The CaMLA English Placement Test (EPT) will help you quickly and reliably place ESL students into homogeneous ability levels. It provides an accurate assessment of a test taker’s general receptive language proficiency by reliably measuring performance in the key skill areas of listening comprehension, grammatical knowledge, vocabulary range, and reading comprehension.

**Samples of CaMLA EPT Items**

### Listening Comprehension

In each form of the CaMLA EPT, the first 25 items assess listening comprehension. There are two types of listening comprehension items. (Twelve seconds of silence follow each question; this time is included in the audio samples.)

**Part 1:** In the first section, test takers hear a question or a statement requiring a response. Test takers select the most appropriate response from the three options provided.

**Part 2:** In the second section, test takers hear a short conversation between two speakers. After the conversation, test takers answer a question about the conversation, selecting the correct answer from the three options provided.

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**Listening, Part 1 Sample Items**

Audio only: Simon, when will you be ready to present your report to the class?

1. a. I finished reading his report.
   b. It’s about Roman history.
   c. Probably late next week.

Audio only: That wasn’t the last bus of the night leaving, was it?

2. a. It isn’t coming yet.
   b. No, there’s another one.
   c. Not until I get on.

Audio only: Do you think I should go to Canada in summer or winter?

3. a. That’s the best time to visit.
   b. Yes, I think that’d be a good idea.
   c. It depends on what you like doing.

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**Listening, Part 2 Sample Items**

Audio only: W: It’s freezing in here. Even with the heat on, I’m still cold.

M: I know! The whole office building is like that. I can’t believe they haven’t fixed it yet. This has been going on for days.

4. What is the problem?
   a. Their office building is closed.
   b. It is too cold in the office.
   c. They have too much work.

Audio only: M: Do you want to be my partner for the project in Chemistry lab next week? That assignment is a big part of our grade, and I want to work with someone I know I can count on.

W: Sure, that sounds good. I’d love to.

5. Why did the man talk to the woman?
   a. He would like to work with her.
   b. He wants to borrow her notes.
   c. He needs to know where the lab is.

Audio only: W: So, when are you moving into your new apartment?

M: I’m planning on this Saturday. I’ve got everything almost packed up so I should be ready by then.

W: Do you need a hand? I could come and help if you like?

M: Could you? That’d be great! Thanks so much.

6. What will happen on Saturday?
   a. He will look for a new apartment
   b. She will join him on his trip
   c. She will help him move
Grammar
Following the listening comprehension section, there are 20 grammar items. Each grammar item represents a short conversational exchange between two speakers. Part of the exchange has been omitted, and test takers must select, from the four answer choices provided, the word or phrase that correctly completes the exchange.

Grammar Sample Items

7. “Does everyone in your office go home early on Fridays?”
   “Yes, our boss is ______ nice person!”
   a. so
   b. very
   c. such a
   d. much the

8. “When did Laura call you?”
   “As I ______ for school this morning.”
   a. have been leaving
   b. was leaving
   c. had left
   d. was left

9. “Professor, when ______ with this unit?”
   “We should be finished next week.”
   a. would we finish
   b. would it be finished
   c. will it finish
   d. will we be finished

Vocabulary
Next are 20 vocabulary items. In each item, test takers must select the word, from the four answer choices provided, that correctly completes a sentence that has had one word removed.

Vocabulary Sample Items

10. Getting all the teachers to agree to use the same textbook was quite ______.
    a. a realization
    b. a fulfillment
    c. an accomplishment
    d. an exhaustion

11. A higher ______ is one of the most common reasons for moving to a new job.
    a. investment
    b. salary
    c. finance
    d. asset

Reading Comprehension
Finally, there are 15 reading comprehension items.

The first five reading comprehension items assess sentence-level reading skills. Each item consists of one sentence followed by a question concerning its meaning. Test takers must select the correct answer from four options.

Reading Comprehension
Sentence-Level Sample Items

13. Andrea would go on a trip, but she doesn’t think she has enough money.
   Will Andrea go on a trip?
   a. Yes, because she has enough money.
   b. Yes, because she hasn’t traveled enough.
   c. No, because she doesn’t have enough money.
   d. No, because she has been on enough trips.

14. Jennifer asked if I could give Jim and John some advice.
   Who needed advice?
   a. I did.
   b. Jennifer did.
   c. Jennifer and I did.
   d. Jim and John did.

15. Though many journalists are as thorough as Walker, few are as courageous.
   What does the writer emphasize about Walker?
   a. He is very courageous.
   b. He is very thorough.
   c. He is less courageous than most journalists.
   d. He is less thorough than most journalists.
Invasive Weeds

A *weed* can be defined as any plant considered undesirable or a nuisance. Often the term is applied to unwanted plants found in settings such as gardens, lawns, agricultural fields, and parks. It can also be applied to unwelcome plants in forests, wooded areas, and other natural habitats.

Weeds that grow and reproduce rapidly, crowding out other plants, are known as invasive weeds. Invasive weeds are generally nonnative species, often introduced by humans, whether intentionally or accidentally. They harm the environment by outcompeting native plants, altering animal habitats, and increasing soil erosion.

Controlling invasive weeds can be difficult and expensive. For small- or medium-sized infestations, introducing insects or diseases that attack the weeds can be effective. Machines or people working by hand can also dig up invasive weeds, taking care not to scatter the seeds in the process. Often, when an invasive weed infestation is discovered, it has become so large that containment may not be practical. Herbicides—chemicals that kill the plants—may need to be sprayed, either by ground crews or from aircraft. Often the most successful approach is to use a combination of these techniques.

16. What is the main idea of the text?
   a. Weeds grow more slowly than other plants.
   b. Weeds can be easily controlled.
   c. Most weeds are native species.
   d. Some weeds are bad for the environment.

17. In the second sentence of the passage, what does the term refer to?
   a. settings
   b. plant
   c. weed
   d. nuisance

18. In paragraph 2, why does the author mention soil erosion?
   a. to give an example of how weeds affect the environment
   b. to introduce a problem caused by some animals
   c. to compare the effects of two types of weeds
   d. to explain that some native plants are harmful

19. What does the author conclude about fighting invasive weeds?
   a. Using several methods together is best.
   b. Containment is the most practical option.
   c. Chemicals are not a safe option.
   d. Herbicides are most effective on small infestations.
Effects of Scents on Behavior

The human sense of smell is closely associated with our emotions. We use our limbic system—the most primitive part of the brain which is thought to control emotion—to connect our sense of smell to our feelings. Before people even recognize odors, the deepest parts of the brain have already been stimulated and an emotional response has been triggered.

Research has shown that humans can react emotionally to smells that we can barely even notice. In one study at a major university in Chicago, three smells were administered to thirty-one volunteers. The smells were at different concentrations, and some were so low that they were hardly detectable to the human nose. The different odors used were: the pleasant lemon scent of citral, the neutral anisole, or the unpleasantly sweaty smelling valeric acid. First, the volunteers were asked to press a button indicating whether they had smelled anything or not. Then they were shown a picture of a face, which they had to rate for its likeability using a six-point scale.

The results of the study indicated that when people consciously detected a smell, it did not influence the way they judged the likeability of the faces. However, when they believed they had not smelled anything, but had actually been exposed to one of the scents, the ratings of face likeability changed. Exposure to very low concentrations of valeric acid, so low that they were undetectable, tended to produce a negative response to a face. In contrast, after sniffing citral but again indicating no smell had been detected, participants rated faces as generally likeable. These findings support other research into sense perception, be it smell, sight, or hearing, which shows that subliminal sensory information does affect our perceptions.

20. What is the main idea of the text?
   a. Our sense of smell is influenced by how we feel.
   b. People can be affected emotionally without realizing it.
   c. The sense of smell is more sensitive than other senses.
   d. Different techniques must be used to research the senses.

21. In the last sentence of paragraph 1, which word can best replace **triggered**?
   a. stopped
   b. changed
   c. controlled
   d. started

22. In the third sentence of paragraph 2, what does **they** refer to?
   a. universities
   b. smells
   c. volunteers
   d. noses

23. What is the purpose of paragraph 2?
   a. to report the results of the study
   b. to discuss how smells are connected to emotions
   c. to describe why the research is important
   d. to explain how the study was done

24. In the first sentence of paragraph 3, which phrase can best replace **consciously detected**?
   a. judged the likeability of
   b. were told to pay attention to
   c. knew they had been exposed to
   d. were asked a question about

25. What conclusion does the author come to?
   a. Pleasant and unpleasant smells have the same effect on people.
   b. Scents have almost no influence on people’s emotions.
   c. This study’s results are consistent with those of previous studies.
   d. Other senses aren’t connected to perception the way smell is.
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New Listening Section
The new CaMLA EPT listening section includes two types of listening items for a total of 25 questions.

• Part 1: questions or statements requiring a response
• Part 2: dialogues between two speakers followed by a question about the dialogue

New Reading Section
The new CaMLA EPT reading section includes both sentence-level reading items and two reading passages for a total of 15 reading comprehension items.

• Part 1: five sentence-level reading paraphrase items
• Part 2: short reading passage (approximately 150 words) followed by 4 to 5 reading comprehension items
• Part 3: longer reading passage (approximately 300 words) followed by 5 to 6 reading comprehension items

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