



ECPE Sample Test, Form A

Listening Section Audio Script

Examination for the Certificate of Proficiency in English, Sample Test

Listening Section

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

Part One

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

M: Let's go to the football game.

F: Good idea. I don't want to stay home.

The correct answer is b.

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

1. M: I think our presentation's in good shape.
F: Me too. All we need to do is decide who's going to handle which parts—and then practice it for the next few days.

M: Well, I'd prefer to do the introduction. But I guess we should wait till we see the others in class today before we make those decisions.

2. M: Did you hear about what's happening downtown?
F: Umm . . . I know they were going to build a new parking garage.
M: Yeah, but it'll mean the theater gets torn down.
F: Oh, no! Then we'll have to drive all the way out to Edison to go to a movie!
3. F: So you must finally be getting settled in your new apartment. Everything working out ok there?
M: It turns out the building caretaker is really unreliable.
F: So what are you going to do?
M: I've complained to his supervisor, so we'll see what happens.
4. M: Come in, Mary. What can I do for you?
F: I was just wondering whether I could discuss the project report I'm preparing for you.
M: Of course. Is there some sort of problem?
F: I just wanted to make sure we're on the same page.
5. M: How's Frank getting along on that project he's been working on?
F: He seems to be going nowhere fast.



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6. M: You know I really enjoyed Professor Smith's lecture, but that last part about his dog seemed totally irrelevant.
F: You know that's funny, I thought so too.
7. M: I wonder what kind of changes might happen when the new manager takes over.
F: I'd rather not speculate about things I have no control over.
8. M: Professor Jenkins, would it be alright if I left class a little early today?
F: Well, I suppose so.
M: Umm, I was kind of hoping I'd be able to get my assignment back today. I don't suppose . . .
F: I have them right here.
9. F: How's the soup?
M: Oh, I didn't realize there'd be onions in it, and I'm allergic to 'em.
F: Oh, that's right. Why don't you send it back?
M: That's ok. I'll just leave it.
10. M: Sooo . . . you have your twenty-fifth high school reunion coming up?
F: Yeah, I'm really looking forward to it.
M: Do you keep in touch with many of your old friends?
F: Yup. We have a reunion every five years, and I haven't missed any.
11. M: Do you think you're going to take that job in New York?
F: Well, maybe. It sounds great, but I'm not sure I can take the commute.
12. M: Did you get hold of that book we need for history class?
F: The bookstore was all out. But a guy in my dorm took the class last year and let me have his old copy.
M: Great!
13. M: What do you think of the used car I bought?
F: Have you considered a paint job?
14. M: What was Tom like when he worked for you?
F: Well, he was always alienating people.
M: Sounds like the same Tom we knew.

15. M: I'm thinking I should ask the professor for an extension.
F: That'd be better than just handing the paper in late—or rushing through it and turning in something that wasn't well thought out.

End of part one.

Listening Test, Part Two

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

M: When is your sister getting married?

The correct answer is a.

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

16. F: How did your meeting with Professor Jones go? Did you show her your first draft?
17. M: How much longer do we have to endure this?
18. M: If you're free, I could sure use a hand with getting these books put away.
19. M: I'd like to start the meeting by getting all of your reactions to the director's proposal.
20. F: What do you think made Bill show up at a football game in a suit and tie?
21. F: Aren't you going to get your hair colored when you get it cut today?
22. M: So Eric, have you tried out your new sailboat yet?
23. F: I think I was charged too much for that last item; could you please double-check?
24. F: How soon does she need you to come up with that information?
25. M: Does it make any sense for me to bring the reports to the meeting?
26. F: Is there any way I can find out how much the tax is going to be beforehand?
27. F: What do you think about putting Jeff in charge of supervising the student employees?

28. M: Would it be all right if I met you at the theater instead of picking you up at your apartment?
29. F: I wonder why they sent that memo about not wearing too much perfume?
30. M: If we were to stop to grab a bite to eat on the way back, would you be interested in us bringing you anything?
31. F: You told Sarah we changed the deadline to three o'clock, didn't you?
32. M: Are you finished picking up? 'Cause Jim said he'd be here soon . . .
33. M: Is it advantageous to register in person?
34. M: Did Jenny say the training was mandatory?
35. F: Did you want to work on that assignment together soon?

End of part two.

Listening Test, Part Three

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

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

Now you will hear the first segment.

- M1: Many species of birds that live during the summer months in North America migrate south in the fall to Central and South America where there is a more plentiful food supply. Sadly, however, for many of these migratory birds, their flight is extremely dangerous—for a reason you may not have thought of before. Tall, well-lit, city buildings can pose a big problem for these birds. Susan Smith reports.
- F: We've all heard of birds crashing into windows, but, why is it so much worse during migration? In Chicago,

a team of conservationists has been monitoring different skyscrapers in the city and keeping track of how many birds have died from flying into each of the buildings. This has led to an important discovery that could reduce the number of birds that smash into tall buildings. Ecologist Peter Brown has been studying what's happening with the birds.

- M2: To understand the problem, it helps to know a bit about the migratory habits of birds and how they navigate. Many species of birds—particularly those that are insect-eaters—migrate at night, and they use the stars and constellation patterns as a guide. But the bright lights of tall city buildings can cause unusual behavior. Because they're so bright, they actually obscure the starlight, which in turn throws the birds off course. Then, the birds either fly right into lit windows or the building itself. In some cases, birds become so disoriented that they fly around in circles and eventually die from exhaustion.
- F: Brown and his colleagues have used the results of their study to propose a solution to reduce the number of birds that die. It incorporates their observation that different kinds of lighting have different effects.

M2: That's right. There are two sources of building lights. One is the interior lighting that shines out through the windows and the other is exterior lighting. Many skyscrapers and other large buildings are illuminated at night with really bright floodlights. Both light sources are confusing to the birds, but we think it's the second kind—the exterior lighting—that is especially lethal because it can completely overpower natural starlight. It's not realistic to expect all building lighting to be turned off at night. After all, a little lighting both inside and outside is needed for security. But we have been able to get many building managers to voluntarily turn down their bright exterior floodlights during the migration seasons. This will save tens of thousands of birds from dying.

- M1: Building managers who volunteer to darken their buildings are taking responsibility for protecting wildlife. The efforts in Chicago have been duplicated in other large cities, including Toronto. If other cities follow suit and eliminate their "killer lights," more birds may safely get to where they need to go.
36. To try to solve the problem, what did the conservationists do at first?
37. According to the report, in addition to flying into buildings, what may happen to confused birds?

38. Which source of lighting from buildings is most dangerous to birds?
39. According to the report, what is it unrealistic to expect?
40. According to the report, why are many city buildings lit up at night?

Now you will hear the second segment.

M1: For years, scientists have been researching the evolutionary development of social skills in humans. Recently, an unusual experiment provided an important clue in this discovery process. Barbara Burton reports.

F: Our expert today is Dr. Joseph Oldman, and we will be talking about monkey behavior. It seems that monkeys have a natural sense of fairness, just as humans do. Presumably, they developed this sense of fairness from a common ancestor shared by early humans. Without it, probably neither humans nor monkeys would be able to survive in social groups because a sense of fairness is essential to cooperation. Dr. Oldman, what can you tell us about this research?

M2: Well Barb, the research team conducted these experiments using a species of monkey known as capuchins, a kind that's known to share food frequently in social groups. First, working with individual monkeys, the researchers gave each one a stone, and taught them that they could exchange the stone for a vegetable—a piece of cucumber. Next, the monkeys were placed in groups of two, and showed that if both monkeys cooperated, and both gave the researcher a stone, they would each receive a piece of cucumber. The monkeys cooperated about 95 percent of the time. But the research team wanted to find out if these monkeys thought this was a fair process. So the next time, after the monkeys each turned in a stone, one was given a piece of cucumber, as usual, but the other one was given a piece of fruit—a grape. The team knew from previous experience that monkeys really like grapes, a lot more than cucumbers.

F: And this experiment showed that it was really hard to get one monkey to cooperate once it saw the other monkey get what we'd call "a better deal." After seeing its partner get a grape, the monkeys were only willing to make trades about 60 percent of the time, instead of 95 percent of the time, as they did when both monkeys got the same thing.

M2: Mmm-hmm, that's right. Then, the team made the experiment even more unfair. This time, one of the

monkeys was given a grape without making it do anything at all, but the other one still had to turn in a stone to get a cucumber. This time, the cheated monkey would only continue to trade about 20 percent of the time, and it got very angry. Sometimes it would refuse to eat the cucumber, and sometimes it would throw the food or the stone at the researcher! This is behavior that had never been observed before in the wild. But what really surprised the research team was that the monkey that got the grape didn't behave any differently, and didn't seem to care that its partner only got the cucumber.

F: That's a big difference from humans, who have a great tendency to help others who have been cheated or are otherwise less fortunate. Still, like humans, monkeys want equal rewards for both parties, and aren't inclined to keep working if this doesn't happen. This research into capuchin monkeys has shed some light on the nature of cooperation and just how important a skill it is for survival of a social species.

41. What do the speakers say helps monkeys and humans survive in social groups?
42. What did the researchers teach the monkeys?
43. What did the speaker mean by "a better deal"?
44. What did the monkey who got the cucumber do when it saw its partner get a grape in trade?
45. Under what circumstances did the monkeys show the least amount of cooperation?

Now you will hear the third segment.

M1: You've probably listened to a recording of music recently, maybe on a CD or even on your personal computer. But before these kinds of digital media were commonly used, audio recording was done on cassette tapes and vinyl records. And now, material recorded in these pre-digital formats is in danger of disappearing forever. However, a recent collaboration between particle physicists and music archivists at the Library of Congress may change that. We go now to our correspondent, Mary Brown, who is talking with Dr. Peter Rasmussen.

F: One day Dr. Rasmussen, a particle physicist, heard a news story on the radio about preserving valuable old audio recordings, both music and spoken word recordings, from over a hundred years ago. Originally vinyl was thought to be a reliable, long lasting material for capturing sound, but it turns out that the material deteriorates due to age.

In addition, to play the old vinyl records, a needle must move along the tiny grooves in the record to produce the sound. Each time an old recording is played, the needle damages it even more. So Dr. Rasmussen, how can your work as a particle physicist help solve this problem?

M2: Well, it occurred to me that if we could use a computer to digitally map the grooves on the vinyl records, we could preserve the sound material indefinitely. In my work as a physicist, I use optical scanners. I thought that by using an optical scanner, we could create a two-dimensional digital map, or image, of the tiny grooves in the vinyl record. Then, using computer software, we can convert this image into a digital sound file.

So we tried this on an old recording from a hundred years ago, and found it not only preserved the audio material, but allowed us to “clean it up” as well. Once it was in digital format we could get rid of unwanted background noises in the recording. It sounded even better than the original recording!

F: This discovery will be of enormous benefit to the Library of Congress archivists. They have over two million recordings of music and spoken word, like presidential speeches and debates that need to be preserved. While the new technology has great potential, it’s still a very slow process, isn’t it?

M2: Yes, it is. In our initial attempt to preserve a recording, we found it took about an hour to scan in just one second of sound. So obviously, we need to work on speeding up the process. What we hope to develop is something like a copy machine for old recordings. Once the digital maps are made, they can be kept forever. This is a particularly exciting thought for archivists and researchers around the world.

F: That’s great! Audio material, both music and spoken word, provides valuable insight into the cultural heritage of a country. I’m sure that music historians are also excited to see the potential for this new technology to recover damaged or worn-out records.

46. According to the speakers, what is a problem with vinyl records?
47. What is the main advantage of Dr. Rasmussen’s process?
48. What is meant by the phrase “clean it up”?

49. According to Dr. Rasmussen, what is a problem with the new technology?
50. Why is the Library of Congress interested in audio archiving?

End of the listening test.