώ, κρίνω ως*
   C. assented *(~ to) συμφωνώ με, συναινώ σε*
   D. discerned *διακρίνω, ξεχωρίζω*

8. The president followed _____ schedule during his tour of Europe, visiting seven countries in ten days.
   A. a consuming *συντριπτικός, πολύ έντονος, που με κυριεύει*
   B. a hectic *φορτωμένος, ξέφρενος (για πρόγραμμα / τρόπο ζωής)*
   C. an elaborate *λεπτομερής, περίτεχνος*
   D. an exquisite *υπέροχος, εξαιρετικός*

9. This violent crime threatened the security of our town, so it is imperative that its _____ be brought to justice.
   A. prosecutors *κατήγορος, εισαγγελέας*
   B. perpetrators *δράστης, αυτουργός*
   C. contractors *εργολάβος*
   D. conciliators *συμφιλιωτής, μεσολαβητής*

10. Fortunately, the woman was not killed in the accident, but it was a _____.
    A. white lie *αθώο ψέμα, ψεματάκι*
    B. dab hand *ικανό/επιδέξιο άτομο*
    C. short fuse *(have a / be on a ~) τσατίζομαι εύκολα*
    D. close call *(a ~) παρά τρίχα, «στο τσακ»*

11. She _____ refused to take responsibility for the error, blaming it on her colleagues instead.
    A. arduously *κουραστικά, κοπιαστικά, επίπονα*
    B. blatantly *κατάφωρα, κραυγαλέα, ολοφάνερα*
    C. willfully *εσκεμμένα, επίτηδες*
    D. erratically *αλλοπρόσαλλα, ακανόνιστα*

12. Having an unlimited expense account is one of the financial _____ of being a top sales rep in this firm.
    A. dividends *μέρισμα*
    B. slumps *ύφεση, πτώση*
    C. perks *(pl.) προνόμια, πρόσθετες απολαβές*
    D. quotas *μερίδιο, ποσοστό*

13. It takes a lot of courage for victims to _____ to bullies.
    A. stand in *(~ for sb) αντικαθιστώ κπ προσωρινά*
    B. stand up *(~ to sb) αντιστέκομαι, ορθώνω το ανάστημά μου σε κπ*
    C. look up *(~ to sb) εκτιμώ, σέβομαι, θαυμάζω κπ*
    D. look down *(~ on sb) υποτιμώ, ανομπάρω κπ*

14. All the students were asked to sign _____ against the plans to build a new parking lot on the school sports field.
    A. a manifestation *ένδειξη, εκδήλωση*
    B. an alliance *(~ with/between) συμμαχία με/μεταξύ*
    C. a pact *συνθήκη, συμφωνία*
    D. a petition *επίσημη αίτηση*

15. As they approached the port, they saw the dark shadow of the mountain _____ out of the darkness.
    A. roaming *περιφέρομαι, περιπλανιέμαι (σε ευρεία περιοχή)*
    B. looming *ξεπροβάλλω, διαφαίνομαι*
    C. tumbling *κατρακυλώ / καταρρέω, σωριάζομαι*
    D. deploying *παρατάσσω (στρατό/όπλα) / χρησιμοποιώ, αξιοποιώ*

16. A healthy lifestyle can _____ a person's chances of contracting a serious disease.
    A. exploit *εκμεταλλεύομαι*
    B. lessen *μειώνω, -ομαι, ελαττώνω, -ομαι*
    C. demean *εξευτελίζω, υποτιμώ*
    D. steer *οδηγώ, κατευθύνω*

SUPER COURSE ELT PUBLISHING

INTRODUCTION TO SPEAKING

SUPER COURSE
ELT PUBLISHING

SPEAKING

The ECPE Speaking Test Format

1 Task **5 Stages**	Two or three* test takers participate in a semi-structured, multistage task with two examiners. Test takers work together to complete a decision-making task. A test taker works with one other test taker in the paired format (about 30′) or with two other test takers in the three-way format (about 40′). Each test taker is given descriptions of two different options. Test takers collaborate to decide on, to present, and to defend a single option.
25′ to 35′ (2 test takers) / **35′ to 45′** (3 test takers)	
CEFR Level: C2	**The three-way format is used in case there is an odd number of test takers during an administration.*

EXAMINERS' ROLES

Two examiners are present during the test, but only one examiner interacts with the test takers at a given time. Examiner 1 conducts Stages 1 through 4. Examiner 2 conducts Stages 4 and 5. Throughout the greater part of the test, examiner participation is minimal. Their involvement during Stages 2 through 4 does not extend beyond giving directions and answering questions pertaining to these directions.

STAGES

Stage 1 *(3-5 minutes)*	**Introductions and Small Talk** The goal of this stage is for Examiner 1 and test takers to introduce themselves and for everyone to feel comfortable with each other.
Stage 2 *(5-7 minutes)*	**Presenting, Summarizing and Recommending** The goal of this stage is for test takers to become familiar with all the options, make a recommendation to their partner, and state which one of their own two options they prefer.
Stage 3 *(5-7 minutes)*	**Consensus Reaching** The goal of this stage is for test takers to come to an agreement on a single option.
Stage 4 *(5-7 minutes)*	**Presenting and Convincing** The goal of this stage is for test takers to present the option chosen and to convince Examiner 2 that it is the best one.
Stage 5 *(5-7 minutes)*	**Justifying and Defending** The goal of this stage is for each test taker to address Examiner 2's challenges to their choice and to justify the reasons for their decision.

The five stages of the test build on each other; as the test progresses, the linguistic and interactional demands become increasingly more challenging.

EXPECTATIONS

It is expected that test takers sitting for the ECPE are proficient users of the language and able to use English throughout the entire procedure; that is, they should be able to complete the speaking activity without receiving support from an examiner or switching to their native language. They will be assessed on their ability to participate in an in-depth discussion with the other test taker(s). They are expected to demonstrate an ability to ask and answer questions; orally explain and paraphrase written descriptions of people, places, or things; provide recommendations; negotiate a decision; present a position or decision; and justify a position or decision. All test takers are expected to contribute equally to the speaking activity, which means that no one should try to dominate during any stage of the test.

ASSESSMENT

Test takers are evaluated throughout every stage of the test for their discourse and interaction, their linguistic ability, and their delivery and intelligibility. The examiners use a five-band rating scale (pp. 276-277) to assign a single score to each test taker, separately from the other test taker's ability.

SUPER COURSE ELT PUBLISHING

Analyzing the Format

	The test taker is expected to ...
Stage 1: Introductions and Small Talk (3-5 minutes)	
Examiner 1 provides a brief summary of the test and initiates conversation. *(See sample questions on p. 274.)*	... engage in conversation and make and/or respond to comments.
Stage 2: Presenting, Summarizing and Recommending (5-7 minutes)	
Each test taker is given an information sheet (prompt). Test takers CANNOT look at each other's notes. Test Taker 1 presents his/her two options to Test Taker 2. Note-taking is permitted. Test Taker 2 recommends one of the two options and may briefly explain why. Then the same procedure is repeated with Test Taker 2's options. Finally, both test takers announce their final choices from their own options.	... paraphrase bullet points, use their own words as much as possible, summarize information, listen to their partner's summary, and make a recommendation.
Stage 3: Consensus Reaching (5-7 minutes)	
Test takers collaborate with one another for 2-3 minutes to decide on a single option. They cannot look at each other's notes yet.	... compare and contrast the options and discuss their pros and cons.
Stage 4: Presenting and Convincing (5-7 minutes)	
Test takers prepare and make a presentation to Examiner 2. Each test taker presents at least 2 different reasons that have led to their final choice, explaining why these reasons are important. They are allowed to look at each other's notes at this point. Note that the preparation step is not assessed by examiners.	... collaborate with the other test taker(s) to prepare and make a presentation using more formal, novel and persuasive language.
Stage 5: Justifying and Defending (5-7 minutes)	
Test takers are questioned by Examiner 2 about their decision.	... justify and defend their decision.

Examiners' Prompt

Selecting a Scholarship Recipient

- The two of you are high school staff members. You need to select the most suitable scholarship recipient.
- You are on the selection committee.
- Four candidates have made it to the final selection process.
- Each of you will be given descriptions of two of the four candidates.
- You will need to describe the two candidates you are given to the other member of the committee so that you both know the four candidates. The goal is for you both to know about the four candidates.

Examiner 2 is the high school principal.

Test Takers' Prompts

Test Taker 1

Paris Fox

The following list provides some information about Paris Fox:

- class president
- outgoing and popular
- cheerleader
- member of the drama club
- satisfactory grades
- middle-class family
- little involvement in class projects

Ming How

The following list provides some information about Ming How:

- highest grades in class
- studious and serious
- plays the drums in school band
- volunteers at a soup kitchen
- member of the chess team
- raised by a single mother
- a bit distant and reserved

Test Taker 2

Martin Smith

The following list provides some information about Martin Smith:

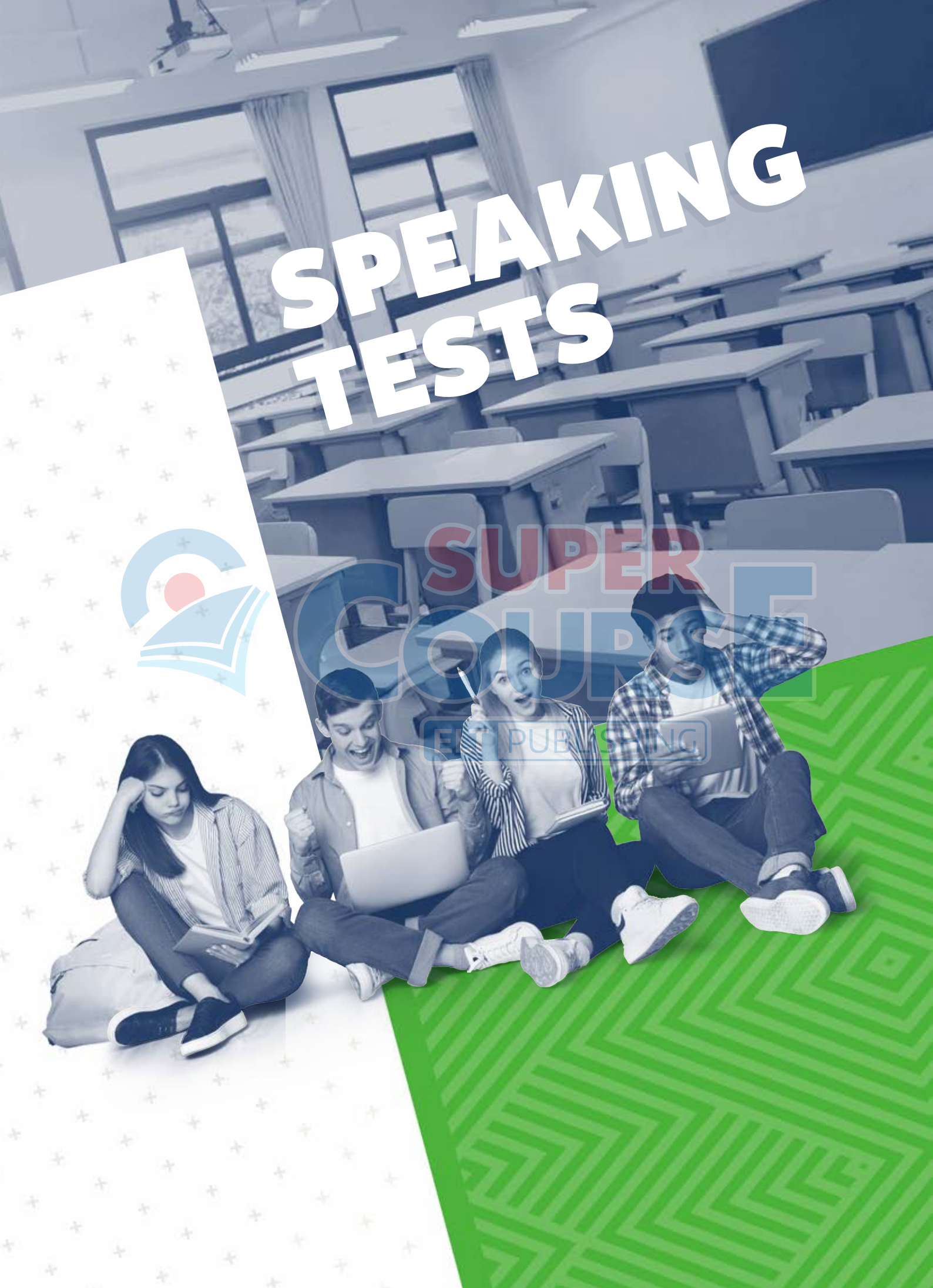
- computer and science whiz
- quiet and intellectual
- inventor
- won national science contest
- plays the piano
- from a well-off family
- undecided about what to study

Anne Marie

The following list provides some information about Anne Marie:

- excellent at math
- brilliant and personable
- president of the debate club
- honors student
- writes poetry in Spanish
- the eldest of five children
- often late to school

SPEAKING TESTS



SUPER COURSE
ELT PUBLISHING

Test Taker 1

Choosing a Gift for a Coworker

- The two of you have been asked to buy a gift for a coworker who is about to retire. You need to decide which retirement gift to offer her on behalf of everyone at the office.
- You are on the selection committee.
- Four gifts have made it to the final selection process.
- Each of you will be given descriptions of two of the four gifts.
- You will need to describe the two gifts to the other member of the committee so that you both know the four gifts. The goal is for you both to know about the four gifts.

Examiner 2 is the office manager.

1. Personalized T-shirt

The following list provides some information about the personalized T-shirt:

- amusing saying on the front - could be a funny quote about retirement
- office party picture on the back - adds a personal touch
- can be kept as a souvenir - something to remember her coworkers by
- celebrate years of working together - T-shirt could feature an inside joke, plus picture of colleagues will make the gift memorable
- costs $20 - an inexpensive gift that everyone will be able to afford, it's the gesture that counts
- ready in 3-4 working days - may need to order it earlier to be safe in the event of a late delivery
- humor might not be appreciated - she could find the saying insulting, so we should put a lot of thought into it

Ideas for Stage 5 questions:

1. In what way does a T-shirt celebrate the years of working together at the office?
2. What can we do to ensure that she doesn't find the T-shirt dull?

2. Hotel Gift Card

The following list provides some information about the hotel gift card:

- open date and destination - flexibility, she can redeem it whenever and wherever it suits her
- budget hotels and luxurious resorts - a wide range of accommodation options to choose from
- card can be personalized with a message - we can write retirement wishes, occasion becomes memorable
- opportunity to relax and start enjoying retirement - perhaps more beneficial than buying her a tangible gift
- costs $150 - an expensive gift that shows great appreciation
- can be redeemed at specific hotel locations - may need to make a few calls before booking, but still a variety of available destinations
- new staff members complain about the high cost - may seem unfair to some people, but each of us could make an anonymous contribution depending on our budget

Ideas for Stage 5 questions:

1. Is it sensible to get our coworker a gift that forces you to spend money?
2. Do you think it's fair for someone who's new at the office to pay for a coworker's retirement gift?

SUPER COURSE ELT PUBLISHING

Test Taker 2

Choosing a Gift for a Coworker

1. Streaming Subscription

The following list provides some information about the streaming subscription:

- year-long subscription - she's got plenty of time to enjoy the gift
- video streaming platform - watching movies and TV shows is likely to be an entertaining pastime for retirees
- access to hundreds of movies and TV shows - will most probably find something she enjoys watching
- can be paused or canceled anytime - flexible option, using it right away is not necessary
- can be used on more than one device - she can share it with family or friends
- costs $60 - a reasonable price for a gift that we know matches her interests
- retiring coworker already subscribed on two platforms - may be unnecessary at first, but since it can be paused, she may decide to use it after her other subscriptions have expired

Ideas for Stage 5 questions:

1. Why do you think access to movies and TV shows is a good gift for a retiree?
2. Why get our coworker something she already has?

SUPER COURSE ELT PUBLISHING

2. Leather Watch

The following list provides some information about the leather watch:

- rose gold dial with a brown leather strap - modern and popular design, can be matched with anything
- minimal and elegant - a versatile and classy accessory
- engraved with her initials - more personalized, unique
- costs $80 - a slightly higher priced but elegant gift
- comes with a leather travel case - perfectly complements a classy watch, practical and easy to carry
- could get lost or stolen - could happen with anything, but people tend to be protective of their valuable possessions
- coworker never seen wearing a watch - may dislike watches, but need to wear one occasionally

Ideas for Stage 5 questions:

1. Do you think that engraving her initials on the watch is necessary?
2. What if the reason she doesn't wear a watch is that she dislikes them?

Stage 5 additional question:
Do you think services or objects make for better gifts in general?

TIP

Stage 4 *(planning stage)*: During the planning stage, you and your partner have to discuss which points should be presented to Examiner 2 and agree on who will present each of them. At this stage, be careful not to dominate the discussion, but don't be too passive either.

GLOSSARY

Module 1

Reading Training p. 8

alien διαφορετικός
cephalopod κεφαλόποδο
come forward παρουσιάζομαι στην αστυνομία
come to be προκύπτω, συμβαίνω
CPR (Cardiopulmonary Resuscitation) Καρδιοπνευμονική Αναζωογόνηση
cuttlefish σουπιά
DNA sequence αλληλουχία DNA
go missing εξαφανίζομαι, αγνοούμαι
jet propulsion αεριοπροώθηση
life-sized πραγματικού μεγέθους
manikin μοντέλο ανθρώπινου σώματος που χρησιμοποιείται για διδασκαλία στην ιατρική
mate ταίρι
morbid μακάβριος
morgue νεκροτομείο
prototype πρότυπο
so much so τόσο, σε τέτοιο βαθμό
spiky αγκαθωτός
squid καλαμάρι
suicide αυτοκτονία
tentacle πλοκάμι
texture υφή
(not) the case (δεν) ισχύει
the River Seine ο ποταμός Σηκουάνας
warn off αποτρέπω, αποθαρρύνω
with reason δικαιολογημένα
word gets around τα νέα μαθαίνονται

Vocabulary Focus p. 9

emerging αναπτυσσόμενος, αναδυόμενος
procedure διαδικασία
visible ορατός
depict απεικονίζω
compelled αναγκασμένος
draw προσελκύω, «τραβάω»
emergency έκτακτη ανάγκη
literary λογοτεχνικός
alter αλλάζω
adapt προσαρμόζω, -ομαι
evolve εξελίσσομαι
originate προέρχομαι, «γεννιέμαι»
weird περίεργος, παράξενος
curious περίεργος, που έχει περιέργεια
highlight επισημαίνω, τονίζω
recount αφηγούμαι, εξιστορώ
suspect υποπτεύομαι, υποψιάζομαι
identify αναγνωρίζω, ταυτοποιώ
irresistible ακαταμάχητος
taken συνεπαρμένος
put sth in perspective αντιλαμβάνομαι το μέγεθος που έχει κτ
put sth on display εκθέτω κτ
preserve sth for posterity διαφυλάσσω κτ για τις μελλοντικές γενιές
shed light on sth «ρίχνω φως» σε, αναδεικνύω κτ

Vocabulary Building pp. 12-13

Words easily confused

wander περιπλανιέμαι
wonder αναρωτιέμαι
stationery γραφική ύλη, χαρτικά
stationary σταθερός, στάσιμος
economic οικονομικός (σχετικός με την οικονομία)
economical οικονομικός (που συμφέρει οικονομικά)
number αριθμός, πλήθος
amount ποσότητα
sensible συνετός, λογικός
sensitive ευαίσθητος
any way οποιοσδήποτε τρόπος
anyway ούτως ή άλλως

Phrasal verbs

(the kids) act up δε συμπεριφέρομαι σωστά, κάνω αταξίες
(the figures) add up συνάδω, έχω λογική συνέπεια
brush up (on) (my English) φρεσκάρω, ξαναθυμάμαι
do up (a house) ανακαινίζω
draw up (a contract) συντάσσω, γράφω
(the rain) let up σταματάω, εξασθενώ
run up (a debt) αυξάνω, «φουσκώνω»
take up (space/time) χρησιμοποιώ, «παίρνω»
wind up (in court) καταλήγω
wrap up (the meeting) ολοκληρώνω, τελειώνω

Idioms

feel under the weather είμαι αδιάθετος, δεν αισθάνομαι καλά
take a rain check αναβάλλω, αφήνω για άλλη φορά
save for a rainy day αποταμιεύω για μια ώρα ανάγκης
have one's head in the clouds «τα μυαλά μου πετάνε στα σύννεφα»
be walking on thin ice «παίζω με τη φωτιά»
be on cloud nine είμαι τρισευτυχισμένος, «είμαι στον έβδομο ουρανό»

Prepositional phrases

at any rate σε κάθε περίπτωση
at heart κατά βάθος
at random στην τύχη
be at a loss for words δεν έχω λόγια, δεν ξέρω τι να πω
at hand διαθέσιμος, κοντά
at risk σε κίνδυνο
at sb's expense σε βάρος κάποιου
at length αναλυτικά, διεξοδικά

Module 2

Reading Training p. 16

albeit αν και
cartel καρτέλ, όμιλος
colorblind που έχει αχρωματοψία
executive στέλεχος
long-lasting ανθεκτικός
more often than not συνήθως, τις περισσότερες φορές
origin προέλευση, «ρίζα»
planned obsolescence προγραμματισμένη απαρχαίωση
reference αναφορά
scholar ακαδημαϊκός μελετητής
shorten ελαττώνω, μειώνω
standardized τυποποιημένος
tactic τακτική
tribal φυλετικός

Vocabulary Focus p. 17

erroneously λανθασμένα
originally αρχικά
continuously συνεχόμενα, αδιάκοπα
intentionally σκόπιμα, εσκεμμένα
motivate κινητοποιώ, δίνω κίνητρο
motivation κίνητρο
reduce μειώνω
reduction μείωση
assert διαβεβαιώνω
assertion ισχυρισμός
influence επιρροή
influential που ασκεί επιρροή
industry βιομηχανία
industrial βιομηχανικός
efficiency αποδοτικότητα
efficient αποδοτικός, αποτελεσματικός
lifespan διάρκεια ζωής
margin περιθώριο
establish ιδρύω
leading κορυφαίος, εξέχων
longevity μακροζωία, μακροβιότητα
distinguish ξεχωρίζω, διακρίνω
bizarre παράξενος, περίεργος
lack έχω έλλειψη από, μου λείπει
turn to στρέφομαι, καταφεύγω σε
bump into πέφτω πάνω, σκοντάφτω σε
refer to αναφέρομαι σε

Vocabulary Building pp. 20-21

Words easily confused

worthless χωρίς καμία αξία, «φτηνός»
priceless ανεκτίμητος, πολύτιμος
continually συνεχώς, επανειλημμένα
continuously συνεχόμενα, αδιάκοπα
after μετά από
afterwards έπειτα, στη συνέχεια
oversee επιτηρώ, επιβλέπω
overlook αγνοώ, παραβλέπω
invaluable πολύτιμος
valueless χωρίς καμία αξία
childish παιδιάστικος, ανόητος
childlike παιδικός

Phrasal verbs

clear out (of the building) φεύγω βιαστικά, εκκενώνω
fall out (with my parents) μαλώνω, τσακώνομαι

SUPER COURSE PUBLISHING

*In the listening section, words in normal type are from questions; words in *italics* are from transcripts.

Practice Test 1

Listening Part 1* pp. 91-92

as to σχετικά με
fall through αποτυγχάνω
get the better of sb καταβάλλω, κυριεύω κπ
proceed συνεχίζω, προχωρώ
sentimental ευσυγκίνητος
address *αντιμετωπίζω / συζητάω*
be in the firing line *βρίσκομαι στο στόχαστρο*
cash on delivery *αντικαταβολή*
decent *καλός, ικανοποιητικός*
get hold of sb *επικοινωνώ με κπ, βρίσκω κπ (στο τηλέφωνο)*
goggles *προστατευτικά γυαλιά*
let off steam *ξεσπάω, εκτονώνομαι*
memento *ενθύμιο*
old wives' tale *παραμύθι, δεισιδαιμονία*
pull out (of) *αποσύρομαι (από)*
query *ερώτημα, απορία*
turn a blind eye *«κάνω τα στραβά μάτια»*
work gear *εξοπλισμός/ρούχα εργασίας*

Listening Part 2

First talk p. 93

dedication ceremony τελετή εγκαινίων
illustrate επεξηγώ, δείχνω
premises εγκαταστάσεις
receiver ακουστικό / δέκτης (ραδιοφώνου κλπ)
trigger πυροδοτώ, προκαλώ
workforce ανθρώπινο δυναμικό
get off the ground *αρχίζω, ξεκινάω*
relegate *υποβιβάζω*
setback *εμπόδιο*
solder *συγκολλώ*
the elements *αντίξοες καιρικές συνθήκες*
tinker *μαστορεύω*

Second talk p. 94

fiber ίνα
hard to come by δυσεύρετος, σπάνιος
indigo λουλάκι (χρωστική ουσία)
linen λινό
saline solution αλατούχο διάλυμα
stir ανακατεύω
infrared *υπέρυθρος*
kit out *εξοπλίζω*
soak *μουλιάζω*

Third talk p. 95

aspiring επίδοξος
content ικανοποιημένος, ευχαριστημένος
elated πανευτυχής
abundance *πληθώρα, αφθονία*
astounding *εκπληκτικός, απίστευτος*
be in awe of *νιώθω δέος, θαυμάζω απεριόριστα*
be over the moon *«πετάω από τη χαρά μου»*
be spoiled for choice *δεν ξέρω ποιο να πρωτοδιαλέξω*
binge on *το παρακάνω με, πέφτω με τα μούτρα σε*
easel *καβαλέτο*
exquisite *εξαιρετικός*
prattle *φλυαρώ*
renowned *φημισμένος, καταξιωμένος*

Listening Part 3

First segment p. 96

debris θραύσματα, συντρίμμια
friction τριβή
generate παράγω, δημιουργώ
particle σωματίδιο
blaze *λάμπω, καίω*
celestial *ουράνιος*
extract *αποσπώ, βγάζω*
flare up *φουντώνω, αναζωπυρώνομαι*
gasp *κοφτή ανάσα, πνιχτή κραυγή*
inferno *κόλαση φωτιάς*
intersect *διασταυρώνομαι, τέμνομαι*
matter *ύλη*
occurrence *συμβάν, γεγονός*
signify *σημαίνω, δείχνω*
speculation *εικασία, υπόθεση*
trail *ίχνος / σειρά από σημάδια*
vaporize *εξατμίζω, -ομαι*
velocity *ταχύτητα*

Second segment p. 97

at will κατά βούληση
intrigue εξάπτω την περιέργεια, ιντριγκάρω
lucid dreaming το να βλέπεις συνειδητό όνειρο
manifestation ένδειξη, σημάδι
(sth) runs in the family (κτ) είναι κληρονομικό
abduction *απαγωγή, αρπαγή*
at one's disposal *στη διάθεση κάποιου*
dismiss *αγνοώ, δεν παίρνω στα σοβαρά*
glitch *δυσλειτουργία, βλάβη*
hereditary *κληρονομικός*
inadvertently *ακούσια, χωρίς πρόθεση*
indicator *δείκτης, ένδειξη*
put sth down to sth *αποδίδω κτ σε κτ*
underlying *υποβόσκων, υποκείμενος*

Reading

Cloze 1 p. 99

ashore στη στεριά
breed αναπαράγομαι
chick νεοσσός (νεογέννητο πουλί)
gnaw ροκανίζω
offspring απόγονος, μικρό (ζώου)
predator αρπακτικό
rid sb/sth of απαλλάσσω κπ/κτ από
rodent τρωκτικό
scurry τρέχω
set aside βάζω στην άκρη
set back αναβάλλω, καθυστερώ
set down καταγράφω, καταχωρώ
set off πυροδοτώ / ενεργοποιώ
soar αυξάνομαι ραγδαία
thrive ευδοκιμώ, αναπτύσσομαι
to make matters worse σαν να μην έφτανε αυτό, επιπλέον
unspoiled παρθένος, άθικτος

Cloze 2 p. 100

billboard διαφημιστική πινακίδα
commercial διαφήμιση
deep-fried τηγανισμένος σε πολύ λάδι
evenly ομοιόμορφα / ισότιμα
get bogged down βυθίζομαι, χάνομαι (μτφρ.)
moderately σε μέτριο βαθμό
obesity παχυσαρκία
rate ποσοστό
take lightly δεν παίρνω στα σοβαρά

Passage 1 p. 102

afflict πλήττω, προσβάλλω (για ασθένεια)
alleviate μετριάζω, ανακουφίζω
altogether εντελώς
anticonvulsant αντιεπιληπτικός
ascertain εξακριβώνω, επιβεβαιώνω
cease σταματάω, παύω
complimentary κολακευτικός
condition πάθηση, ασθένεια
converse συνομιλώ
demeanor συμπεριφορά
derogatory υποτιμητικός
disposition διάθεση
drug φάρμακο
exhibit παρουσιάζω, εμφανίζω
inadequate ανεπαρκής
jerky σπασμωδικός
joint άρθρωση
nonverbal μη λεκτικός
oral προφορικός
overstimulation υπερδιέγερση
seizure επιληπτική κρίση
sleep patterns πρόγραμμα ύπνου
stiffen σκληραίνω, γίνομαι άκαμπτος
supplement συμπλήρωμα (διατροφής)

Passage 2 p. 103

ailment ασθένεια, νόσος
aloft ψηλά, πάνω
alongside δίπλα σε, μαζί με
bask λιάζομαι
bountiful άφθονος
buzz βουητό / ενθουσιασμός
canopy κομοστέγη (ανώτερο στρώμα ενός δάσους που αποτελείται από φυλλωσιές και κλαδιά)
compound σύνθεση, ένωση
confine περιορίζω
conservationist οικολόγος
dangle κρεμιέμαι, αιωρούμαι
delegate αντιπρόσωπος
expanse έκταση
flora and fauna χλωρίδα και πανίδα
flutter φτερούγισμα / ταραχή, ενθουσιασμός
harbor φιλοξενώ
in store που πρόκειται να γίνει, που επιφυλάσσει το μέλλον
indigenous ιθαγενής, ντόπιος
malaria ελονοσία
mineral ορυκτό
notable αξιοσημείωτος
plumb εξερευνώ
realm βασίλειο, χώρος (μτφρ.)
reap αποκομίζω, απολαμβάνω

SUPER COURSE PUBLISHING