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SUPER
COURSE

ELT PUBLISHING

This book is intended for students in the initial stage of preparation for the ECPE. It consists of:

- 40 pre-final GCVR lessons
- 10 pre-final listening units
- 10 pre-final writing units
- 10 pre-final speaking units

Each lesson comprises a vocabulary revision section for the preceding lesson, a grammar reference point and its corresponding multiple choice questions, two mini-cloze passages, two reading passages, twenty multiple choice vocabulary items and twenty multiple choice grammar items.

VOCABULARY

An average or slightly above average score in the Vocabulary Section of the ECPE is usually enough to tip candidates into the PASS category of the exam. Thorough and diligent study throughout this book will ensure that candidates have the necessary knowledge, skills and experience to manage the complex vocabulary they will encounter in the Super Final Practice Test book.

GRAMMAR

The grammar reference points briefly revise and consolidate previous grammar knowledge and lay the foundations for the increased complexity of grammar items that will be encountered in the Super Final practice test book.

CLOZE

In total, there are eighty mini-cloze passages to build up the candidates' understanding of the organizational features of written texts as well as grammar and pragmatic knowledge of vocabulary in specific contexts.

READING

Eighty reading passages are also provided, all of which are based on contemporary topics that take into account the latest trends and stipulations of the ECPE.

WRITING

This section guides candidates in developing the given topic in an organized manner placing emphasis on correct structure and paragraphing.

LISTENING

Ten mini listening evaluation tests have been included, firstly to introduce newcomers to the ECPE format, and secondly to help candidates build up the listening skills required at this level.

SPEAKING

This section focuses on the NEW ECPE speaking format and familiarizes candidates with the arts of summarizing and paraphrasing. It also accustoms students to the idea of supporting their opinions and interacting with each other in response to given prompts.

It is imperative that candidates not attempt the ECPE immediately after completing this book, as it has been written with the sole aim of developing all the necessary ECPE skills up to a level where candidates will feel comfortable tackling the Super Final Practice Test book. With the correct guidance, there is little doubt they will manage this.

*George Andreadis
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LESSON 1

GRAMMAR - Tenses: A General Overview

• PRESENT SIMPLE

Use: Repeated actions, habits, states, general truths, timetables, stative verbs (*Lesson 2*), after links referring to the future (*when, as soon as, etc.*).

The clock strikes every hour, on the hour.

I usually go to a movie on Saturday.

I'll call you when Mary gets home.

• PRESENT CONTINUOUS

Use: Actions in progress at the time of speaking, temporary states, changing states, annoyance (*Lesson 3*), future plans (*Lesson 4*).

I'm talking on the phone, so I can't answer you now.

I'm staying with Jill till I find an apartment.

We're going out tonight, if you want to come.

• PAST SIMPLE

Use: Actions/states that happened in the past and have ended, regardless of repetition or duration.

When I was a child, I drank a pint of milk every day.

• PAST CONTINUOUS

Use: Actions that were in progress at a certain time in the past, past intention.

We were having supper when you called.

• FUTURE SIMPLE

Use: Spontaneous decision, prediction based on belief, information about the future, refusal/agreement, warning, after specific verbs (hope, believe, know...)

Are you leaving now? I'll come with you then.

They will probably win the elections.

I'll throw you out of this classroom if you don't behave yourself!

I expect he'll be late.

• FUTURE CONTINUOUS

Use: An action in progress at a certain time in the future, a prearranged future action.

I'll be playing tennis at eight tomorrow.

Will you be needing the car tomorrow?

• PRESENT PERFECT

Use: An action that has happened up until now or at a time up until now, a state that is true up until now, an action that has happened very recently, to emphasize that the result is more important than the action, after links referring to the future to emphasize completion.

I have worked at this company for two years.

I have visited Tokyo twice.

Bill has just sent you a fax.

• PRESENT PERFECT CONTINUOUS

Use: To emphasize the duration or repetition of an action that has been happening until now, for actions that have been happening until now but are incomplete.

They have been buying products from us for over a decade.

• PAST PERFECT

Use: For actions that happened before another past action that is mentioned or implied.

When they arrived, most of the guests had already left.

• PAST PERFECT CONTINUOUS

Use: To emphasize the duration or repetition of an action that had been happening until a point in the past, for actions that had been happening until a point in the past but were incomplete.

I had been studying for an hour when the doorbell rang.

My hands were dirty because I had been working on the car.

• FUTURE PERFECT

Use: For actions that will have happened by a point in the future.

I will have gone out by the time you come back.

• FUTURE PERFECT CONTINUOUS

Use: For actions that will have been in progress for a period of time by a point in the future.

By next month, I'll have been working for this company for eight years.

Practice

- “What happened to Jim?”
“Someone _____ into his apartment last night.”
a. had broken c. broke
b. will have broken d. has broken
- “Would you like another doughnut?”
“No thanks. _____ two.”
a. I already had c. I've yet had
 b. I've already had d. I'll have had
- “Didn't you hear the doorbell ringing?”
“I _____ to loud music.”
a. had been listening c. have been listened
b. was being listening d. was listening
- “Does Mr. Smith still teach at NYU?”
“No. But he _____ for 15 years before he left.”
a. has taught c. has been teaching
b. teaches d. had been teaching
- “Why is Jim so dirty?”
“_____ on his car engine.”
a. He worked c. He's been working
b. He's been repairing d. He had worked
- “Isn't this the book you asked me about?”
“Yeah. That's the one I _____.”
a. looked for c. had looked for
 b. was looking for d. look for
- “Has Bob moved to his new apartment?”
“Not yet. He _____ with his parents.”
a. lives c. is living
b. has moved d. moved
- “What are your plans for the weekend?”
“Well, I _____ my parents but I'm not so sure.”
a. would visit c. am visiting
 b. was going to visit d. can visit
- “You seemed quite happy when you found that book.”
“Yeah. I _____ for it for a month.”
a. am looking c. have been looking
 b. had been looking d. were looking
- “What time shall we meet at the cinema?”
“Well the movie _____ at about 8.”
a. is started c. started
 b. starts d. had started
- “Did you manage to clean up your room?”
“Yes, I _____ everything by lunch time.”
a. have done c. have been doing
 b. had done d. was doing
- “They _____ when I walked in.”
“That's because John was telling them jokes.”
a. laughed c. were laughing
b. had laughed d. were laughed

VOCABULARY

1. Judy likes to _____ around looking for cheap clothes.
 a. wander περιπλανιέμαι
 b. rally ανασυντάσσω, συλλαλητήριο
 c. grasp αρπάζω
 d. pass περνώ
2. No one agreed; it was a subject of great _____ among the world powers.
 a. controversy διαμάχη
 b. discrepancy ασυμφωνία
 c. collaboration συνεργασία
 d. ambiguity διφορούμενη έννοια
3. They knew the old man was alive because they heard him _____.
 a. sting τσιμπάω
 b. frown κατσουφιάζω
 c. grin χαμογελώ ειρωνικά
 d. moan στενάζω
4. The figures presented by the opposition give a _____ view of the economy.
 a. detached αποκολλώ
 b. detained κατακρατώ
 c. distorted διαστρεβλώνω
 d. deprived στερώ
5. What shall we do to _____ the angry professor?
 a. diverge παρεκκλίνω
 b. alleviate απαλύνω
 c. appease καθησυχάζω
 d. agonize αγωνιώ
6. "Look at Tom. He must have lost his appetite."
 "Yeah! He's _____ his food like a rabbit."
 a. gobbling καταβροχθίζω
 b. sweeping σκουπίζω, παρασύρω
 c. nibbling τσιμπολογώ
 d. devouring καταβροχθίζω, κατακαίω
7. During the summer, the seaside resort is _____ with tourists from all over Europe.
 a. trimming ψαλιδίζω
 b. teeming (with) ξεχειλιζώ
 c. picking διαλέγω
 d. soaring πετάω, εκτοξεύομαι
8. Nothing grows in this arid and _____ landscape!
 a. bewildered ζαλισμένος
 b. harvested θερίζω, τρύγος
 c. diverse ποικίλος
 d. barren άγονος, στείρος
9. The _____ animals devoured half the flock of sheep.
 a. carnivore σαρκοφάγο
 b. herbivorous φυτοφάγο
 c. predatory αρπακτικό
 d. omnipotent παντοδύναμος
10. A(n) _____ broke out when the herd of horses were frightened by the thunder.
 a. evolution εξέλιξη
 b. poacher λαθροκυνηγός
 c. lumber ξύλεια
 d. stampede άτακτη φυγή πανικόβλητων ζώων
11. This kind of dog is white when it is born, but it gets darker as it _____.
 a. matures ωριμάζω, μεγαλώνω
 b. incorporates ενσωματώνω
 c. abounds αφθονώ
 d. ripens ωριμάζω
12. She never shows what she is thinking; in fact, her manner is always _____.
 a. contained ήρεμος / ελεγχόμενος
 b. competent ικανός
 c. contemplative σκεπτικός
 d. considerable αξιόλογος
13. They won't hold the meeting because it has been _____.
 a. canceled ακυρώνω
 b. confirmed επιβεβαιώνω
 c. discarded πετάω / ξεφορτώνομαι
 d. dismissed απολύω, επιτρέπω αναχώρηση, απορρίπτω
14. The teacher is going to check _____ our homework.
 a. out of φεύγω από (ξενοδοχείο)
 b. down with _____
 c. on ελέγχω
 d. by means of με τη βοήθεια
15. "Does your coat fit you now?"
 "No, I must _____ it a little."
 a. expand επεκτείνω
 b. lengthen μακραίνω
 c. recede υποχωρώ
 d. trim ψαλιδίζω, κουρεύω
16. The _____ remains of primitive animals help us understand the course of evolution.
 a. fossilized απολιθωμένος
 b. eroded διαβρωμένος
 c. evolved εξελιγμένος
 d. sheltering δίνω καταφύγιο
17. Roots of plants prevent _____ of the soil.
 a. evolution εξέλιξη
 b. conversion μετατροπή
 c. erosion διάβρωση
 d. diversity ποικιλία
18. Depletion of _____ fuels will mean trouble for the automobile industry.
 a. burned καμένος
 b. fossil (fuels) πετρελαιοειδή
 c. gasoline βενζίνη
 d. fungi μύκητες
19. _____, like mice and squirrels, don't have scales.
 a. Rodents τροκτικό
 b. Primates πιθηκοειδές/ πρωτεύον θηλαστικό
 c. Reptiles ερπετό
 d. Mammals θηλαστικό
20. Fish breathe with the aid of _____ while primates use their lungs.
 a. scales λέπι
 b. hoofs οπλή
 c. fins πτερύγιο
 d. gills βράγχιο

MINI CLOZE B

The largest American member of the herring family, usually 18 to 24 inches long is called shad. It spends most of its life in the ocean. Like salmon, shad ascend freshwater (1) _____ to spawn.

During the early spring, the shad swim northward to the river of (2) _____ birth. The water temperature must be around 50 degrees Fahrenheit (3) _____ the shad will enter the mouth of the river, and once they reach fresh water they stop eating and live (4) _____ stored body fat. At the spawning (5) _____, the shad deposits her eggs - all 100,000 to 600,000 of them. The eggs are about one thirty-second of an inch in diameter and hatch in about eight days, depending again on the temperature of the water.

Recent (6) _____ indicate that water temperature is the (7) _____ to the shad's movements, both (8) _____ their spawning runs and their oceanic migrations. After (9) _____, the shad head north to the Bay of Fundy area in the North Atlantic for the summer months, and in September they reverse direction. By late December, they can be found off the Florida (10) _____.

1. a. oceans
 b. streams
c. supplies
d. springs
2. a. their
b. first
c. its
d. the
3. a. when
 b. before
c. and
d. for
4. a. with
b. in
 c. off
d. without
5. a. mouth
b. of
 c. grounds
d. runs
6. a. scholars
 b. studies
c. research
d. it
7. a. factor
b. route
 c. key
d. way
8. a. during
b. have
c. are
d. of
9. a. that
b. while
 c. spawning
d. movement
10. a. area
b. ocean
c. beach
 d. coast

herring = ρέγκα, shad = μεγάλη σαρδέλα, ascend = ανέρχομαι, spawn = ωστοκώ

READING B

With the mapping of the genome – the twisted double strand of DNA that carries the instructions for making every cell in the human body – the process by which new drugs are developed is being turned upside down.

Scientists, armed with blueprints of our genes, can identify the individual molecules that make us susceptible to a particular disease. With that information they can build new molecules that home in on their targets like well-aimed arrows. Such well-directed weapons will have fewer side effects than traditional medicines.

How will all this change our life? The pains we suffer? The time we spend in doctors' offices? The diseases that finally do us in? Will we conquer AIDS and cancer? Will we unravel the mysteries of mental illness? The possible answers are as surprising as the science that is producing them.

When the human genome was sequenced, scientists finally gained access to the 3 billion biochemical "letters" that spell out our tens of thousands of genes. These genes, carry the instructions for making all the tissues, organs, hormones and enzymes in our body.

Once scientists have decoded these instructions – a process already well under way – they should have a better understanding of precisely what happens, down to the molecules within individual cells, when the body malfunctions. And if scientists understand the genetic basis of a disease, then they can predict what protein it produces and set about developing a drug to block it.

1. The text is about ...
a. making blueprints of our genes.
b. making humans susceptible to certain diseases.
 c. a new possibility of curing diseases.
d. converting a double DNA strand into new drugs.
2. What seems important in finding a cure for a disease is...
a. having complete access to modern weapons.
 b. developing drugs that block certain disease provoking proteins.
c. spending less time in doctors' offices.
d. conquering every AIDS and cancer cell.
3. The new drugs ...
 a. will be completely different in the future.
b. are not going to be sold in the drugstores.
c. are against God's will.
d. will include genes with instructions for making tissues hormones, and enzymes.
4. One of the advantages of the new method of curing diseases is...
a. better directed weapons.
b. the building of new molecules that will act as arrows.
 c. fewer side effects.
d. learning how to spell out more genes.
5. According to the text, the most important step is...
a. to unravel the mysteries of mental illness.
b. avoiding doctor's offices completely.
c. getting to know more than three million biochemical letters.
 d. understanding the genetic basis of a disease.

genome = γονιδίωμα, strand = νήμα / πλεξούδα,
blueprint = σχέδιο, unravel = διαλευκαίνωμαι,
molecule = μόριο

GRAMMAR

1. Sylvia started to cry when she saw Jim yesterday because they _____ each other for 5 years.
a. hadn't been seeing c. wouldn't have seen
b. didn't see **d. hadn't seen**
2. "_____ with the dishes yet?"
"In a minute."
a. Had you finished c. Will you finish
b. Have you finished d. Are you going to finish
3. "Can we meet for lunch today?"
"Sure. I _____ time to finish everything by noon."
a. had **c. will have had**
b. will be having d. have had
4. "Did you get the tickets for the theater?"
"No. I _____ to buy them during lunch, but I didn't have time."
a. had been planning c. have been planning
b. am planning d. will be planning
5. By the end of September, we _____ work on the garage that we are building.
a. will be finished c. will finish
b. will have finishing **d. will have finished**
6. "Where does your sister live?"
"In Athens, the city _____ I was born."
a. where c. which
b. in where d. in that
7. "He used to be a good basketball player."
"If he _____ the accident, he still would be."
a. wouldn't have **c. hadn't had**
b. hadn't d. didn't have
8. "Your grandfather grows roses, doesn't he?"
"Yes, last year there were _____ he gave them away."
a. so much **c. so many**
b. a lot d. many
9. "I thought you were buying the same kind of car."
"No, my new car's _____ the old one."
a. more different than c. different of
b. more than different from **d. different from**
10. "Are you going to the movie alone?"
"Yes, but I wish you _____ with me."
a. will come c. come
b. had come **d. could come**
11. "Where's my book?"
"I _____ everywhere for it but I still can't find it."
a. had looked **c. have looked**
b. will look d. was looked
12. "Why is Laura so happy?"
"She's _____ to that big party at the Walkers."
a. inviting c. been inviting
b. been invited d. to be inviting
13. "Harry's got really bad manners."
"He's been like that _____ he was a teenager."
a. since c. when
b. for d. while
14. "How did you like the Mexican restaurant?"
"Although I _____ Mexican food before, I enjoyed it."
a. was never eating c. never eat
b. had never eaten d. have never eaten
15. "What annoys you about Mary?"
"The fact that she _____ too much."
a. is talking c. is talked
b. has talks **d. talks**
16. "I've had a really exhausting week at work."
"Why don't you give _____ a break?"
a. yourself c. your
b. you d. themselves
17. "How did you meet Mark?"
"_____ since our first day at school."
a. I met him **c. I've known him**
b. I've been knowing him d. I know him
18. "How is Ray coping nowadays?"
"Not very well. _____ a millionaire, he's now living on welfare."
a. Being c. Upon
b. Once d. Having
19. "Do you mind who I bring to the party?"
"Of course not. Come with _____ you want."
a. either one c. everyone
b. the one that **d. whoever**
20. They _____ along the road when suddenly it began to rain.
a. drove **c. were driving**
b. had driven d. have driven

GLOSSARY LESSONS 1-10

abide	(by) συμμορφώνομαι	bewildered	ζαλισμένος	considerable	αξιόλογος
abort	εγκαταλείπω/διακόπτω	bill	λογαριασμός	constancy	συνέπεια, σταθερότητα
abound	αφθών	blast	τινάξω	constant	συνεχής / σταθερός / (poun) σταθερά
abstain	απέχω	blend	αναμειγνύω	consumption	κατανάλωση
abundant	αφθόνος	blow over	εκτονώνομαι, ξεθυμαίνω	contagious	μεταδοτικός
acceleration	επιτάχυνση	blueprint	σχέδιο / πλάνο	contained	ήρεμος / ελεγχόμενος
accession	άνοδος σε εξουσία	boisterous	άτακτος, θορυβώδης	contaminate	μολύνω
acclamation	επιδοκιμασία	break	σπάω	contemplative	σκεπτικός
accommodate	παρέχω στέγη / εξυπηρετώ	brooding	θλιμμένος	contemptuous	περιφρονητικός
account	(τραπεζικός) λογαριασμός	budget	κάνω προϋπολογισμό	contend	αγωνίζομαι
accumulate	συσσωρεύω	bulge	φουσκώνω	contingent	ενδεχόμενος
accustomed	(to) εξοικειωμένος	burned	καιμένος	contribute	επινοώ / καταφέρνω
acid rain	όξινη βροχή	by means of	με τη βοήθεια	controversy	διαμάχη
acknowledge	αναγνωρίζω	calamitous	καταστροφικός	conundrum	γρίφος
acquit	αθώνω	calculation	υπολογισμός	conversion	μετατροπή
adapt	προσαρμόζω, -ομαι	call for	απαιτώ	converted	μετατρεπόμενος
addition	προσθήκη	call on	επισκέπτομαι για λίγο	coordinate	συντονίζω
adept	ειδήμων / έμπειρος	call out	καλώ, φωνάζω	corroborate	επιβεβαιώνω
adhered	(to) προσκολλημένος	call over	καλώ κπ να έρθει, προσκαλώ	counterfeit	πλαστός
adjacent	(to) γειτονικός	call up	παιώνω στο τηλέφωνο (ένα άτομο)	counterpart	ομόλογος / ισότιμος
admonish	επιπλήττω	cancel	ακυρώνω	courteous	ευγενικός
adopt	υιοθετώ	capacity	ικανότητα	cover	καλύπτω
advent	ερχομός, έλευση	captivated	γοητευμένος	covert	μυστικός/κρυφός
adverse	δυσμενής	carnivore	σαρκοφάγο	crease	τσакίω, ζαρώνω
advocate	υποστηρικτής	censorship	λογοκρισία	crescent	μισοφύγαρο
afflict	ταλαιπωρώ / βασανίζω	certainty	σιγουριά	crevice	σχισμή / χαραμάδα
affliction	συμφορά / πλήγμα / ασθένεια / αναπηρία	change	αλλάζω	crude	ακατέργαστος
	αγωνιά	charred	απανάθρακωμένος	crumble	καταρρέω / θρυμματίζω
agonize	αγωνιά	check on sth	ελέγχω	cure	θεραπεία
ail	ταλαιπωρώ	check out of	φεύγω από (ξενοδοχείο)	curtail	περικρίπτω
ailment	ασθένεια	chicken pox	ανεμβολιά	cut off	αποκόπτω
alien	ξένος	claim	δικειδικά, ισχυρίζομαι	dart	πετάγομαι
allege	ισχυρίζομαι	clear off	ξεκαθαρίζω / "τιν κοπανάω"	daunt	αποθαρρύνω
alleviate	απαλύνω	clear up	ανοίγει (καιρός)	deacon	διάκονος
allocate	κατανέμω	clot	σβόλος (αίματος), θρόμβος	deadly	φονικός, θανάσιμος
allot	κατανέμω	coincide	συνπίπτω	deafen	κουφαίνω
altitude	υψόμετρο	coincidence	σύμπτωση	debilitate	εξασθενίζω
ambiguity	διφορούμενη έννοια	collaborate	συνεργάζομαι	debris	συντριμμα
ambivalent	αμφίθυμος / αλληλοσυγκρουόμενος	collaboration	συνεργασία	decay	αποσύνθεση / παρακμή
ambush	παιδεύω σε ενέδρα	collapse	κατάρρευση	declare	δηλώνω / κηρύττω
amount	ποσό	colony	αποικία	decline	παρακμή
amplify	ενισχύω	combustion	ανάφλεξη	deficient	(in) ελλιπής
anaesthetize	ανααισθητοποιώ	come to power	αποκτώ εξουσία	deficit	ελλείμμα (σε προϋπολογισμό)
anecdote	ανέκδοτη ιστορία	commence	ξεκινώ	definitely	σίγουρα
answer	απαντώ	commonwealth	κοινοπολιτεία	delayed	αργοπορημένος
appease	καθησυχάζω	comparable	εφάμιλλος / παρεμφερής	deluge	κατακλύζω
apportion	κατανέμω / μοιράζω	compensate	αποζημιώνω	demolish	κατεδαφίζω
appreciate	αισθητός / αρκετός	competent	ικανός	denote	δηλώνω
apprehend	συλλαμβάνω (ύποπτο)	competitive	ανταγωνιστικός	denounce	καταγγέλλω
apprehensive	ανήσυχος (-sion = σύλληψη)	complacent	ικανοποιημένος / αυτόρεακος	dense	πυκνός
arouse	διεγείρω	compliance	(with) συμμόρφωση	dent	βαθουλώνω
artificial	τεχνητός	comply	συμμορφώνομαι	denude	απογυμνώνω
as the saying goes	όπως λέει και το ρητό	compress	συμπιέζω	dependent	εξαρτώμενος
ascend	ανέρχομαι	compromised	συμβιβασμένος	depict	απεικονίζω
aspiration	φιλοδοξία	concede	παραδέχομαι	depleted	εξαντλημένος / άδειος
assessment	υπολογισμός	conceivable	πιθανός, εικάσιμος	deprive	στερώ
assume	δέχομαι / υποθέτω	concept	έννοια	deranged	διανοητικά διαταραγμένος
attack	επιτίθεμαι	conclude	ολοκληρώνω / συμπεραίνω	deride	κοροϊδεύω
attain	επιτυγχάνω	condense	συμπυκνώνω	derive	προέρχομαι
attribute to	αποδίδω	conductive	που συντελεί σε	describe	περιγράφω
audible	αισθητός / που ακούγεται	confess	ομολογώ	designation	διορισμός / ονομασία
authentic	αυθεντικός	confidential	εμπιστευτικός	detach	αφαιρώ, αποκολλώ
authentically	αυθεντικά	confine	περιορίζω	detain	κατακρατώ
bad	κακός	confirm	επιβεβαιώνω	deterioration	επιδεινωση
baffled	(by) υπερδεδεμένος	conflict	σύγκρουση / διαφορά	determination	αποφασιστικότητα
barn	αχυρώνας	confrontation	διαμάχη / αντιπαράθεση	detract	αφαιρώ / μειώνω αξία / αποσπώ
barren	άγονος, στείρος	congruence	συμφωνία / αρμονία / ταίριασμα	detriment	ζημιά
begin	αρχίζω	conjunction	συνδεσμος	devour	καταβροχθίζω, κατακαίω
belated	αργοπορημένος	consensus	συμφωνία / ομοφωνία	diagnosis	διάγνωση

LISTENING 1



PART 1

In this part of the test, you will hear ten short conversations. From the three choices given, choose the one that's true, based upon what you hear.

- a. The man has loaned the CD to the woman before.
 b. Sam wants to borrow the CD.
 c. The woman will borrow the CD from Sam.
- a. Hazel was angry at her boss.
 b. Hazel has another job lined up.
 c. Hazel was probably fired from her job.
- a. He wants to move back to the suburbs.
 b. He doesn't like living where he does anymore.
 c. He wants to look over the apartment again.
- a. She will pay \$50 for the skirt.
 b. He thinks \$60 is a little expensive.
 c. She thinks the skirt is a good deal.
- a. His wife has delayed him.
 b. She was not on time for the appointment.
 c. He had a hunch she wouldn't be on time.
- a. The flight is running two hours late.
 b. He will have arrived in Boston by 6:00.
 c. The flight is scheduled to leave in two hours.
- a. He wants to take a look at the car again.
 b. She thinks that Joe overcharges his customers.
 c. More often than not, her car is reliable.
- a. The man must give the woman his credit card.
 b. The man needs to submit a copy of his I.D.
 c. The man only needs to complete the application.
- a. They hardly ever go to the theater.
 b. They will go to both the theater and dinner.
 c. They haven't had a meal for a long time.
- a. The woman will make about 30 copies
 b. The man is leaving the office soon.
 c. The man suggests 20 copies are too few.



PART 2

In this part of the test, you will hear a statement or question. From the three choices given, choose the one which best answers the question or is best related to the statement.

- a. I've heard much better.
 b. The first scene was excellent.
 c. I wanted to tell him, too.
- a. I have, too.
 b. Neither have I.
 c. But, I haven't.
- a. Not as far as I know.
 b. Let's ask for directions.
 c. Let's give them a break.
- a. Only if we both could.
 b. It's been done before.
 c. Well, he might.
- a. I told you to bring it with us.
 b. I think it's upside down.
 c. I agree with your calculations.
- a. It sure is.
 b. I think we should call it off.
 c. I'm not at all ready.
- a. Yes, I booked a table for two.
 b. Yes, we are booked on the one departing at three.
 c. Yes, would you like fish or meat with that?
- a. You don't mind if I walk, do you?
 b. It needs at least two layers.
 c. Actually, it's quite urgent.
- a. Yes, I'm leaving in two weeks.
 b. No, I'm leaving on the next flight.
 c. It's quite convenient if you ask me.
- a. I think I'll watch some television.
 b. I got out of bed when the sun was rising.
 c. I was too tired to do anything.



PART 3

In this part of the test, you will hear a short segment from a radio show. After the segment, you must answer questions 21-25 based on the information in the show.

- a. U.S. bases
 b. the FAA
 c. Barbados
- a. temperature levels within the storm
 b. total mass of the storm
 c. the storm's wind speed
- a. via satellite
 b. via laptop
 c. via joystick
- a. They are worried about public safety.
 b. The scientists will be able to improve their forecasts.
 c. Hurricane season lasts six months.
- a. They often form near coastlines.
 b. Visibility inside them is limited.
 c. Their intensity may suddenly increase.

The Importance of Content

In the writing section of the ECPE, you have 30 minutes to write 250 to 300 words. Depending on your handwriting, this is about one to one and a half A4 pages. Obviously, the biggest challenge is producing a proficient piece of writing in such a short period of time, paying constant attention to grammatical accuracy, vocabulary range, structure and content. Although you will not be penalized for your content (for example if the examiner disagrees with your point of view), it is of great importance for two reasons. Firstly, your content is the vehicle of your essay. Imagine that grammar and vocabulary are the passengers of a car. They will not arrive at their destination if the car does not run. That is to say, if your content is weak, you will not be able to display your knowledge of more complex grammar or vocabulary structures. Secondly, it is very important to learn how to brainstorm for content material. Some of the topics are challenging and require considerable thought and some background knowledge.

The Importance of Brainstorming

When students are told how important it is to plan before writing, they invariably answer that there isn't enough time. But consider this – statistics show that if you don't plan, you will probably use up the full 30 minutes writing a badly organized essay, whereas if you do plan, you can produce a much higher quality composition in 20-25 minutes. In other words, it is imperative you allot about 5 minutes to preparing a good plan.

Planning as a Class

Look at the following topic from a past paper.

Most people believe that laws exist to protect people and should not be broken. Nevertheless, some people may break the law at some time for what they think are good reasons. Describe a situation in which you think breaking the law is justified.

What type of essay does this topic ask for?
Tick the right answer.

- opinion
- for and against
- description / anecdotal
- problem solving

Choose the skeleton plan that seems most appropriate.

- | | |
|-----------|---|
| A. | <p>Intro the advantages and disadvantages of laws</p> <p>Para. 1 the greatest disadvantage</p> <p>Para. 2 description of why laws are bad - example situation</p> <p>Para. 3 analysis of the situation</p> <p>Conclusion that you have proved how laws can be bad</p> |
| B. | <p>Intro laws are necessary but can sometimes be broken – mention a situation that is an exception</p> <p>Para. 1 describe the situation</p> <p>Para. 2 explain why the law can be broken</p> <p>Conclusion although in some cases, it may be necessary, generally we should obey the law</p> |

Planning in Pairs

Look at the following topics from past papers. In pairs, decide what kind of essay the topic asks for, and then write outlines like the one above.

1. Some very talented amateur athletes become professional when they are 13 or 14. What are the advantages and disadvantages of becoming a professional athlete so early in life? Provide examples.

2. You have been left 4 things to choose from in a relative's will: a. an old family photograph in a beautiful frame, b. something written by him/her (a diary or a book), c. material goods like a car or jewelry, d. money. Explain which one of the four you would choose and why.

3. Many universities have distance-learning programs, which allow students to take classes at home via mail or the Internet rather than attend classes at some central location. What impact, if any, has distance learning had in your country? Discuss providing examples.

Look at the following responses and, in pairs, try to determine what question was asked to elicit such a response.

- I'm not so thrilled with it actually, because of the constant traffic. However, I must admit that there's a lot to do, such as going to cafes and cinemas, and that makes things very convenient for the youth.

Tell me about the area you live in.

- By bus, actually. It didn't take me so long because luckily, there wasn't much traffic today.

How did you get here?

- I live with my mother and younger brother. My mom's a teacher and my brother's a pest, but I love them both, and I'd say that generally speaking, we get along very well.

Tell me a little bit about your family.

- Well, I don't have enough of it, to be honest. It's a real problem for people my age; we're so busy studying that we aren't able to do other things. But if I have a spare moment, I love going out with my friends and either going to the cinema or just hanging out and chatting.

What do you do in your spare time?

- That's a tough question. I have to say I'm not sure right now, but I do know that it will have something to do with languages. I don't know, perhaps a translator or something like that.

What would you like to do when you finish your studies?

- Mostly Greek, I'd say, because I grew up on it, and I think many of our singers are really talented. But there are many foreign bands I like as well. Basically, I listen to just about anything except for heavy metal.

What kind of music do you listen to?

WORDS OF WISDOM

"What we learn only through the ears makes less impression upon our minds than what is presented to the trustworthy eye."

Quintus Horatius Flaccus

Although it is your spoken language which is being evaluated, you should also try to make a good visual impression. You can do this by:

- maintaining eye contact with the examiner and with your partner when speaking.
- trying to look confident and at ease (smile!).
- sitting up straight and not chewing gum.

What things should we do in Part One of the interview?

- explain our answers in an interesting way
- try to get into a dialogue with our partners
- be as brief as possible when responding
- be completely honest in our answers

Not necessarily – e.g. – if you really have no idea what you want to do as a job, make something up that's interesting – or if you have no real hobbies, you can exaggerate or even lie a little.

Now, in pairs, take turns asking your partner the following questions. Take notes while he/she is talking in the space provided and present your partner to the rest of the class.

- How many people are there in your family? Who are you closest to? Why?
- What hobbies do you have? Are they important to you?
- Describe your hometown. What do(n't) you like about it?
- What are your (least) favorite subjects at school?

MY PARTNER



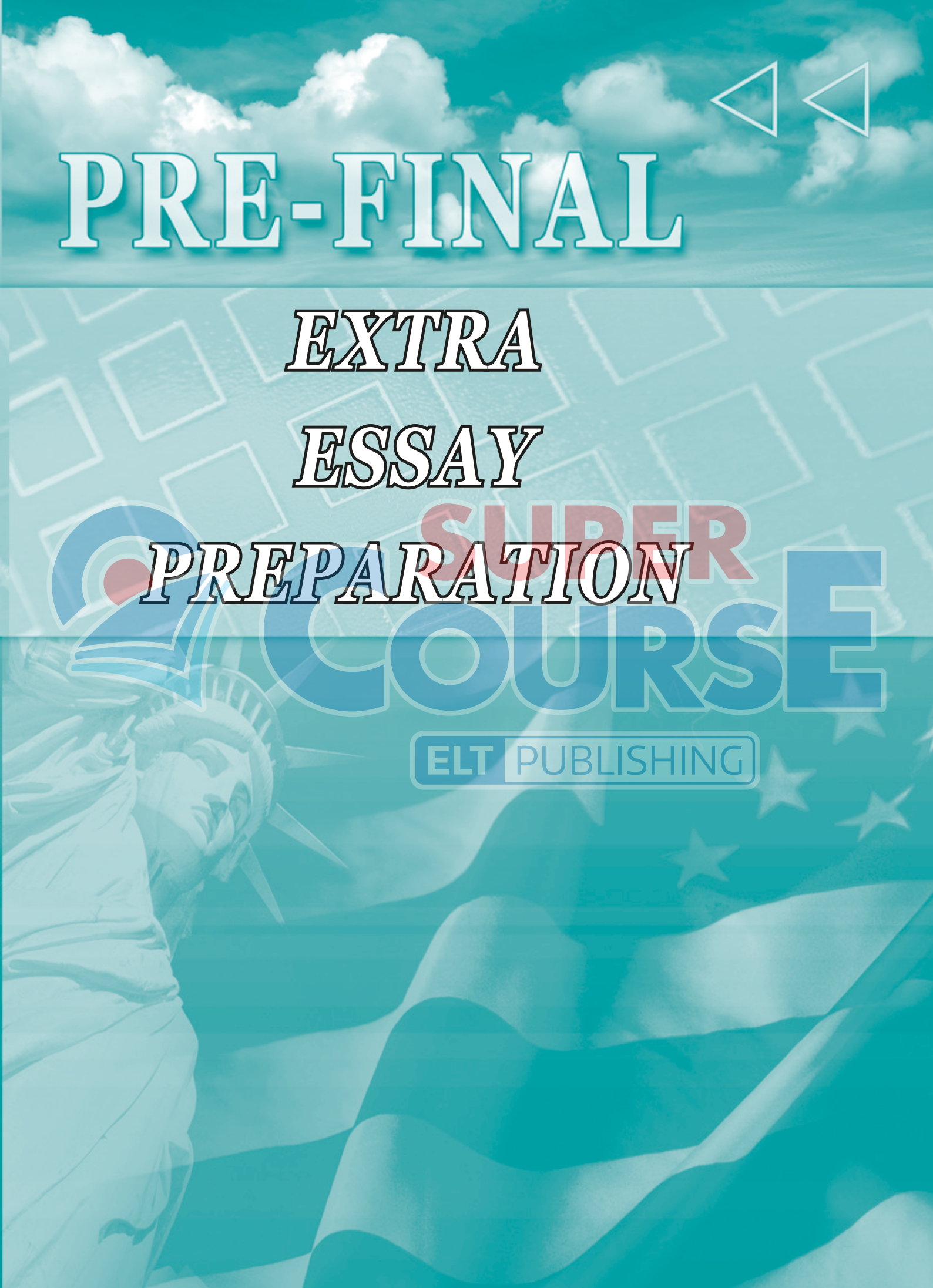
PRE-FINAL

EXTRA

ESSAY

PREPARATION

ELT PUBLISHING



BRAINSTORMING

Finding arguments is usually one of the most time-consuming steps of writing an essay. As you should only use 5 minutes to come up with ideas on what to write, it is useful to have a set of angles which you can use when thinking about your topic. When you are brainstorming you can examine your topic from one of the following angles:

- | | | | | |
|------------|------------|-------------|---------------|-----------|
| Social | Health | Economic | Political | Religious |
| Scientific | Historical | Educational | Psychological | Ethical |

Remember: Not all topics can be viewed from all angles, so choose the ones that apply to the topic you are dealing with each time.

Note: There are further angles you could add to this list e.g. *personal, geographical, environmental*, etc.

Exercise 9. Fill in the sentences on the right using the angles in the box:

- From an economic viewpoint
- From an ethical standpoint
- From an educational point of view
- With regard to the social aspect
- As far as health is concerned

1. *From an educational point of view*, computers are useful in the classroom as a teaching tool, since they give students the opportunity to find useful information on the Internet, thus promoting student autonomy.
2. *As far as health is concerned*....., it can be argued that using a car has contributed to the poor fitness levels and sedentary lives of the majority of city-dwellers.
3. *With regard to the social aspect* of computers, it is an undeniable fact that they are to a large extent responsible for the alienation and isolation experienced by most people in modern-day society.
4. *From an economic viewpoint*, smoking adds an extra expense to the smokers' budget, since its cost can be quite significant estimated on a monthly basis.
5. *From an ethical standpoint*....., experimenting with a living being - albeit cloned - may equal the capture, torture and even murder of this being.

Exercise 10. Read the topic below and complete the arguments using the prompts provided. Add a clarifying sentence for each argument, as in the example:

"Discuss the advantages and disadvantages of watching TV with regard to teenagers."

too much violence on TV no communication / passive viewer inexpensive form of entertainment	damaging to eyes / locked up at home / no exercise opportunity to learn new things / window to the world waste of time / neglecting homework
---	--

1. As far as teenagers' psychology is concerned, watching TV exposes them to a great amount of violence, especially in films. This can be damaging to their mental health, leading to aggressive behavior and violent outbursts.
2. From an educational standpoint, watching TV provides teenagers with an opportunity to learn new things. It functions as a window to the world, enabling them to find out information about different cultures, customs and lifestyles.
3. From a social aspect, teenagers have no communication with other people - especially their family and peers - when they watch TV. They become passive viewers, which contributes to their alienation from their family.
4. From an economic viewpoint, it can be argued that watching television is an inexpensive form of entertainment. It costs teenagers next to nothing compared to going out to the cinema to watch a film.
5. From a personal point of view, television can be a waste of time for teenagers. It is very easy to become addicted and spend hours watching it without realizing it. As a result, teenagers often neglect their homework or other duties because of the hours they spend in front of the TV screen.