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PRACTICE TEST



5

SUPER COURSE



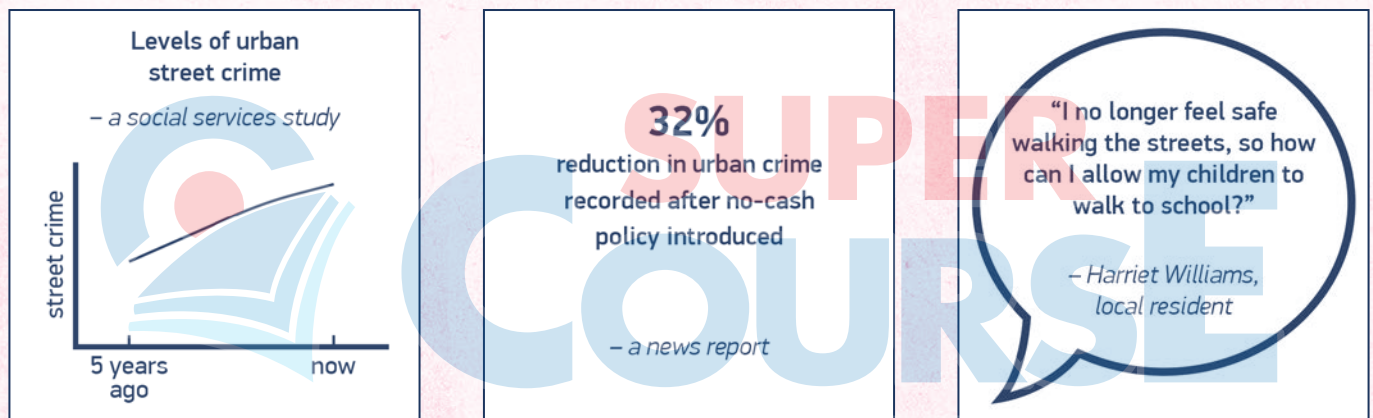
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WRITING

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



Task 1: Article

As a result of the recent rise in street crime, your local city council is planning to introduce a no-cash policy for delivery couriers, according to which customers pay companies directly by credit card. Some residents are concerned about this idea. Write an **article** for a local newspaper explaining the impact of the council’s decision and what you think about it. Include at least one piece of information given above to support your response.

Task 2: Essay

Rising street crime in urban areas is a matter of growing concern. What are some of the problems caused? What do you think should be done to reduce street crime? 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.

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.

- What does the woman say about the immersive exhibition?
 - She expects it will be an extraordinary experience.
 - She thinks it will be comparable to seeing the original paintings.
 - She doubts it will be as impressive as seeing the original works.
 - She imagines she will be bewildered by the moving images.
- What does the man imply?
 - The woman gets upset easily.
 - The woman has reprimanded the boys before.
 - The boys are being particularly noisy.
 - The boys' mother is not at home.
- What has the man come to do?
 - prepare a contract
 - repair the printer
 - register a complaint
 - join the sales team
- Why does the man disagree with the woman?
 - He thinks the bus is the best way to travel.
 - He thinks accidents are more likely on a bike.
 - He thinks there is no problem parking on campus.
 - He thinks there is too much pollution to cycle.
- How does the woman feel?
 - concerned they won't collect enough money
 - worried that Frank has chosen the wrong hobby
 - afraid they won't find a suitable retirement gift
 - anxious about talking to the rest of the team.
- What advice does the woman give the man about the books on his course list?
 - to sell a few to raise money
 - to try to buy them second-hand
 - to buy only one or two of them
 - to ask the student union for help
- What will the speakers probably do?
 - hire Jodie Forbes for the position
 - employ the university graduate
 - continue searching for a suitable candidate
 - invite both candidates for a second interview
- What are the women discussing?
 - a painting
 - a photograph
 - a moving image
 - a sculpture
- What does the man say about Jane?
 - She betrayed Larry.
 - She insulted Larry.
 - She is better qualified than Larry.
 - She has more experience than Larry.
- Why was the girl confused about the exam?
 - She forgot to write the date down in her calendar.
 - She mixed the date up with another exam.
 - She was out of town when the teacher announced the date.
 - She was absent when the date was changed.

NOTES

LISTENING TRANSCRIPT

- M: Did you go to the immersive Van Gogh exhibition?
 W: I thought I might go this weekend. What's it like?
 M: Awesome! The paintings are projected onto the walls all around you and you feel engulfed. And the swirl of colors that are constantly shifting ... it's out of this world!
 W: But hardly in the same league as actually seeing the originals, I bet.
 M: It's difficult to compare. It's a different experience altogether.
- W: Oh, no they're at it again!
 M: What's ruffling your feathers this time?
 W: Those boys next door. They're arguing with each other. I have a good mind to go over there and give them a tongue-lashing.
 M: You'll do nothing of the sort.
 W: But I can't hear myself think.
 M: Stop getting yourself into a frenzy all the time! Their mother can deal with them.
- M: Hi, I've come about the printer.
 W: Oh, thank goodness. I've had the sales team on at me for days. They can't send contracts out looking like this.
 M: What exactly is the problem?
 W: It's printing a black line down the side of every page, and it's impossible to read that part.
- W: Parking on campus is becoming a nightmare! You know, I might just get a bicycle.
 M: Catch the bus rather. There's usually space.
 W: Ugh! Not for me. Besides, cycling is healthy.
 M: Not in this city. Most days you can't see your hand in front of your face.
- M: Metal detecting is a great way for Frank to spend his retirement. I think we'll have enough to get him the kit he wanted.
 W: I wouldn't be so sure. Half the team haven't put their hands in their pockets yet.
 M: I'll speak to them. I'm sure they'll all contribute.
- M: I can't afford all the books on this course list.
 W: Well, why not sell some of the books you no longer need? That'd raise some cash. Use the student union book app.
 M: I forgot about that. It's new, isn't it?
 W: Yeah. And you'll probably find some of the books on your list for sale by last year's students ... one or two at least.
- W1: What about Jodie Forbes? She's had a varied career path so far, so lots of experience.
 M: But would she be in it for the long haul? She didn't know a thing about us. The UCLA graduate we saw was keen to work for this company ... specifically.
 W2: He was a little too full of himself for my liking. We need someone who's a team player.
 M: Well, back to the drawing board.
- W1: It's awesome, isn't it?
 W2: Sure is. Look at how the artist has managed to capture the texture of the cloth.
 W1: And the hair. They both look as though they're being moved by a gentle breeze.
 W2: It seems almost translucent.
 W1: That's because of the marble.
 W2: It's simply astonishing how anyone can transform such a hard substance into something so beautiful and graceful.
- W: Have you heard about Jane?
 M: No. What happened?
 W: Well, she's the new regional manager.
 M: But Larry has seniority. They can't bypass him just like that.
 W: You're right. But Jane told them that Larry was planning to resign.
 M: What a backstabber! So what does he intend to do?
- G: We can't go out on Tuesday night ... our history midterm is on Wednesday.
 B: No, that's next week.
 G: But I have the 3rd in my calendar.
 B: Mr. Smith changed it last Friday, remember? He has to be out of town that day.
 G: Oh, that explains it. That was the morning I was sick.

11. What will the man probably do?
 - A. He will get cable TV.
 - B.** He will take an evening class.
 - C. He will watch the repeats.
 - D. He will spend the evening at home.
12. Who is the woman most likely talking to?
 - A. a handyman
 - B. a neighbor
 - C. a janitor
 - D.** a colleague
13. What is most probably true about the woman?
 - A. She is selling her home.
 - B. She wants to live in the center.
 - C.** She works at the university.
 - D. She was raised in a village.
14. What does the man believe about the painting?
 - A.** It is a forgery.
 - B. It is worth a lot.
 - C. It is in poor condition.
 - D. It is an original.
15. Why is the woman annoyed?
 - A.** Jim is making too much noise.
 - B. Jim has made a mess in the den.
 - C. She has to organize a teleconference.
 - D. She cleared out the den earlier.
16. What will the man tell Mary?
 - A. that she shouldn't be having second thoughts
 - B.** that she is being grossly unreasonable
 - C. that she has spent too much on the wedding
 - D. that she should stop daydreaming
17. What does Dr. Wexsel say about Julia's essay?
 - A.** She failed to make improvements.
 - B. She sent him the wrong version.
 - C. She is going to miss the deadline.
 - D. She took his suggestions into account.
18. How does the man help the woman?
 - A.** by getting out her spare tire
 - B. by offering her a job
 - C. by driving her to a gas station
 - D. by repairing her flat tire
19. What is probably the man's relationship to the girl?
 - A. He is her driving instructor.
 - B. He is her college tutor.
 - C.** He is her father.
 - D. He is her fitness trainer.
20. Why is the woman talking to the man?
 - A. to request a change of student accommodation
 - B. to complain about access to her accommodation on campus
 - C. to ask for assistance with applying for student accommodation
 - D.** to obtain an update on her application for accommodation

NOTES LISTENING TRANSCRIPT

11. M: There's absolutely nothing in the winter TV schedule! I'm in for some long, boring evenings.
W: There's always the repeats ... and cable's no better. Why not take up an activity in the evenings instead?
M: Now there's an idea! There's a whole range of classes scheduled at the community center.
W: Well, there you go then.
12. M: It's not that difficult. All you have to do is get onto the roof and scrape out all the dead leaves from the gutters.
W: That sounds dangerous. I think I'd better get someone to do it for me.
M: Well, Martin in maintenance downstairs is always looking for a way to make an extra buck.
13. M: So what are you looking for, exactly?
W: Somewhere quiet ... not too far out ... and within commuting distance of the university.
M: I'd suggest Wilton Heights, then. Quite a few lawyers live there, so it's a bit upmarket. There's a village atmosphere, and it's on the city center bus route.
W: Hmm, I've heard of the neighborhood. Do you have anything in my price range?
14. M: I assume you paid a good deal for this piece.
W: Well, my mother did ... years ago. I guess she always liked this artist.
M: That makes sense. His works were in high demand in the 60s. However, I'm afraid that your mother was duped with this one.
15. W: What on earth's going on in here?
M: You've been at me to clear out the den for ages.
W: And you decided to do it today ... of all days?
M: Well, since I have the day off.
W: Great, Jim. You know I have an important teleconference in a few minutes. I'm already a bit edgy about that, so I'd appreciate it if you could stop making a racket.
16. W: It's Mary's wedding day and she's supposed to be happy. So what if the flowers aren't perfect!
M: She could never see the forest for the trees. I realize that she's been dreaming of this day ever since she was a little girl, but this is preposterous. I'd be more understanding if she had cold feet.
W: I think you should give her a piece of your mind. That will bring her to her senses.
17. M: Julia, do you really expect me to accept this? You've completely ignored everything I told you to do.
G: But that can't be, Dr. Wexsel. I spent the whole weekend on it. I even put the statistics into graph form like you suggested.
M: Well, I'm not seeing any of that reflected here ... despite giving you an extension.
18. W: I must have picked up a nail. I thought the steering seemed a bit heavy.
M: Do you have a spare?
W: Yeah. It's in the back ... under all my gym equipment.
M: As I said, I'll talk to my boss, but no promises. His son's been helping out, and he's going abroad soon.
W: That'd be great. Thanks.
M: Er, Melanie, your spare's also flat. We need to get this to a gas station somehow.
19. G: No one's coming, so can I pull away now?
M: Er, check your mirrors first. OK, now easy does it. Gently on the gas pedal! We almost hit the sidewalk! Jeez, Kelly!
G: Sorry! I mixed up what to do with my feet!
M: Take it a little more slowly, will you? I knew this was a bad idea, but your mom insisted that we could do it without an instructor, so here we are!
20. W: Hello, I'd like to know what my status is regarding campus accommodation.
M: Name and student registration number?
W: Hannah Peterson, 250678HS. I applied when I got my acceptance notification, but I still haven't heard anything.
M: Sorry, but you don't seem to be in the system.
W: I requested assisted accommodation ... somewhere with wheelchair access.
M: Ah, why didn't you say so? OK! You're in Avemore House, ground floor, apartment two.

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 representative on an online radio show.

21. What is the speaker's view of cycling?
 A. It has become part of many people's lifestyle.
 B. It has been key to changing his lifestyle.
 C. It does not suit some people's lifestyle.
 D. It can relieve the anxiety of our modern lifestyle.
22. What does the speaker imply about New York?
 A. It's a dangerous city for traditional cyclists.
 B. It's where the e-bike factory is located.
 C. It's adapting to the increase in e-biking.
 D. It's notorious for its rush hour traffic.
23. What does the speaker say about the motor?
 A. It does not need to be recharged very often.
 B. The rider can choose whether to engage it or not.
 C. It's powerful enough to accelerate up steep hills.
 D. It does not emit any harmful pollutants.
24. What does the consumer survey suggest?
 A. E-bike owners are healthier than traditional bike owners.
 B. E-bikes are easier to use than conventional bicycles can ever be.
 C. E-bikes encourage their owners to cycle more than traditional bikes.
 D. E-bikes are overtaking regular bikes in terms of popularity.
25. What does the speaker feel is the most important reason to have an e-bike?
 A. They are safer.
 B. They cost less.
 C. They go faster.
 D. They pollute less.
26. What is the speaker's main aim?
 A. to highlight the shortcomings of regular bikes
 B. to provide feedback to owners of e-bikes
 C. to persuade people to buy a particular e-bike
 D. to explain the risks of using e-bikes

NOTES LISTENING TRANSCRIPT

M: (21) Cycling has definitely become the new normal in most of our towns and cities, but some people still think it isn't for them. Well, with the Carlton e-bike, cycling is for everyone. You get all the benefits of a traditional bicycle, with none of the strain, and at speeds of up to 20 mph (22) it's faster than traffic in New York at rush hour.

Will the Carlton e-bike still keep you energized and fit? Sure it will! (23) You can use the motor whenever you want to ... let's say for helping you up steep hills or accelerating away from stop signs. The rest of the time, it's pedal power ... as much or as little as you like. And you will love it! A recent consumer survey proves it. (24) Their results showed that only 46% of traditional bike owners use their bikes more than once a week, compared to 81% of e-bike owners.

Of course, there are all kinds of environmental and financial arguments for using an e-bike, but (25) the key benefit is safety. According to the Department of Transportation, most accidents involving cyclists take place at junctions ... as cyclists often jump red lights or fail to slow down in order not to lose momentum. With our e-bike, you won't be tempted to do this as it helps you accelerate effortlessly, reducing risk and taking you out of harm's way.

And to round off ... the cost. Obviously, an e-bike is cheaper than a car, and it doesn't cost much more than a good regular bike. You really can't lose! (26) And for this week only, you'll save 25% on our Carlton e-bike, so fill in your contact details in the box below if you're interested.

Now you will hear the second talk. Look at the questions.
Listen to a speaker talking about a charity event.

27. Who is hosting this year's event?
 A. a bookstore
 B. a bakery
 C. a pet store
 D. a hospital
28. Why does the speaker think last year's event was so popular?
 A. because Byron's Bookstore is well known
 B. because there were tasty delicacies for sale
 C. because many volunteers supported it
 D. because people wanted to help the local hospital
29. What is probably true about the speaker?
 A. He wants his team to raise more than five thousand dollars.
 B. He does not enjoy running through the countryside.
 C. He works in the pediatric unit of the local hospital.
 D. He used to be an employee of Byron's Bookstore.
30. What is Kay going to do?
 A. make hamburgers and hot dogs
 B. sell refreshments
 C. barbecue chicken wings
 D. prepare potato salad
31. How many volunteers are needed to distribute water to the runners?
 A. four
 B. five
 C. twelve
 D. fifteen
32. What will the members of the audience probably do next?
 A. pass around a form
 B. decide on a volunteer post
 C. register for the race
 D. listen to what Josh says

NOTES LISTENING TRANSCRIPT


M: Thank you all for coming. I know it's rather early in the morning for a team meeting, so I stopped by the bakery and ordered donuts and coffee for everyone. OK, if you're ready, let's take our seats.

(27)As the town's largest pet store, we've taken on the organization of the charity event this year. Last year, Byron's Bookstore hosted it and the event was a bake sale. (28)There were many finger-licking pies and delicious cakes, so it was immensely popular. (29)Byron's managed to bring in nearly \$5,000 ... quite a handsome sum ... but we're aiming to beat that.

We'll be hosting Race for Life ... a five-mile run through the countryside. The entry fee will cost \$10, which will go to the pediatric unit of our local hospital. But taking part in the race is not the only way to contribute. Those who don't enjoy running can still make a day out of it and support our cause. There will be refreshments for sale, and Michael ... there at the back ... raise your hand Mike ... will be barbecuing his famous Caribbean-style chicken wings. Faye will be in charge of the burgers and hot dogs. And Chris ... no ... sorry ... (30)Kay, will be making her mouth-watering potato salad. We'll charge \$15 dollars a plate, one drink included.

Now, regarding the volunteer posts. (31)We need people to hand out water as the participants pass by the water stations ... around a dozen ... and we're definitely going to need 4 or 5 people manning the start and finish line. So, before we wrap up, (32)please choose a volunteer post on the form Josh gave each of you ... write your name at the top and hand it to Josh before you leave. Thanks everyone!

Now you will hear the third talk. Look at the questions.
Listen to someone talking about perceptions of time.

33. Why does the speaker mention the faculty platform?
- A. to provide information on upcoming lectures and events
 - B. to highlight key points raised in an earlier presentation
 - C. to give instructions on how to research the topic of the talk
 - D. to explain where to access notes from the previous talk
34. What does the speaker say about the western perception of time?
- A. It tends to affect our emotional state.
 - B. It is dependent on a structured system of numbers.
 - C. It is subject to change according to the season.
 - D. It is an entity over which we have little control.
35. What can be understood about Huni Kuin?
- A. It does not have a complex numeric system.
 - B. It is more advanced than Amondawa.
 - C. It does not have words for numbers.
 - D. It has evolved to incorporate western words.
36. How do people of the Amazon regard time?
- A. They use natural events to measure it.
 - B. They measure it in terms of past, present and future.
 - C. They think it is unnecessary to measure it.
 - D. They view it as a concept measured by the sun.
37. What will the speaker probably do next?
- A. compare metric time with event-based time
 - B. analyze Amazonian methods for measuring time
 - C. examine how Amazonian tribes count
 - D. discuss differences between western and Amazonian cultures
38. What does the speaker mean when she says: 
- A. We record how long it takes us to accomplish tasks.
 - B. Our perception of time changes according to the time of day.
 - C. Time plays an essential role in our lives.
 - D. We feel good when we are in control of time.

NOTES LISTENING TRANSCRIPT

W: Good morning! (33) Following on from last week's lecture on western perceptions of time and how they are affected by our emotions ... for those of you who missed it ... the notes and full transcript are available on the faculty platform ... today, we're going to look at time from a totally different perspective.

(34) Last week we examined time in terms of numbers ... seconds, minutes, hours ... and how the way we experience time changes according to our mood. For example, we say time 'flies' when we're having fun, but it 'drags' when we're bored. (38) Our daily routine is organized around a clock. We regard time as a vital part of our lives ... something that we measure and try to control.

However, in certain cultures, time as a concept does not exist. Research has shown that tribes in the Amazon don't even have a word for it. (35) The way we measure time ... metric time, in other words, ... is dependent on a complex numeric system, and some Amazonian languages, such as Amondawa and Huni Kuin, have only a small numeric system, which goes no higher than four. To represent larger amounts, body parts are used. For instance, the number ten in Huni Kuin translates as 'hand two'. (36) For people of the Amazon, time is based on natural events and environmental change. There are no words for 'hour' ... their words for day and night also translate as 'sunlight' and 'dark', and they talk about the dry season and the wet season.

(37) So, we're going to examine the research findings for event-based time in the following areas: Day and night time intervals ... the influences of the Sun, Moon and stars; seasons; embodied-time reckoning ... using small numbers, hands and feet; moving time ... how these tribes refer to past, present and future. And then discuss comparisons with western perceptions of time.

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 first speaker imply about vampire bats?
- A. Not everyone believes they exist.
 B. Their existence is threatened.
 C. They are figments of our imagination.
40. What does the reporter suggest about the Dracula legend?
- A. It may have been based on a real-life character.
 B. It has led to misconceptions about vampire bats.
 C. It makes no mention of vampire bats.
41. Which of the following represents the subfamily to which vampire bats belong?
- A. the white-winged bat
 B. the hairy-legged bat
 C. the leaf-nosed bat
42. According to Patricia Hawkins, what does the term 'vampire bat' refer to?
- A. any bat whose diet consists solely of blood
 B. any bat with blood flowing close to the skin
 C. any bat which resists infections
43. What does Patricia say about the thermoreceptors in the vampire bat's nose?
- A. They facilitate the location of prey.
 B. They regulate body temperature.
 C. They help pinpoint accessible blood sources.
44. What distinguishes the common vampire bat from the other two members of its subfamily?
- A. It usually attacks from the ground.
 B. Its blood does not clot.
 C. It does not attack humans.

NOTES LISTENING TRANSCRIPT

M: We all know that vampires don't exist outside the realms of fantasy, at least not in human form. (39) And even though some people are still convinced it is make-believe, their animal counterpart, the vampire bat, is very much a real entity. For a closer look at these creatures, correspondent Lucy Majors spoke to zoologist Patricia Hawkins. Lucy?

W1: (40) The truth about vampire bats is often distorted by innumerable cinematic renditions of the legend of Dracula. For this reason, you'd be forgiven for not knowing that vampire bats do actually exist, and are indigenous to the Americas, more specifically to Central and South America. Patricia Hawkins specializes in studying the vampire bat. Patricia ... what's so fascinating about this creature?

W2: Well, (42) the vampire bat has actually become a catch-all term for three species of bat, which all share the dietary trait called hematophagy, which is, of course, the ingestion of blood exclusively. Its biological classification was rather a gray area until recently. You see, over the years, three types of bats have been identified that share this eating habit: the common vampire bat, the hairy-legged vampire bat, and the white-winged vampire bat. However, because of certain characteristics, each has been placed in a different genus. This means that each one is a distinct species, whereas originally, they were all lumped together.

W1: Interesting. Who is responsible for deciding biological classifications?

W2: Taxonomists. (41) They have grouped vampire bats as a subfamily known as Desmodontinae, of the leaf-nosed bat family, found in Central and South America. The fact that these three species have much in common suggests that they may have shared a common ancestor. For example, unlike other bats that subsist on a diet of fruit, (42) the vampire bat has certain anatomical features that no doubt evolved to aid its blood-feeding habits. Um, its nose has a leaf-like covering and probably offers extra protection against blood-borne infections. It also has thermoreceptors located on its nose. (43) The purpose of these is to aid the bat in locating areas on its prey's body, where the blood flows close to the skin, thus enabling the creature to access its food source rapidly.

W1: Is it true that the three vampire bat species differ in their habits and food sources?

W2: Absolutely. The common vampire bat, for example, feeds mostly on the blood of cattle, whereas the white-winged and hairy-legged varieties feed on the blood of birds. (44) The latter two are more agile ... attacking from the air, while the common vampire bat generally jumps on its host from the ground. In fact, this species is known to walk and even run at a decent speed when necessary. And it's the common vampire bat that has been known to attack humans, especially if they're sleeping outside, close to the bat's habitat. Such occurrences are few and far between, though.

W1: And on the upside, these attacks have revealed an interesting fact, haven't they?

W2: They sure have. The saliva released by vampire bats acts as an anticoagulant, inhibiting blood clotting and facilitating the flow of blood. Some researchers now hope to use their saliva to create a drug that will help treat patients with heart disease.

W1: I'm afraid that's all we have time for today. Thanks for being with us, Patricia.

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

45. What does the reporter say about lighthouses today?
- A. They are maintained by dedicated keepers.
 - B.** They are no longer operated manually.
 - C. They are connected to each other.
46. Why does Janet Evans refer to Longfellow?
- A.** to give an example of the lighthouse as a metaphor
 - B. to explain the source of inspiration for her photography
 - C. to describe the poet's feelings for a particular lighthouse
47. What does Janet say about the Lighthouse of Alexandria?
- A. It was the first lighthouse ever built.
 - B. It stood for around 400 years.
 - C.** Its light was projected far out to sea.
48. According to Brady, what is true about the Boston Light?
- A. It was completed in the 17th century.
 - B. It was rebuilt by the British.
 - C.** It has an official keeper.
49. Why does Janet mention the Cape Hatteras Lighthouse?
- A. to give another example of a very remote lighthouse
 - B.** to challenge a commonly held view about a lighthouse
 - C. to point out why lighthouses are popular tourist attractions
50. What does Brady imply about lighthouse keepers?
- A. They also served as tourist guides.
 - B.** They had a lot of responsibilities.
 - C. They lived a lonely life.

NOTES LISTENING TRANSCRIPT

- W1:** In ancient times, coastal communities would light fires on cliff-tops to warn ships at sea of treacherous rocks or shorelines. Eventually, structures that would serve the same purpose replaced this practice. For a closer look at lighthouses, here's James Thompson.
- M1:** Lighthouses ... beacons of light that guide ships safely through storms. Symbols of hope and shelter. (45) Nowadays, fully automated, yet for years, operated by dedicated keepers. Today, I'm at the Boston Light, America's first-ever lighthouse, to learn more about them. With me are veteran lighthouse keeper Brady Colbert and Janet Evans, a photographer who has compiled several photo books on lighthouses across America. Janet, why lighthouses?
- W2:** Well, lighthouses are a common metaphor in literature and art, representing not only strength and guidance, but also protection from troubles that arise in our lives. (46) Just as Longfellow's memorable poem, *The Lighthouse*, crystallizes his vision of the lighthouse as a constant presence ... always watching over us ... I try to capture this same idea in a frame. Written in 1849, Longfellow's poem was inspired by trips to the Portland Head Light in his native Maine.
- M1:** Fascinating! Now, lighthouses have been around for hundreds ... if not thousands of years. Can you tell us a bit about their history?
- W2:** Sure! Lighthouses were first built in the days of the early Egyptians. The first recorded one was the Lighthouse of Alexandria, which was built in the third century BCE. Standing at a height of around 400 feet, it was beautifully designed and was one of the Seven Wonders of the Ancient World. It remained in use for over seventeen hundred years and was highly effective because (47) the Egyptians devised a way to use fires and reflective materials to produce light that could be seen by ships many miles out from port.
- M1:** And to return to the present, as I mentioned, we're standing outside the first lighthouse ever built in the U.S. Brady, you know the Boston Light well. What can you tell us about it?
- M2:** Well, it was first built in 1716, but the original tower was blown up by the British in 1776, and was reconstructed in 1784. It's now fully automated, but due to its historical status, (48) it retains a keeper ... the only one in the U.S. today that officially does so.
- M1:** Right! So, what is your connection with this lighthouse, Brady?
- M2:** My granddaddy was a keeper here, and as a child, I used to spend my summer vacations with him. I went on to become a keeper myself ... uh ... out in Maine, but this one has always been kinda special to me, and since it's now a tourist attraction, I decided to volunteer here as a guide when I retired.
- M1:** But you were once keeper at Longfellow's Portland Head Light, weren't you? And that's now considered by many to be the most famous lighthouse destination in the world!
- W2:** Er ... (49) that's actually a point of contention, as the Cape Hatteras Lighthouse in North Carolina, with its famous black and white candy cane stripes, would argue that claim ... and Boston Light is also extremely popular.
- M1:** Ha ha! OK, Janet! Anyway, Brady, you deal with tons of visitors these days, but your life as a keeper must have been lonely at times. What did you do with yourself?
- M2:** To be honest, you rarely got bored. (50) There was always plenty to do ... monitor weather reports, maintain the light and fog signal, update the Coast Guard and weather service on a regular basis, as well as keeping the lighthouse itself shipshape. And, contrary to popular belief, most lighthouse keepers never worked alone. At Portland, there were always three or four of us.
- M1:** Sadly, most lighthouses now stand empty and alone, but it's undeniable that these historic structures still call up that striking image ... as a steady guiding light through the storm of life.

51. If my clock hadn't been slow, I _____ in time for our conference opening yesterday.
A. had been
B. could be
C. would have been
D. must have been
52. The interior design of this hybrid car has been taken straight from an older hatchback, _____ with some modifications.
A. whereas
B. albeit
C. however
D. despite
53. _____, homes with electricity and running water did not exist.
A. Before many years
B. Many years ago
C. Since many years
D. Over many years
54. A member of the crew reminded _____ any of our belongings behind as we were disembarking.
A. not to leave
B. not leaving
C. us not to leave
D. us not leaving
55. How _____ is can be estimated by the number of collectors that attend his exhibitions.
A. well Carl paints
B. good is Carl as a painter
C. a good painter Carl
D. good a painter Carl
56. According to the weather forecast, it is likely _____ severe weather in our area this week.
A. to be seeing
B. of us to see
C. that we will see
D. that we see
57. At his new job, Peter has several responsibilities, _____?
A. does it
B. doesn't he
C. has he
D. hasn't it
58. Students were asked to suggest ways for improving the course in case _____ repeated next semester.
A. it will be
B. it had been
C. it were to be
D. for it to be
59. All of the proposals made were reasonable but _____ of them were accepted by the committee.
A. none
B. neither
C. not one
D. no one
60. How long _____ you to type up all those emails?
A. it took
B. it had taken
C. was it taking
D. did it take
61. Computer science arguably spends _____ time on solving mechanical issues and not enough on mathematical analysis.
A. too much
B. very much
C. very few
D. so many
62. People who have suffered from a mental disorder rarely mention it for fear _____ stigmatized.
A. that they might be
B. as to have been
C. to being
D. of having been
63. "Shall I invite Judy to dinner, too?"
 "I'd rather _____."
A. you hadn't
B. not to
C. you didn't
D. not have
64. When using the stroller, make sure the straps are fastened tight enough _____ the baby cannot slip out.
A. so that
B. provided that
C. in order for
D. so as
65. _____ able to tackle its multitude of long-term problems, the fishing industry may struggle badly in the near future.
A. To not be
B. Not having been
C. Not to have been
D. Having not been
66. So _____ about his colleagues' claims that he immediately contacted the chief executive.
A. strongly he feels
B. strong he felt
C. strongly did he feel
D. strong he did feel

This passage is about an epic poem.

Beowulf is a remarkable Old English epic poem, which has a unique position in the (67) of English Literature. It is the first epic poem written in Old English, and provides us with (68) information about how the English language evolved. Believed to have been composed (69) time before the 10th century, *Beowulf* tells the story of a great Scandinavian hero. It was first transcribed in 1786, but its exact origins are a source of contention among scholars, since the multiple dialectal forms present within it (70) that it may have been passed down orally throughout England over many years.

The poem provides a clear (71) of the society of that time, describing a community which is (72) by a dark enemy and delivered by their heroic king, Beowulf. (73) the end of the story, Beowulf is mortally wounded, but he has killed the enemy and saved his people.

Only one medieval manuscript of the poem still exists, and (74) can be found in the British Library, in London. It seems to have led a charmed life, as it survived (75) the destruction of the monastery in which it was originally housed, but also a fire in a library (76) for safekeeping during the 18th century.

- 67. A. history
B. form
C. duration
D. time
- 68. A. frivolous
B. overwhelming
C. considerate
D. invaluable
- 69. A. some
B. much
C. one
D. long
- 70. A. suggest
B. argue
C. reflect
D. speculate
- 71. A. characteristic
B. picture
C. memento
D. insight
- 72. A. protected
B. repelled
C. threatened
D. offended
- 73. A. Till
B. In
C. At
D. From
- 74. A. one that
B. this
C. another
D. so it
- 75. A. apart from
B. firstly
C. on the one hand
D. not only
- 76. A. which had been housed
B. that was being built
C. where it had been moved
D. building it had used

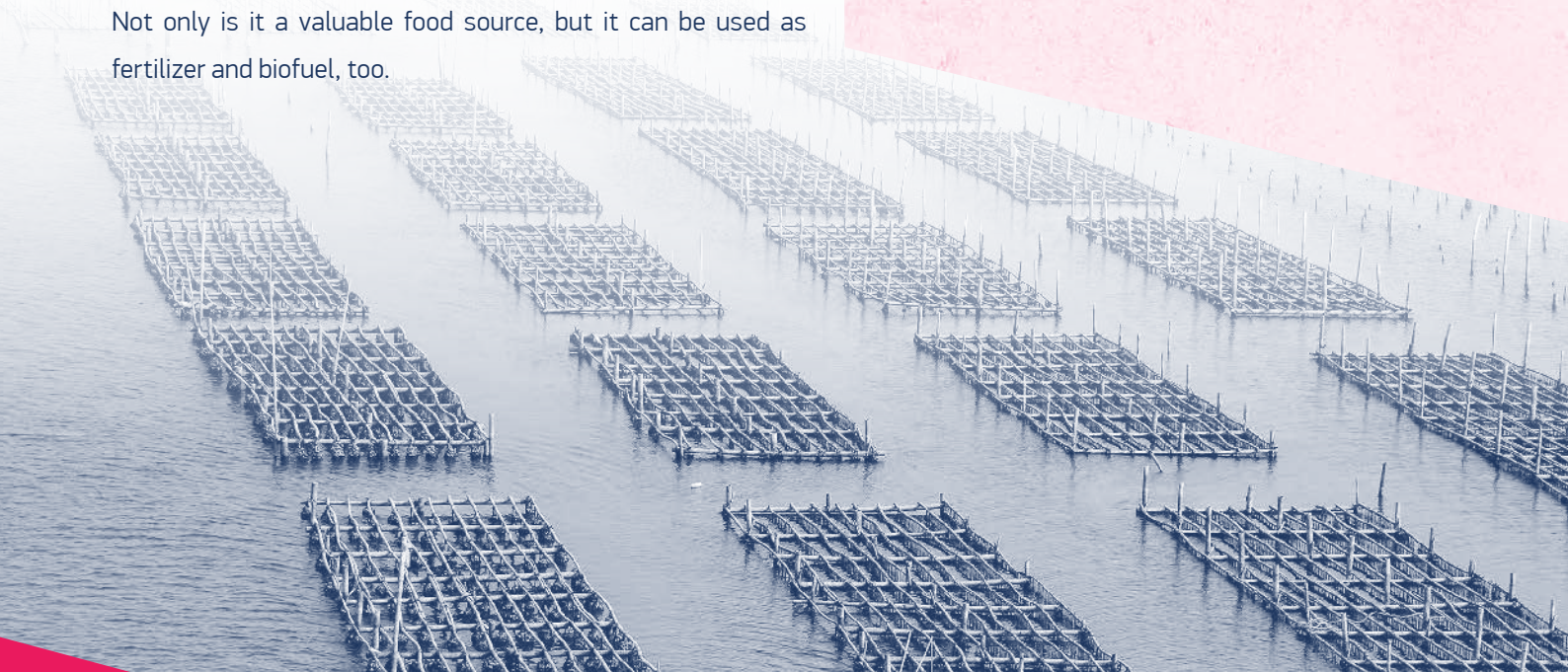
This passage is about regenerative ocean farming.

____(77)____ a commercial fisherman, Canadian Bren Smith became ____ (78) ____ how destructive the fishing industry had become. So, he leased 20 acres of water in Long Island Sound, set up Thimble Island Ocean Farm, and has been raising mussels, oysters and kelp ____ (79) _____. He believes ocean farming is the only way to keep our oceans alive for future generations.

Known as regenerative ocean farming, Smith's method ____ (80) ____ the ocean's ecosystems, reduce the rate of climate change and establish a new economy of sustainable seafood. Smith explains that the beauty of shellfish and seaweeds is that they stay put, and don't need feeding, which means that the financial ____ (81) ____ is minimal. These types of organism need nitrogen to grow, and kelp absorbs five times more carbon than land-based plants. ____ (82) _____, shellfish and seaweeds can restore the pH balance and improve water ____ (83) _____. By consciously cultivating them, Smith has also created an artificial reef, on which over 150 other marine species live, feed and thrive, ____ (84) _____ regenerating ecosystems in the area.

Smith now spearheads an organization called GreenWave, which promotes and ____ (85) ____ his method all around the world. GreenWave researches and develops commercial uses for kelp, which is proving to be an ____ (86) ____ versatile product. Not only is it a valuable food source, but it can be used as fertilizer and biofuel, too.

77. **A.** Before **C.** Once
B. After **D.** Then
78. **A.** detached from **C.** indifferent to
B. disillusioned by **D.** unconcerned about
79. **A.** once more **C.** in the wild
B. ever since **D.** for long time
80. **A.** is helping to revive **C.** will surely refresh
B. is the one to compensate **D.** has depleted
81. **A.** aid **C.** export
B. gain **D.** input
82. **A.** Though inherently **C.** Despite all this
B. This means that together **D.** More than ever
83. **A.** balance **C.** quality
B. storage **D.** supply
84. **A.** still **C.** and
B. thus **D.** by
85. **A.** implements **C.** fulfills
B. expands **D.** materializes
86. **A.** abundantly **C.** oddly
B. extremely **D.** ultimately



87. On getting home after her exciting tour around Asia, Nora found it hard to return to such _____ matters as paying the bills.
- A.** mundane *βαρετός, κοινότοπος*
B. worldly *γήινος, υλικός*
C. delicate *ευαίσθητος, λεπτός*
D. diminutive *μικρός, μικροσκοπικός*
88. Most of the artifacts in the traveling exhibition were assembled by the museum _____ during his trips across the U.S.A.
- A.** janitor *επιστάτης (κτιρίου)*
B. warden *φύλακας / δεσμοφύλακας*
C. curator *(museum ~) έφορος μουσείου*
D. porter *αχθοφόρος*
89. A great number of comedians have volunteered to visit the children's hospital in order to _____ the young patients.
- A.** wind up *καταλήγω / τελειώνω, ολοκληρώνω*
B. lift up *σηκώνω, υψώνω*
C. light up *φωτίζω, -ομαι*
D. cheer up *τονώνω το θητικό, ενθαρρύνω*
90. Her latest novel is _____ her best work to date. The critics loved the complexity of its plot.
- A.** rationally *λογικά, ορθολογικά*
B. credibly *πειστικά*
C. arguably *αναμφίβολα, αδιαμφισβήτητα*
D. sensibly *λογικά, συνετά*
91. Will you _____ that the arrangements for the next meeting are made known to everyone?
- A.** take notice *(~ of sth) παρατηρώ κτ*
B. see to it *(~ that) φροντίζω ώστε/να*
C. put in order *(put sth in order) βάζω κτ σε σειρά*
D. tune in *(~ to sth) συντονίζομαι σε κτ*
92. Ian's winning the lottery on the day he was laid off really was a _____ of luck.
- A.** feat *επίτευγμα, κατόρθωμα*
B. stroke *(~ of luck) απρόσμενη τύχη, ευτυχής συγκυρία*
C. jolt *τράνταγμα, δόνηση / σοκ*
D. blow *χτύπημα, πλήγμα*
93. The most likely time to see deer from up close is in the evening, when they come to the stream to _____ their thirst.
- A.** extinguish *σβήνω (φωτιά)*
B. quench *(~ one's thirst) ξεδιψώ, σβήνω τη δίψα μου / σβήνω (φωτιά)*
C. alleviate *ανακουφίζω, καταπραΰνω*
D. ease *μετριάζω, -ομαι, απαλύνω, -ομαι*
94. "Did you get the tickets for the Broadway production we were talking about?"
 "Yes, but they were more expensive than I had _____."
- A.** anticipated *προσδοκώ, προβλέπω*
B. evaluated *εκτιμώ, αξιολογώ*
C. foretold *προφητεύω, προμηνύω*
D. professed *διατείνομαι, ισχυρίζομαι*
95. The Department of Engineering at this university provides its students with access to _____ computer technology.
- A.** far-fetched *υπερβολικός, παρατραβηγμένος*
B. hard-core *πρωμένος, σκληροπυρηνικός*
C. fast-paced *ταχύρρυθμος, γρήγορος*
D. cutting-edge *προηγμένος, εξελιγμένος*
96. Excessive use of dietary _____ may actually bring about unpleasant side effects, like headaches, dizziness or digestive problems.
- A.** additions *πρόσθεση (μαθηματικά) / (~ to) προσθήκη σε*
B. ingredients *συστατικό, υλικό*
C. preservatives *συντηρητικό (χημική ουσία)*
D. supplements *(dietary/vitamin ~) συμπλήρωμα διατροφής/βιταμινών*
97. This region has been _____ hit by drought over the last five years, making poor crop yields a common phenomenon.
- A.** constantly *συνεχώς, ασαμάτητα*
B. virtually *σχεδόν*
C. boldly *τολμηρά, θαρραλέα*
D. perpetually *παντοτινά, μονίμως*
98. Prior to starting a project, _____ statement of objectives is vital so that the final goals can be determined.
- A.** an auspicious *ευαίσιος, ευνοϊκός*
B. a cohesive *ενιαίος / συνεκτικός*
C. an imminent *επικείμενος, που πρόκειται να συμβεί*
D. an explicit *σαφής, ξεκάθαρος*
99. Even after reading the manual carefully, we couldn't _____ why the coffee machine wouldn't operate.
- A.** catch on *γίνομαι δημοφιλής, της μόδας*
B. single out *ξεχωρίζω, επιλέγω*
C. figure out *καταλαβαίνω, «βγάλω άκρη»*
D. add up *αθροίζω, προσθέτω / (sth doesn't ~) κτ δε συνάδει, δεν έχει λογική συνέπεια*
100. Members of the board were accused of _____ a financial crisis to justify reforms in the company.
- A.** contriving *επινοώ, σκαρώνω*
B. smothering *πνίγω / καταπνίγω*
C. weathering *επιβιώνω από, αντεπεξέρχομαι σε*
D. surmounting *ξεπερνώ, υπερνικώ (δυσκολία)*
101. The _____ of crime in the city center is compelling many families to move to the suburbs.
- A.** prevalence *επικράτηση, εξάπλωση*
B. encounter *τυχαία συνάντηση / αναμέτρηση*
C. defiance *ανυπακοή, απειθεία*
D. confrontation *αντιπαράθεση, διαφωνία*
102. Healthy relationships are based on trust and _____ respect for each other's feelings, needs and choices.
- A.** communal *κοινός, κοινόχρηστος*
B. joint *κοινός, ομαδικός*
C. mutual *αμοιβαίος*
D. fervent *ένθερμος, φλογερός*

READING

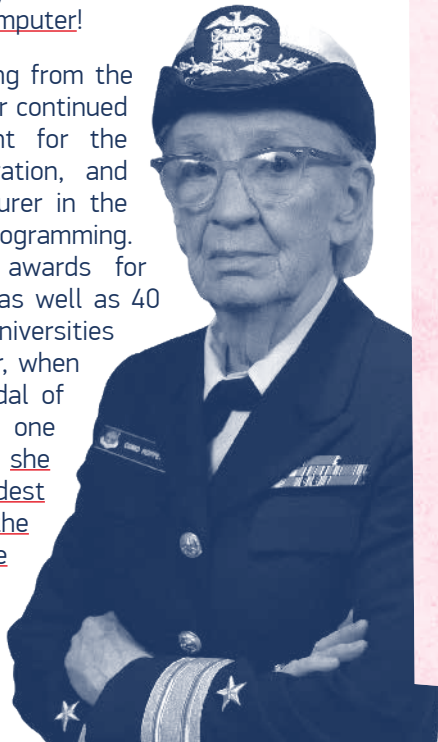
This passage is about a computer programmer.

103 Rear Admiral Grace Hopper, affectionately known in later years as 'Grandma COBOL', enjoyed a distinguished career spanning over forty years as a computer programmer for the United States Navy. Indeed, at the time of her retirement at the age of 79, she was the oldest active duty commissioned officer in the U.S. Navy.

Born in 1906, Hopper studied mathematics, getting both a master's degree and a Ph.D. from Yale University. She worked as a mathematics professor at Vassar College prior to enlisting in the Navy Reserves in 1943, during World War II. In 1944, she joined the Bureau of Ships Computation Project at Harvard University, and was one of the first programmers involved in developing the Harvard Mark I computer. 105 A pioneer in computer programming, she was the first to devise the theory of machine-independent programming languages, creating the FLOW-MATIC programming language. This was later extended to develop COBOL, which is still in use today. A staunch proponent of this high-level programming language, Hopper went on to develop naval applications for COBOL, hence her nickname in later life.

Though Grace Hopper accomplished a number of 'firsts', not all the records are strictly accurate. According to one story, members of her team at Harvard opened up a computer to investigate why it was making errors, only to discover a moth trapped in a relay. They literally had to 'debug' the computer, and Hopper recorded the incident, 106 sticking the insect in her diary. As a result, she has often been credited with the terms 'bug' and 'debug' becoming part of the computer vernacular. The truth is, the term had been around since the 1880s, when Thomas Edison used the word 'bug' to describe a problem with his telephone designs. Hopper was simply the first to record a case of a real one being found in a computer!

Even after finally retiring from the Navy in 1986, Grace Hopper continued to work as a consultant for the Digital Equipment Corporation, and was in demand as a lecturer in the early days of computer programming. She received numerous awards for her groundbreaking work, as well as 40 honorary degrees from universities around the world. However, when receiving the National Medal of Technology in 1991, just one 108 year prior to her death, she asserted that her proudest accomplishment was the number of young people she had trained over the years.



103. What is the main purpose of the passage?
- A. to describe how the computer language COBOL was invented
 - B. to discuss the origins of computer programming
 - C. to provide a brief biography of a well-known scientist
 - D. to explain how computers were first developed for the U.S. Navy
104. What is suggested about Grace Hopper in the first paragraph?
- A. She was a grandmother by the time she retired.
 - B. She worked in the computer industry for forty years.
 - C. She was the longest-serving female officer in the U.S. Navy.
 - D. She earned a great deal of respect during her career.
105. According to the passage, why did Grace Hopper come to be known as 'Grandma COBOL'?
- A. because she created the COBOL programming language
 - B. because she was involved in COBOL's development for many years
 - C. because she retired soon after she designed COBOL
 - D. because she was the oldest working member of the COBOL design team
106. Why is the case of the moth in the computer mentioned?
- A. to dispel a misconception about Hopper
 - B. to give another example of one of Hopper's achievements
 - C. to highlight Hopper's impact on computer science
 - D. to describe a technical problem Hopper dealt with efficiently
107. In the fourth sentence of paragraph 3, which word could best replace **vernacular**?
- A. procedure
 - B. technology
 - C. programming
 - D. jargon
108. According to the author, how did Grace Hopper view her work?
- A. She took most pride in her accomplishments as a programmer.
 - B. She regarded herself primarily as a teacher.
 - C. She thought of herself first and foremost as a Naval officer.
 - D. She did not consider her achievements groundbreaking.

This passage is about a video game.

League of Legends recently celebrated its tenth anniversary on the global stage of video games. During that time, it has evolved into one of the most popular PC games in the world, firmly establishing itself as one of the top e-sports by holding regional and world championships annually. In 2018 alone, it reportedly generated \$1.4 billion and, at peak hours of the day, as many as 8 million players may be logged on concurrently.

It all started when two graduates of the University of Southern California decided that they wanted to make online gaming accessible to a wider audience. Players themselves, Marc Merrill and Brandon Beck were inspired largely by Blizzard Entertainment's *Warcraft III*. They set up Riot Games, and began developing a free-to-play game. This was to transform the online gaming industry. Their *League of Legends* was one of the first online games to forgo the monthly subscription approach that had sustained popular games like *World of Warcraft*, and it immediately attracted a whole new wave of younger players.

When asked about the reasons for its continuing success, Merrill described the game as "a living entity that grows alongside its player base". The company continues to update the game on a regular basis, with player feedback commanding a key role in the development of new features. Indeed, Merrill believes that some of the game's biggest followers are also its toughest critics, and this, he says, keeps the company on its toes. Their philosophy has resulted in the development of a global community of dedicated *League of Legends* fans devoted to anything from professional gaming leagues to live concert tours playing LoL theme tracks.

The rewards reaped by professional players are not to be scoffed at, either. Top players like Korea's Lee Sang-hyeok, known as Faker, can earn upwards of \$1 million when they participate, and these gamers are now being bought and sold in much the same way as football stars are traded between teams. With more than 2,500 employees around the world, Riot is one of America's largest video game companies, a very different kettle of fish to what it was ten years ago, and the same goes for its flagship title.

There are also a number of new brand-related projects in the pipeline, making it clear that we can expect still more from Riot Games in the future.

109. What is the main purpose of the passage?
 A. to review a popular video game
 B. to announce a company celebration
 C. to discuss the development of e-sports
 D. to examine the growth of an online game
110. How did *League of Legends* differ from other online games of the time?
 A. It didn't charge people to play.
 B. It was easier to play than other games.
 C. It required a monthly subscription fee.
 D. It was designed for younger players.
111. What does Marc Merrill attribute the game's lasting popularity to?
 A. its interactive nature
 B. its regular updates
 C. its huge fan base
 D. its response to fans' demands
112. In the third sentence of paragraph three, what does **this** refer to?
 A. the development of new features
 B. changes in the rules of play
 C. criticism from players
 D. the company philosophy
113. Why are football stars mentioned in the final paragraph?
 A. to compare the rules of *League of Legends* and football
 B. to highlight the commercial development of *League of Legends*
 C. to make a contrast between gamers and footballers
 D. to point out the differences between *League of Legends* and football
114. What does the author suggest about the game?
 A. He believes it will continue to evolve.
 B. He thinks it will become outmoded.
 C. He implies that it will be replaced soon.
 D. He recommends it be redesigned.



READING

This passage is about giant pandas.

115. Every so often, China raises the alarm for giant pandas in the wild. The reason for this is that, about every 60 years or so, the bamboo plants that pandas feed on enter a dying-off cycle and the animals are at risk of dying from starvation. When this happened in the northwestern province of Gansu in 2005, the threat was so severe that workers at the Baishuijiang National Nature Reserve monitored the pandas there for signs of hunger. The most vulnerable animals, in particular the old or feeble ones, were relocated to areas that still had bamboo.

The giant panda's diet consists almost exclusively of bamboo and the animal can starve once the plant enters its dying-off stage. 116. This stage begins when the bamboo forms flowers, after which the pandas refuse to eat it. Then, the bamboo starts to produce seeds and a new crop begins to grow, taking 10 years to mature. 117. Scientists hypothesize that mass flowering of bamboo is the plant's survival strategy because it regulates animal populations. In fact, a mass die-off of bamboo in the 1970s caused the death of around 250 pandas.

Another noteworthy fact is that the dying-back cycle tends to follow different schedules in different localities. Albeit, when the bamboo started blooming in Gansu, it also began doing so in the Sichuan and Shaanxi provinces. The latter are home to the rest of China's estimated 1,800 118. wild pandas, and the flowering plants constituted more than 17,000 acres of the reserves located in those areas. 119. As a result, park rangers began patrolling for ailing animals and rescued those in need. Environmental workers also enlisted the support of local villagers, informing them that if pandas entered inhabited areas looking for food, they should not be harmed or driven away.

The giant panda is regarded as an unofficial national mascot by the Chinese people, but the animal's restricted diet is only one of several factors threatening its survival. Wild panda populations have also fallen prey to farming and development, and the female's extremely short breeding season means that the animals reproduce at an agonizingly 120. slow rate. That being said, the birth rate of giant pandas in captivity has greatly improved due to advances in artificial insemination. And, in a further effort to boost its numbers, the Chinese authorities are funding scientists to carry out research with a view to cloning the animal.

115. What is the main purpose of the passage?
- A. to explain the difficulties relating to the panda's survival
 - B. to describe how pandas are monitored in the wild
 - C. to inform about a recurring phenomenon that threatens pandas
 - D. to review steps being taken by scientists to save the panda
116. What does the author state about the bamboo eaten by the giant panda?
- A. It is approaching extinction in Chinese nature reserves.
 - B. It is not consumed when it is at the seeding stage.
 - C. It is dying off at a similar rate in all areas.
 - D. It is one of many plants the animal thrives on.
117. According to the passage, what can be concluded about the mass flowering of bamboo?
- A. It occurs to protect the plant.
 - B. The plant's flowers become toxic.
 - C. It is a one-off event.
 - D. It is triggered by human intervention.
118. In the third sentence of paragraph 3, which word could best replace **constituted**?
- A. developed
 - B. integrated
 - C. dispersed
 - D. covered
119. Why does the author mention park rangers and environmental workers?
- A. to point out the areas they had to cover
 - B. to explain that they needed assistance
 - C. to show what action was taken
 - D. to argue that they were ineffective
120. According to the passage, what has contributed to the increase in panda numbers?
- A. the establishment of new nature reserves
 - B. the progress in fertility treatments
 - C. the mass planting of bamboo
 - D. the funding of cloning projects



1. I'm not surprised that Dave's not feeling well; he was eating _____ at the fair this morning.
 - A. the one ice cream after the other
 - B. one ice cream after another
 - C. another ice cream after another
 - D. after one ice cream another
2. Lifeguards _____ in more than two sessions will be disqualified from the training program.
 - A. who don't participate
 - B. have not participated
 - C. that they don't participate
 - D. are not going to participate
3. If applicants _____ the reference letter, they won't be invited to attend the second round of interviews.
 - A. delay to send
 - B. will delay sending
 - C. delayed to send
 - D. delay sending
4. Most experts believe that present-day Andean cultures _____ from the Incas.
 - A. they may descend
 - B. would be descending
 - C. may have descended
 - D. they are descending
5. You should have told him the truth right from the start; telling him now _____.
 - A. it's of no use
 - B. is of no use
 - C. is not of use
 - D. it's no use
6. The police officer compiled a _____ of the investigation, including every minor detail.
 - A. report of ten-pages
 - B. ten-page report
 - C. ten-pages report
 - D. paged-ten report
7. Several of the teams that took part in the school volleyball championship played _____ professionals.
 - A. as though were
 - B. like being
 - C. as if they were
 - D. as they are
8. Candidates may only begin the test once they _____ information on the answer sheet.
 - A. filled in the requiring
 - B. have filled in the required
 - C. will fill in a required
 - D. fill in a requiring
9. Historians have paid special attention _____ and practices of postwar middle-class America.
 - A. for socially rituals
 - B. on the social rituals
 - C. at rituals socially
 - D. to the social rituals
10. The robbers _____ inside knowledge of the bank's security measures and that's why the alarm system didn't go off.
 - A. are thought that they have
 - B. thought there was
 - C. were thinking they had
 - D. are thought to have had
11. Good jobs are hard _____ these days, so people are forced to take whatever is available on the market.
 - A. to come by
 - B. they come about
 - C. coming about
 - D. to come by you
12. There is an old bookstore downtown where you can find _____ you want.
 - A. any kind of book
 - B. the book kinds
 - C. some kind of book
 - D. books in a kind
13. New office policy has helped administration _____ to the efficient organization of files.
 - A. make changes critical
 - B. to making critical changes
 - C. to critically make changes
 - D. critically to making changes
14. "The car broke down last night!"
"We'll have to get _____ right away because we're going to New York this weekend."
 - A. someone repair
 - B. someone to repair it
 - C. for someone to repair
 - D. someone repaired it
15. The kids are very excited about their vacation and keep talking about what a great time _____ at the beach.
 - A. will they have
 - B. do they have
 - C. they will have
 - D. have they
16. Martha is highly respected at work since she is _____ employee in our branch.
 - A. one of the best
 - B. as good an
 - C. a far better
 - D. by far the best

- Though small, the town has all the public _____ of a big city, including a hospital, a fire station and a courthouse.
 - infrastructures υποδομές, έργα υποδομής
 - amenities** (pl.) υπηρεσίες, παροχές
 - enhancements βελτίωση, αναβάθμιση
 - intersections διασταύρωση
- He was so hungry after his run that he _____ a huge plate of bacon, eggs and sausages.
 - ingested προσλαμβάνω, καταπίνω (τροφή/νερό)
 - swallowed καταπίνω
 - devoured** καταβροχθίζω
 - nibbled τσιμπολογώ
- In no particular order, volunteers are _____ selected from the list to carry out camp duties each day.
 - abruptly απότομα, ξαφνικά
 - arbitrarily** αυθαίρετα
 - abstractly αφηρημένα
 - approximately περίπου, κατά προσέγγιση
- At the end of the debate, the chairman _____ for questions from the audience.
 - held the line παραμένω στη γραμμή (στο τηλέφωνο)
 - took note (~ of sth) δίνω ιδιαίτερη προσοχή σε κτ
 - set the stage (~ for) ανοίγω τον δρόμο, προετοιμάζω το έδαφος για
 - opened the floor** απευθύνω τον λόγο (για ερωτήσεις/προτάσεις/κριτική)
- "Mabel, have you got a minute?"
"Sorry, I'm busy right now. I'll buzz you as soon as I get _____ moment."
 - an extra επιπλέον
 - an additional επιπλέον, επιπρόσθετος
 - a surplus παραπάναισιος, πλεονάζων
 - a spare** διαθέσιμος, ελεύθερος
- Chloe likes oriental food, such as Chinese and Thai, but she doesn't _____ pasta or pizza.
 - take after μοιάζω (σε συγγενή)
 - try out δοκιμάζω
 - care for** (~ sth) μου αρέσει κτ / (~ sb) νοιάζομαι για κτ
 - live on ζω τρεφόμενος μόνο με / τα βγάζω πέρα με (χρηματικό ποσό)
- I love the island in the spring, before the summer _____ of tourists renders it almost unrecognizable.
 - influx** μαζική εισροή
 - heap σωρός, στοίβα
 - injection ένεση, έγχυση
 - allotment κατανομή, διανομή
- The thought of confronting his boss after their argument _____ Herman, and as a result, he couldn't sleep.
 - extorted αποσιώ εκβιαστικά
 - agitated** αναστατώνω, συγχύζω
 - deluged κατακλύζω
 - skirmished έρχομαι σε συμπλοκή, συγκρούομαι / λογομαχώ
- The empty _____ landscape of Antarctica has fascinated explorers for centuries.
 - hoarse βραχνός
 - crude ακατέργαστος / πρόχειρος / άξεστος
 - coarse τραχύς, άγριος, χοντροκομμένος
 - barren** άγονος, έρημος
- If there is no clear winner in the elections, then _____ between the two parties will be required to form a new government.
 - a coup πραξικόπημα
 - a coalition** συνασπισμός, συμμαχία
 - an abduction απαγωγή, αρπαγή
 - an association σύνδεσμος, σύλλογος / συσχέτιση
- The TV presenter was very skilled at making witty remarks _____ during live shows.
 - out of bounds εκτός ορίων / απαράδεκτος, ανεπίτρεπτος
 - off the cuff** αυθόρμητα, χωρίς προετοιμασία
 - in the twinkling of an eye πολύ γρήγορα, «στο άψε σβήσε»
 - through the grapevine (hear sth ~) μαθαίνω κτ από κουτσομπολιά, «παίρνει κτ το αυτί μου»
- An article was published in the Washington Post _____ the entrepreneur as a fraud.
 - unearthing ανακαλύπτω, βρίσκω / ξεθάβω
 - divulging αποκαλύπτω, φανερώνω
 - exposing** (~ sb as) εκθέτω, παρουσιάζω κτ ως
 - unfolding ξεδιπλώνω, ξετυλίγω / εκτυλίσομαι
- Tossed back and forth by the _____ sea, the boat slowly made its way back to the safety of the harbor.
 - inflamed ερεθισμένος, που έχει φλεγμονή
 - unsettled άστατος, αβέβαιος (κατάσταση) / αναστατωμένος
 - staggering συγκλονιστικός, απίστευτος
 - turbulent** ταραχώδης, με τρικυμία/αναταράξεις / αγριεμένος, απείθαρχος
- The note had been _____ and thrown into the fireplace, but it was still intact.
 - crumpled** τσαλακώνω
 - withered μαραίνομαι / φθίνω
 - severed κόβω, αποκόπτω / διακόπτω (σχέσεις)
 - squeezed πιέζω, ζουλάω / στριμώνω
- It is imperative that we contact the victim's next of _____, as his condition is critical.
 - relation σχέση, συσχέτιση / συγγενής
 - clan σί, οικογένεια
 - faction κλίμα / διχόνοια
 - kin** (next of ~) κοντινότερος συγγενής
- All samples must be kept in _____ sealed containers to ensure they do not become contaminated.
 - instantly αμέσως, στη στιγμή
 - justly δίκαια / δικαιολογημένα
 - tightly** σφιχτά, γερά, ερμητικά
 - precisely ακριβώς, με ακρίβεια

INTRODUCTION TO SPEAKING



**SUPER
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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. 192-193) to assign a single score to each test taker, separately from the other test taker's ability.

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. 190.)	... 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



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Test Taker 1

Choosing the Student of the Year

- The two of you are high school teachers. You have been asked to recommend the best candidate for the “Student of the Year” award.
- 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 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.

1. Penny Robinson

The following list provides some information about Penny Robinson:

- in grade 10 of high school - a sophomore, in her second year, she’s had a chance to adapt and do her best
- dedicated and passionate - commits to her responsibilities, has strong feelings about what matters to her
- involved in fundraising event - cares about society, interested in creating a meaningful impact
- convinced her class to clean the schoolyard - persuasive, respected by her peers, interested in taking care of the school environment
- writes for the school website - creative, actively contributes to school’s needs
- got much higher grades than last year - mature and hardworking, able to set goals and achieve them
- sometimes violates school rules - may be rebellious, but is also confident and thinks outside the box

Ideas for Stage 5 questions:

1. Do you think that writing for the school website is relevant to winning a “Student of the Year” award?
2. Is it a good idea to choose someone who violates school rules? Does that set a good example?

2. Wayne Owen

The following list provides some information about Wayne Owen:

- in grade 12 of high school - giving the award to a senior who’s about to graduate is a nice, meaningful gesture
- well organized and focused - plans his moves ahead and does not get distracted by external factors
- tutors elementary students - wants to make a difference and pass on his knowledge to help others
- won school chess tournament - intelligent, excels at a challenging sport, combines talent and hard work
- editor of the school magazine - does not hesitate to undertake demanding duties
- highest grades in his year - knowledgeable and studious
- won a similar award in elementary school - may have had the honor before, but he is worth it, besides, this is a different school level

Ideas for Stage 5 questions:

1. What role did his participation in a tutoring program play in your decision?
2. Do you think it would be fair to honor a student who’s received a similar award before?

Test Taker 2

Choosing the Student of the Year

1. Bill Jensen

The following list provides some information about Bill Jensen:

- in grade 9 of high school - although a freshman who's just started high school, already shows an impressive profile, award may motivate him to do better academically from now on
- sincere and considerate - a kind-hearted individual, honest and compassionate
- volunteers at a soup kitchen monthly - cares about his community, shows empathy and understanding
- member of three school sports teams - highly engaged in the school's sports matters
- won a medal with his basketball team - made the school proud, the award would be a way of showing appreciation
- average grades - a chance to promote inclusivity and look beyond academic performance
- doesn't take initiatives - may not be decisive or persuasive, but willing to consult and listen to opinions

Ideas for Stage 5 questions:

1. Aren't you worried that giving an award to this candidate might be too soon, considering that he's a first-year student?
2. Why give a "Student of the Year" award to a student who is not assertive?

2. Anna Chan

The following list provides some information about Anna Chan:

- in grade 11 of high school - a junior that still has another year of high school left may need a boost to keep going
- charismatic and outgoing - charming and sociable, well liked by her peers
- works part-time in parents' store - responsible and mature, contributes to family finances and knows how to work hard
- president of her class last year - energetic participation in school affairs, shows leadership skills
- member of the school theater group - the only artistic candidate, active in the school art scene
- straight-A student - shows diligence, responsibility and dedication
- once argued with science teacher - may show disobedience, but it was an isolated incident, we could let it go given her overall conduct

Ideas for Stage 5 questions:

1. What does the fact that this candidate works part-time in her parents' store say about her?
2. Are you sure that a student who has a history of arguing with teachers deserves a "Student of the Year" award?

Stage 5 additional question:

In your opinion, how relevant is a candidate's academic performance when choosing a "Student of the Year" award recipient?

GLOSSARY



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GLOSSARY

Practice Test 1

Listening Part 1*

pp. 7-8

grudging απρόθυμος
refurbish ανακαινίζω
renowned φημισμένος
be that as it may όπως και να 'χει
bulky ογκώδης
commodity αγαθό
dispatch τμήμα αποστολών
early bird πρωινός τύπος
feel strongly about sth έχω ισχυρή άποψη για κτ
gal κοπέλα, τύπισσα
get round to βρίσκω χρόνο για
get sth across περνάω (μήνυμα), επικοινωνώ κτ
go by κρίνω από κτ ή βλῆποντας κτ
have one's eye on «βάζω στο μάτι»
integrity τιμότητα, ακεραιότητα
keep one's eye on the ball μένω συγκεντρωμένος
mean φοβερός, απίθανος
page-turner συναρπαστικός, που σε απορροφά (για βιβλίο)
route δρομολογώ, συνδέω (κλήση)
some φοβερός, απίθανος
spin σύντομη βόλτα με το αυτοκίνητο
stain στίγμα, πλῆγμα
thesaurus λεξικό συνωνύμων
turnout προσέλευση
word around town απ' ό,τι λένε, φήμες λένε

Listening Part 2

First talk

p. 9

bring about προκαλώ, επιφέρω
the Great Depression η παγκόσμια οικονομική ύφεση της δεκαετίας του 1930
allegedly όπως φημοδογείται
aviation αεροπορία
bleak θλιβερός
feat επίτευγμα, κατόρθωμα
kick sth off ξεκινάω, αρχίζω κτ
resurgence αναβίωση, αναζωπύρωση
without further ado χωρίς περαιτέρω καθυστέρηση

Second talk

p. 10

presume θεωρώ / υποθέτω
thrive ευδοκιμώ, αναπτύσσομαι
wombat φασκωλόμπος (μαρσιποφόρο ζώο)
agile ευκίνητος
burrow λαγούμι, φωλιά

dingo ντίνγκο (άγριο σκυλί της Αυστραλίας)
in distress σε κίνδυνο
inquiry αίτημα
no mean σπουδαίος, εντυπωσιακός
optimal άριστος, ιδανικός
pest παράσιτο
posterior πίσω μέρος (σώματος)
quaint περίεργος, ιδιαίτερος
roam περιφέρομαι, τριγυρίζω
scrape γδάρισμα, γρατζουνιά
stocky κοντόχοντρος
subject sb to υποβάλλω κτ σε

Third talk

p. 11

allocate κατανέμω, διαθέτω (κτ σε κτ)
ambiguity ασάφεια
crammer αυτός που προσπαθεί να καλύψει μεγάλη εξεταστέα ύλη σε μικρό χρονικό διάστημα
focal κεντρικός
legislation νομοθεσία

Listening Part 3

First segment

p. 12

embark on ξεκινάω, αρχίζω
shuttle διαστημικό πλεωφορείο
building blocks θεμέλια
circumnavigate κάνω τον γύρο/περίηλου
claim sb's life στοιχίζω τη ζωή σε κτ
collate βάζω σε σειρά, ταξινομώ
command module θάλαμος διακυβέρνησης (σε διαστημόπλοιο)
dredge ψάχνω τον βυθό ανασύροντας αντικείμενα από μέσα
instigate ωθώ, παρακινώ
pioneer εγκαινιάζω, πρωτοπορώ
salinity περιεκτικότητα σε αλάτι
trench τάφρος, μεγάλο χαντάκι

Second segment

p. 13

fossil fuel ορυκτό καύσιμο
harness αξιοποιώ, εκμεταλλεύομαι
viable βιώσιμος, εφικτός
bed of roses εύκολο πράγμα
belie έρχομαι σε αντίθεση με / διαψεύδω
crude πρόχειρα φτιαγμένος
grid δίκτυο
harvest συλλέγω
noted γνωστός, διάσημος
offset αντισταθμίζω, εξισορροπώ
offshore στη θάλασσα, στα ανοικτά
ostensibly φαινομενικά
penetration διείσδυση, εισχώρηση
plain πεδιάδα

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

render καθιστώ
tout πλῆσάρω, διαφημίζω

Reading

Cloze 1

p. 15

advance εκ των προτέρων
ascent ανάβαση
assault απόπειρα
blizzard χιονοθύελλα
cliff γκρεμός
colonel συνταγματάρχης
combat πολεμάω, μάχομαι
conquer κατακτώ, καταλαμβάνω
formidable αξεπέραστος, φοβερός
magnitude μέγεθος, σπουδαιότητα
perish πεθαίνω
slope πηλαγιά
summit κορυφή
traverse διασχίζω
trespass καταπατώ, εισέρχομαι παράνομα

Cloze 2

p. 16

adverse δυσμενής, αντίξοος
back (υπο)στηρίζω
be subject to υπόκειμαι σε
cognitive (δια)νοητικός / γνωστικός
controversial αμφιλεγόμενος
critically επικριτικά / σοβαρά
delegate αναθέτω, εξουσιοδοτώ
exert ασκώ
friction (προσ)τριβή
keen ενθουσιώδης, παθιασμένος
reluctant διστακτικός, απρόθυμος
review ανάληψη / αξιολόγηση
rivalry ανταγωνισμός
sleep patterns πρόγραμμα ύπνου
unrest αναταραχή

Passage 1

p. 18

classification ταξινόμηση
component στοιχείο
daydream ονειροπολώ
fade χάνομαι σταδιακά, εξασθενώ
insightful διορατικός, οξυδερκής
nocturnal νυχτερινός
oblivion λήθη, λησμονιά
obstruct (παρ)εμποδίζω
ongoing διαρκής, σε διαρκή εξέλιξη
prone to επιρρεπής σε
subconscious υποσυνείδητος

Passage 2

p. 19

abundant άφθονος, πλούσιος
bear μεταφέρω, κουβαλάω
carve σκαλίζω, χαράζω

chest σεντούκι, μπασούλο
 cloak καλύπτω, σκεπάζω
 crockery πιατικά
 curator έφορος, φροντιστής
 customary συνήθης
 decay σαπίζω, αποσυντίθεται
 deciduous φυλλοβόλος
 deduce συμπεραίνω
 empress tree αυτοκρατορικό δέντρο
 evergreen αειθαλής
 fertile γόνιμος
 flower spike μύτη/κορυφή άνθους
 greedily λαιμαργα, αχόρταγα
 hardwood δέντρο σκληρής ξυλείας
 imperial αυτοκρατορικός
 obscure κρύβω
 packing peanuts γαριδάκι συσκευασίας
 (φελιζόλι σε μικρά κομματάκια)
 paving πλακόστρωτο
 rot σήψη, αποσύνθεση
 specimen δείγμα
 take root ριζώνω
 therein εκεί, σε αυτό
 tsar τσάρος (Ρώσος αυτοκράτορας)
 undermine ανασκάπτω / καταστρέφω
 vigorously δυναμικά
 weed αγριόχορτο, ζιζάνιο
 wither μαραίνομαι, ξεραίνομαι

Passage 3

p. 20

alternating που εναλλάσσεται
 ancestor πρόγονος
 aquatic υδρόβιος
 coelacanth κοιλάκανθος (είδος
 πρωτόγονου ψαριού)
 descendant απόγονος
 elusive άπιαστος, που διαφεύγει
 embedded χωμένος, ενσωματωμένος
 evolutionary εξελικτικός
 extent βαθμός, έκταση
 fossilized απολιθωμένος
 hence εξού, γι' αυτό και
 insight βαθιά γνώση
 lend weight προσδίδω βαρύτητα
 lobe fin λοβοειδές πτερύγιο
 phosphate φωσφορικό άλας
 point of contention «μήλο της έριδος»,
 σημείο διαφωνίας
 primitive προϊστορικός, πρωτόγονος
 remains λείψανα, απομεινάρια
 resemble μοιάζω με
 skull κρανίο
 vertebrate σπονδυλωτό ζώο

Practice Test 2

Listening Part 1

pp. 25-26

flimsy κακής ποιότητας, «ψεύτικος»
 gear εξοπλισμός
 landlord σπιτονοικοκύρης
 logistics διαχείριση εφοδιαστικής
 αλυσίδας
 obsolete ξεπερασμένος, απαρχαιωμένος
 plagiarism λογοκλοπή
 railing κάγκελα
 recruitment officer υπεύθυνος
 προσλήψεων
 acrophobe αυτός που έχει υψοφοβία
 appraisal αξιολόγηση
 chicken out δειλιάζω
 cord μάνταξ
 correction fluid διορθωτικό υγρό, μπλάνκο
 fibula περόνη (οστό της κνήμης)
 freshman πρωτοετής
 get a move on κάνω γρήγορα
 get cold feet δειλιάζω, έχω δεύτερες
 σκέψεις
 lease μισθωτήριο, ενοικιαστήριο
 (συμβόλαιο)
 make do (with) αρκούμαι (σε), τα βγάζω
 πέρα (με)
 my lips are sealed δε λέω λέξη
 put sth out παθαίνω εξάρθρωση
 sharp ακριβώς (για ώρα)
 snap σπάω
 sophomore δευτεροετής φοιτητής, -τρια
 staple σύρμα συρραπτικού
 the ball is in one's court «είναι στο χέρι
 κάποιου», εξαρτάται από κπ
 there goes sth δεν υπάρχει πια κτ, «πάει»
 thesis διπλωματική εργασία

Listening Part 2

First talk

p. 27

drainage αποστράγγιση, αποξήρανση
 force up αυξάνω
 recreation αναψυχή, ψυχαγωγία
 remedial επανορθωτικός
 acre έικρ (μονάδα μέτρησης εμβαδού,
 1 έικρ ≈ 4 στρέμματα)
 boom (οικονομική) άνθηση
 follow sb's lead ακολουθώ το παράδειγμα
 κάποιου
 predicament δύσκολη κατάσταση, κατάντια

Second talk

p. 28

cluttered ακατάστατος
 crew συνεργείο, ομάδα
 dim χαμηλώνω (για φως)
 obscure ασαφής, δυσνόητος
 reprimand επιπλήττω
 assemble συναρμολογώ

come across γίνομαι κατανοητός
 cue σήμα, σύνθημα
 grab a bite «τσιμπάω», τρώω κτ
 ragged κουρελιάρης

Third talk

p. 29

graduate μεταπτυχιακός
 lodging διαμονή, κατάλυμα
 on-site που βρίσκεται στις εγκαταστάσεις
 trade route εμπορική οδός
 undergraduate προπτυχιακός

Listening Part 3

First segment

p. 30

colony αποικία
 despondent αποκαρδιωμένος,
 αποθαρρυσμένος
 found ιδρύω
 indigenous ιθαγενής, ντόπιος
 mainland ηπειρωτική χώρα
 navigator θαλασσοπόρος εξερευνητής,
 -τρια
 Norse Σκανδιναβός, -ή
 uphold τηρώ
 appoint (δι)ορίζω
 bountiful άφθονος, γενναιοδωρος
 circumference περίμετρος
 exploit κατόρθωμα
 gulf κόλπος
 revenue έσοδα
 rewind γυρίζω πίσω (χρονικά)
 scope μέγεθος, εύρος
 viceroy αντιβασιλέας

Second segment

p. 31

deforestation αποψίλωση δασών
 rate ποσοστό
 account for αιτιολογώ
 be a far cry from απέχω πολύ από
 (as) clear as a bell απολύτως ξεκάθαρο
 decimate αποδεκατίζω
 decry κατακρίνω
 derive from προέρχομαι από
 devastating καταστροφικός, ολέθριος
 greed απληστία
 it goes without saying εννοείται
 logger ξυλοκόπος
 lose track χάνω την αίσθηση
 plight άσχημη κατάσταση
 poll κάνω δημοσκόπηση
 take a back seat έρχομαι σε δεύτερη
 μοίρα
 take the lead καταλαμβάνω την πρώτη
 θέση
 timber ξυλεία
 yield αποφέρω, αποδίδω