



## ECPE Sample Test, Form B

### Listening Section Audio Script

#### Examination for the Certificate of Proficiency in English Sample Test, Form B

#### Listening Section Instructions

This is a test of your ability to understand spoken English. The listening section has three parts. There are 50 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 1

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.  
**N:** 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. **F:** Do you think we need to tell the hotel an extra person is coming?  
**M:** You may want to call. Sometimes they charge extra depending on how many people are staying.
2. **M:** I asked Kevin to approve my vacation days a week ago and I didn't hear back. So I emailed him again yesterday, and still no word.  
**F:** Why don't you just ask him in person?  
**M:** I don't know . . . he's such a difficult person to talk to . . .
3. **M:** Professor, I changed my mind. I'm not going to drop this class after all.  
**F:** So you're staying, are you? I was hoping you'd reconsider that decision.
4. **F:** The committee has read the project report and they've got some concerns.  
**M:** I see. So what's the next step?  
**F:** I'm afraid they've asked for some rather extensive revisions.  
**M:** That's OK. It's part of my job.
5. **F:** How old would you say Bob is?  
**M:** About thirty, give or take.  
**F:** Wow. I wouldn't have guessed over twenty-five.  
**M:** I know—he could be mistaken for a college student.
6. **M:** Did you enjoy the photography exhibit?  
**F:** Yeah—those shots of the Earth were stunning.  
**M:** It's so cool how it looks, from so far away.  
**F:** A blue ball in a sea of darkness—it really makes you feel small.
7. **F:** Hey Joe, any plans for lunch today?  
**M:** I wish! I'm swamped right now, so I was thinking of just grabbing something here.



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8. **F:** I've read this page three times and nothing's sinking in. Let's take a break and go get some coffee.  
**M:** It might be better to just call it quits. Get a good night's sleep and hit the books again in the morning.  
**F:** Yeah, you're probably right.
9. **F:** Fred, are you still using that German dictionary I lent you?  
**M:** Whoops, sorry. I forgot all about it. When do you need it?  
**F:** It's not urgent, but I plan to take German again next semester.
10. **F:** How's your little girl doing? Is she walking yet?  
**M:** Not yet, but let me tell you, she's a real handful.
11. **F:** I'm running into problems with my job search. It's just not going anywhere. Do you have any recommendations?  
**M:** Hmm. Well, have you attended any alumni networking sessions?  
**F:** Not yet, but I'll look into it.
12. **M:** Nice new phone! Must have been expensive.  
**F:** Didn't you know? The company gives them to all the field representatives.  
**M:** Really? I wish my department paid for our cell phones.  
**F:** Maybe you need to change departments.
13. **F:** I just got a new mountain bike and I wanna try it out on some rugged terrain.  
**M:** Have you been down to the trail by the river?  
**F:** No. How do you get there?  
**M:** There's a trailhead right by my house.
14. **M:** Is parking in this lot free? I don't see any meters . . .  
**F:** No, I'm afraid not. See that blue machine over there? You pay there. Just be sure to remember your space number.  
**M:** My what? Oh, this complicated one . . . Maybe I'll just take my chances.
15. **F:** We have to present the quarterly status report to the client on the fifteenth of next month.  
**M:** So we'll do a practice presentation on the thirteenth or fourteenth?  
**F:** The sooner the better. Waiting till the fourteenth doesn't leave much time to fix any problems.

End of Part 1.

## Part 2

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's your sister getting married?

**N:** 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:** When was the last time you managed to have a really restful vacation?
17. **M:** Do you have a backup plan, in case we run into trouble?
18. **F:** Professor Chapman sure didn't mince her words when giving feedback on my paper.
19. **F:** Excuse me, I was wondering . . . is that the science building?
20. **F:** Would you like to sign up for the free tutoring service?
21. **M:** What's the best way to get in touch with Fred when he's traveling?
22. **F:** Have you decided to stay in a university dormitory, or rent an apartment?
23. **M:** Does it really cost you fifty dollars to fill up your truck?
24. **M:** You left an hour before we did, so how come we got here first?
25. **F:** This isn't a big enough space for everyone who's coming to the meeting.
26. **F:** Poor Mary—do you think she has that bug that's going around?
27. **M:** You wouldn't happen to carry this wallet in brown, would you?
28. **F:** The new assistant seems rather cold—is there something the matter?
29. **F:** Where is our study group going to meet next weekend?
30. **M:** Am I dreaming, or did they just give Johnson a performance award?

31. **M:** Why does Dave keep coming into the room and then leaving?
32. **M:** How did your excursion to Sweden work out last month?
33. **M:** What do you think we could do to brighten up the kitchen?
34. **M:** I can't believe the committee's decision was unanimous, can you?
35. **F:** Professor Black, is this a good time to go over the lab requirements?

End of Part 2.

### Part 3

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?

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*Now you will hear the first segment.*

- F1:** Of course none of us were around to witness the extinction of the dinosaurs, but scientists say that unless something is done to halt the spread of a disease, we may see the extinction of . . . the frog. Peter Reynolds reports.
- M:** Pollution. Habitat destruction. Climate change. Scientists believe that these are some of the factors that have contributed to the dramatic decline in frog populations around the world. Many species of frogs are not just threatened with, but are already close to, extinction. And frogs face yet another threat: an aquatic fungus that infects their skin. This fungus is accelerating the decline of the worldwide frog population. Biologist Katherine Murray is here to tell us more.
- F2:** That's right, Peter. It's a skin disease called chytrid fungus, which coats a frog's skin. This reduces a frog's ability to absorb water, so frogs become ill and can eventually die from dehydration. Scientists speculate that this fungus began spreading globally as early as the 1930s, when researchers first shipped

the African clawed frog around the world for medical uses. This African species, however, is immune to the fungus, so scientists believe that the fungus on the African frogs started attacking frog populations that weren't immune.

Many zoos are helping to combat the problem by starting captive breeding programs. This involves a zoo cleaning its frogs with an antifungal wash and then isolating them in order to prevent the possible spread of the fungus. The zoos will eventually return these uncontaminated frogs to their natural habitats. But scientists have yet to determine how to stop the spread of chytrid fungus in the wild. And that's what is really needed.

- M:** It's encouraging that there's a conservation plan, but it looks like a solution needs to be found for eradicating the fungus in the wild before these healthy zoo frogs can be released. Is there anything else that can be done in the meantime?
- F2:** Humans do contribute to the spread of this fungus. So it's vital that we do our part. It'll take international cooperation because each country must put strict quarantine procedures in place—that is, holding frog shipments between different countries until they know the frogs are healthy—and tightly controlling the shipment of frogs around the world. Governments need to enforce laws so we can be in the best position to stop the spread of chytrid fungus.
- Saving the frog is not just some cute, feel-good cause. Frogs—all amphibians—are critical to maintaining balance in the world's ecosystems. This is because they're vital to the control of insects in tropical regions. Furthermore, those insects can cause diseases in humans. So, by saving the frog, we are ultimately helping to save ourselves.
- M:** Listeners interested in learning more about the zoos participating in the program to save frogs from the chytrid fungus should visit our website. As Dr. Murray said, we need to do our part, so please consider making a donation to an animal conservation group. Instructions are available on the website.
36. *What is the report mainly about?*
37. *How does chytrid fungus affect frogs?*
38. *Why does the biologist mention zoos?*
39. *What does the biologist say about shipping frogs internationally?*
40. *According to the reporter, how can listeners help address the problem?*

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*Now you will hear the second segment.*

- M1:** We all know about leap years: every fourth year February has twenty-nine days rather than the usual twenty-eight. But few people are aware of the fascinating history behind the leap year. Joan Smith reports:
- F:** Believe it or not, the leap year has been observed ever since the time of Julius Caesar. Over two thousand years ago, Caesar's astronomers created a new calendar—the Julian calendar—and its use spread throughout the powerful Roman Empire. The Julian calendar reflected a basic fact of astronomy: the earth doesn't really take 365 days to orbit the sun. It takes 365 days plus about six hours. The astronomers realized that they needed to adjust the calendar in order to keep it in line with the Earth's orbit. An additional six hours needed to be added each year, so that meant in four years, one day would have to be added to the calendar. The astronomers came up with leap day and designated February 29 as the leap day. But there was still a problem. Here's astronomer Bill Johnson to explain the details.
- M2:** Many people think we still follow the Julian calendar and observe leap day every fourth year. But we don't, and this is why: as astronomers learned more and more about Earth's orbit, they realized that having a leap day every fourth year didn't quite work out. The Julian calendar didn't account for the length of one year accurately enough. To be precise, one year is 365 days, 5 hours, 48 minutes, and 46 seconds long. So if you add a leap day every fourth year, over time, you're going to get a calendar that's ahead of the Earth's actual orbit.
- F:** More and more scientists became aware of the fact that the Julian calendar and the orbit didn't fit. So, between the 1500s and the 1700s, leaders of many countries around the world actually changed their calendars to address the issue. Here's astronomer Bill Johnson again.
- M2:** In 1582, the Catholic Church took the lead, replacing the Julian calendar with a revised calendar known as the Gregorian calendar. The main difference between the Gregorian calendar and the Julian calendar is that a leap day is no longer observed every four years. In today's Gregorian calendar, "century years," like 1700, 1800, and 1900, are not leap years—unless they are divisible by 400. And I'm not sure that most people are aware of this. So 2000 was a leap year, but 2100 and 2200 will not be. This solved the problem: since then, the calendar has more accurately reflected the Earth's orbit.
- F:** But what about all those extra days that were added to the calendar five hundred years ago? Different countries had different solutions. In Great Britain the decision was made to simply eliminate eleven days.

So in 1752, eleven days were eliminated from the month of September. According to historians, people were upset because they thought the government was stealing eleven days from them! Think about it: people went to bed on September 2, and they woke up on September 14! Can you imagine how much chaos that would cause today? Fortunately the calendar now seems fixed for good.

41. *What is the report mainly about?*
42. *Why does the reporter mention Julius Caesar?*
43. *What can be inferred about most people's knowledge of leap years?*
44. *What does the astronomer emphasize about the Gregorian calendar?*
45. *What does the reporter say would happen if days were eliminated from the modern calendar?*

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*Now you will hear the third segment.*

- M1:** Every year, individuals, families, corporations, and foundations donate billions of dollars to organizations that help people in need. In the United States, a growing number of these organizations are community-based foundations. Many people consider community-based foundations to be more effective than other types of charitable organizations. Mary Adams reports.
- F:** Today, there are over 650 community-based foundations across the United States. Community foundations differ from private and corporate foundations in several ways. Mainly, community foundations are focused on serving local and regional communities. They are often run by local citizens who help make decisions that affect the people in their own cities and towns. Private and corporate foundations, on the other hand, are often run by people who have little connection to, or knowledge about, a specific community's needs. Today, we're talking with Dr. John Stephens, director of the Atlanta Community Foundation, about the advantages of community-based foundations.
- M2:** First, let me briefly explain how foundations work. Foundations are organizations that solicit, receive, and manage charitable contributions. Generally, private and corporate foundations have specific areas of interest because of the people or companies that run them; for example, their leaders may have an interest in programs that focus on the environment. In other cases, they may focus on national issues. For example, technology in schools has been a hot-button issue in educational circles around the United States for several years now. Because this issue receives so much media and research attention, some foundations have directed more funding to programs related to computer technology. However,

specific schools in a particular city may have a greater need for help in other areas, such as reading literacy or improvements in school facilities. This is where community-based foundations are most effective. They are more familiar with regional and local issues, and can better anticipate challenges and identify new solutions to community problems.

**F:** So, when foundations focus on local communities, their interests are more consistent with the needs of the public they serve.

**M2:** Exactly. Giving grants based on issues that are popular with the media or in academia can be short-sighted. While the money may help to improve a specific problem, it can also shift attention away from more serious issues and prevent people from asking important questions, such as, “What challenges do our local schools face?”

Community foundations look comprehensively at regional issues, including education, healthcare, housing, and transportation. They sometimes sponsor research to investigate the causes of different problems, and then work with communities to develop plans to implement solutions that are culturally and socially appropriate. Such collaboration gives citizens and community leaders a greater sense of ownership, since they have input in resolving their own local issues.

**F:** Community foundations offer a regional approach to addressing social and educational problems. And perhaps most importantly, they provide people with the chance to make a difference at home, because in addition to making financial contributions, citizens can often participate in community foundation activities and events.

46. *Why are different types of foundations discussed at the beginning of the report?*
47. *What does Dr. Stephens imply about private and corporate foundations?*
48. *Why does Dr. Stephens mention computer technology?*
49. *According to Dr. Stephens, what is housing an example of?*
50. *What does the reporter conclude that citizens can do themselves?*

End of the listening test.