



**MICHIGAN
LANGUAGE
ASSESSMENT**

ECPE

Reading Resource Pack
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Introduction

The ECPE Reading Section includes grammar, cloze, vocabulary, and reading parts. ECPE grammar, cloze, and vocabulary questions reflect language used in real-life situations.

The ECPE Reading Section content covers a variety of skills: global (e.g., understanding main ideas), local (e.g., vocabulary, referents, and details), and inferential (e.g., writer's purpose, rhetorical implication). The exam features four informational reading passages of academic or general interest, each followed by five multiple-choice comprehension questions.

This resource activity packet for ECPE reading practice is provided both for students preparing independently and for teachers designing lessons to help their students improve their reading skills. There are activities based on two sample reading passages. In this reading packet, extra questions are provided for practice; on the test, each reading passage will be followed by 5 questions.

Part 1:

The first section includes a sample reading passage with sample test questions and a brief analysis of the targeted skills and vocabulary for each question.

Part 2:

The second section includes a variety of vocabulary and reading comprehension exercises to accompany the second sample reading passage. The practice material in these activities is designed to build reading and vocabulary skills at the C2/ECPE level.

How to Use this Guide

Reading involves a variety of subskills, and this resource is designed to help target the combination of skills needed for successful reading at the C2 level. The two parts of the packet are independent of each other, and while we suggest working through them in the order presented, you may find that reversing the order fits your goals better. The exercises in Part 1 are designed to introduce a sample ECPE passage and test questions, with an analysis of the questions and targeted subskills. The exercises in Part 2 include more fine-grained scaffolding exercises to hone the subskills of vocabulary, grammar, and comprehension of both details and main ideas.

Once both sections are completed, students should be encouraged to move on to a timed reading practice test under simulated test conditions.

PART 1**Directions:**

1. Read the sample ECPE reading passage.
2. Highlight and study any new vocabulary.
3. Read the questions and write out brief answers to each one (before reading the multiple choice options), going back to the passage and underlining, circling, or highlighting the relevant sentences or keywords that address the question.
4. Read the multiple choice answers and compare the choices with your written answer, and then select the best answer.
5. Read the analysis of the choices and distractors to confirm your answers

Reading Passage

This passage is about nutrition education for children.

Medical evidence suggests that high fruit and vegetable consumption plays an important role in disease prevention. Nevertheless, many children fall short of the recommended intake every day, often preferring highly processed snack foods containing artificial ingredients. Recent studies show that a combination of classroom instruction in nutrition and hands-on school gardening activities are an effective way to promote eating fresh produce and establish healthy eating habits that are maintained into adulthood.

School gardens typically involve students in every aspect of planting, maintaining, harvesting, and serving fruits and vegetables. To evaluate the effectiveness of such projects, one experiment measured students' attitudes toward fruits and vegetables with a questionnaire. They were asked about their willingness to try unfamiliar fruits and vegetables. They specified their preferences in a series of choices between two foods. They also completed food-recall journals, writing down everything they had recently eaten. The same questionnaire was administered after the experiment.

The students were then divided into two groups. The first received classroom nutrition instruction. The second participated in hands-on gardening and ate what they grew. Students that both received classroom instruction and participated in the "seed to table" project became more willing to eat a greater variety of fruits and vegetables. They doubled their previous consumption of fresh produce, and continued to prefer it over processed snacks six months later.

Critics of school gardens say that they waste hours that should be spent on core curriculum subjects, such as math and history. Supporters point to studies showing that school gardens are associated with improved academic performance as well as more positive attitudes about school and education. Opponents also contend that school gardens do not produce enough food to feed the children what they lack. This argument misses the point that the goal is educational—to prepare students to make good choices as future consumers.

A. Open-Ended Questions:

1. What is the passage mainly about?

2. In the second sentence of paragraph 1, what does the word *artificial* mean?

3. What is the relationship between the gardening programs and classroom instruction in nutrition?

4. What did the scientists do at the start of the experiment?

5. According to the passage, what was a change that occurred in the children who grew produce?

6. In the fourth sentence of paragraph 3, what does the phrase *seed to table* suggest?

7. In the first sentence of paragraph 4, to what does the word *they* refer?

8. What is a criticism that has been made of school-gardening programs?

B. Multiple choice questions:

No.	Sample Test Question	Analysis
1.	What is the passage mainly about?	[Main idea/gist question]
	A. the results of poor nutrition in childhood B. the effects of a school program on children’s behavior C. the research findings about children’s nutritional needs D. the role of fresh produce in the prevention of illness	<ul style="list-style-type: none"> • Disease prevention is mentioned at the beginning, but it is not the main focus. (A, D) • Children’s behavior as it relates to food choices and nutrition is the main topic. (B, correct answer) • The research mentioned is about food preferences and habits, not nutritional needs. (C)
2.	In the second sentence of paragraph 1, what does the word <i>artificial</i> mean?	[Vocabulary/idiom question]
	A. untested B. unreliable C. unrefined D. unnatural	<ul style="list-style-type: none"> • <i>Artificial</i> is synonymous with <i>unnatural</i> in this context. (D, correct answer)

3.	What is the relationship between the gardening programs and classroom instruction in nutrition?	[Main idea question.] Both ideas are mentioned in the article; understanding the relationship between them is a key point of the passage.
	<p>A. The programs cost less than classroom instruction.</p> <p>B. The programs support classroom instruction.</p> <p>C. The programs eliminate the need for classroom instruction.</p> <p>D. The programs provide teachers for classroom instruction.</p>	<ul style="list-style-type: none"> • Cost of the programs is not discussed. (A) • Eliminating classroom nutrition instruction is not mentioned. (C) • Teachers are not discussed. (D) • The first clue to the relationship is in the last sentence of paragraph 1, which states that a combination of classroom instruction and gardening activities is effective. The word <i>support</i> conveys this idea. (B, correct answer)
4.	What did the scientists do at the start of the experiment?	[Detail question] Re-read the paragraph that first mentions the experiment.
	<p>A. They asked the children to explain why certain foods are healthy choices.</p> <p>B. They let the children make food purchases at the grocery store.</p> <p>C. They observed what the children typically ate for snacks.</p> <p>D. They asked children to indicate their food choices.</p>	<ul style="list-style-type: none"> • The survey did not ask children to explain anything. (A) • Store purchases were not part of the experiment. (B) • Scientists did not conduct observations of the children. (C) • The children were given a survey that asked them to report their food preferences and choices. (D, correct answer)
5.	According to the passage, what was a change that occurred in the children who grew produce?	[Detail question]
	<p>A. They planted gardens at home.</p> <p>B. They were willing to eat a wider variety of produce.</p> <p>C. They wanted to read more about nutrition.</p> <p>D. They asked for fruits and vegetables to be served at home.</p>	<ul style="list-style-type: none"> • Only answer B was mentioned in the passage. (B, correct answer)
6.	In the fourth sentence of paragraph 3, what does the phrase <i>seed to table</i> suggest?	[Vocabulary/idiom]
	<p>A. The children gave a report of their experience at the end.</p> <p>B. The children enjoyed cooking for their classmates.</p> <p>C. The children were involved from start to finish.</p> <p>D. The children performed two different tasks.</p>	<ul style="list-style-type: none"> • In this phrase, <i>seed</i> refers to the actual seeds that were planted in the garden at the beginning of the project and <i>table</i> refers to the consumption of the produce at the end of the project. (C, correct answer)

7.	In the first sentence of paragraph 4, to what does the word <i>they</i> refer?	[Referent] “Critics of school gardens say that they waste hours...”
	A. gardens B. critics C. hours D. subjects	<ul style="list-style-type: none"> The antecedent of <i>they</i> is in the subject clause of the sentence. Two plural nouns –critics and gardens—appear in that clause, but only gardens makes logical sense. (A, correct answer)
8.	Which of the following criticisms has been made of school-gardening programs?	[Main idea/gist question]
	A. Children are exposed to harmful chemicals while gardening. B. The programs have little lasting effect on behavior. C. Children are required to work on the garden after school. D. The quantity of fruits and vegetables produced is small.	<ul style="list-style-type: none"> Chemicals are not mentioned. (A) The behavior effects mentioned were positive effects; this was not a criticism. (B) After school work requirements are not mentioned. (C) Two criticisms were mentioned: 1) takes away time from core curriculum 2) not enough fruits/vegetables are produced (see last paragraph, sentence #3). (D, correct answer)

PART 2

Vocabulary Exercises

Building vocabulary will help your reading comprehension. The vocabulary exercises that follow will give you practice with specific key words you will encounter in the reading passage about artificial snow. These words were selected because of their importance in understanding the passage and because they are useful words in many other contexts. Furthermore, vocabulary items are also included in a separate part of the ECPE Reading Section, and the most effective way to increase your vocabulary is learning and studying words in context—that is, through reading.

Vocabulary Reference

Read the following words with their definitions, paying special attention to any words that are new or unfamiliar to you.

- accelerate *v.*, to cause to move faster, to speed up something
- additive *n.*, a substance added to another in small amounts to change its properties
- advent *n.*, the arrival of a thing or event
- prone
(be prone to) *adj.*, having a tendency; being likely to suffer from or experience something

- 5. burgeoning *adj.*, growing, expanding, or developing rapidly
- 6. compressed *adj.*, flattened by pressure; reduced in size or volume
- 7. consolidation *n.*, the process of combining multiple things into one, more coherent whole
- 8. disrupt *v.*, to interrupt an event, process, or activity by causing a problem or disturbance
- 9. divert *v.*, to cause something to change course or turn from one direction to another
- 10. drought *n.*, a prolonged period of unusually low rainfall, leading to a shortage of water
- 11. enthusiast *n.*, a person who is highly interested in an activity or subject
- 12. expansion *n.*, the action of becoming bigger or more extensive
- 13. friction *n.*, the action of one surface or object rubbing against another
- 14. humidity *n.*, the amount of water vapor in the atmosphere
- 15. implementation *n.*, the process of putting a plan or decision into effect
- 16. inherently *adv.*, in a permanent, essential, or characteristic way; by nature or habit
- 17. shortage *n.*, when something needed cannot be obtained in sufficient amounts
- 18. texture *n.*, the feel, appearance or consistency of a surface
- 19. wane *v.*, to decrease in size, amount, or degree; become smaller or less
- 20. widespread *adj.*, found or distributed over a large area or number of people

Exercise A.

Synonyms: Choose the vocabulary word from the above list that each synonym listed here matches best with.

A. Nouns

- 1. fan _____
- 2. arrival _____
- 3. combination _____
- 4. growth _____
- 5. lack _____
- 6. supplement _____
- 7. achievement _____

B. Verbs

- 1. dwindle _____
- 2. increase _____
- 3. disturb _____
- 4. redirect _____

C. Adjectives/Adverbs

- 1. flourishing, growing _____
- 2. intrinsically, naturally _____
- 3. prevalent _____
- 4. compacted _____
- 5. inclined, tending to _____

Exercise B.

Fill in the blank with the correct word from the word bank below.

divert implementation wane friction inherently
 burgeoning compressed consolidation advent

- 1. When two surfaces rub against each other it causes _____ which creates heat and noise.
- 2. Her interest in historical fiction has been growing since she was young; I don't think it will ever _____.
- 3. This project has been planned for a long time now. We are excited to finally see how the _____ of the new processes will work out.
- 4. When video games were first created, many young computer coders and gamers were excited to join the _____ field of video game creation.
- 5. The farmers planned to _____ water from the river to irrigate agricultural land.
- 6. With the _____ of smart phones, people began checking email and browsing the internet more frequently on their phones.
- 7. The two departments were doing a lot of the same work at times, but after the _____ into one department, we are much more efficient.
- 8. Sports that require more equipment are _____ more expensive than simple sports that require little equipment.
- 9. When a solid substance is _____, it takes up less space.

Exercise C.

Use the following words in a sentence of your own. Draw on topics or experiences you are familiar with to help you remember the words better.

1. humidity

2. widespread

3. shortage

4. expansion

5. disrupt

Exercise D.**Jigsaw Reading with Scrambled Sentences + Paragraphs**

The following exercise requires careful reading and understanding of advanced grammar, which will help develop your reading skills. Most students should be able to complete the following exercises before reading the complete passage (beginning on p. 10); students needing more support may want to first read the full passage one time through.

Part 1: Choose the correct version of each sentence from each set. In some cases there are two possible grammatically correct sentences. In some cases, a sentence may be grammatically correct but doesn't make sense (it is semantically incorrect).

1.
 - a. When the weather doesn't cooperate, artificial snow is created.
 - b. The weather doesn't cooperate when artificial snow is created.
 - c. When the weather isn't cooperated, artificial snow is created.
 - d. Artificial snow is created when the weather doesn't cooperate.
2.
 - a. The slopes started, with the advent of snowmaking, opening earlier and closing later in the season.
 - b. The opening earlier and closing later in the season of the slopes started with the advent of snowmaking.
 - c. The slopes started opening earlier and later closing in the season with the advent of snowmaking.
 - d. With the advent of snowmaking, the slopes started opening earlier and closing later in the season.
 - e. With the advent of snowmaking, the season started the slopes opening and closing earlier and later in the season.

3.
 - a. Because it is formed from water droplets, artificial snow is inherently different from naturally occurring snow.
 - b. Because formed from water droplets is artificial snow, it is inherently different from naturally occurring snow.
 - c. Artificial snow is inherently different from naturally occurring snow because it is formed from water droplets.
 - d. Inherently different artificial snow is from naturally occurring snow because it is formed from water droplets.
4.
 - a. The energy required to create snow is considerable, and a huge amount of water is needed for snowmaking.
 - b. A huge amount of water is needed for snowmaking, and the energy required to create snow is considerable.
 - c. The required energy is considerable to create snowmaking, and a huge amount of water is needed for snow.
 - d. The considerable energy and a huge amount of water is required to create snow needed for snowmaking.

Part 2: For each sentence above in Part 1, decide whether the sentence fits best into space A, B, or C in the corresponding paragraph below.

For each paragraph, circle the answer to show where the missing sentence from Part 1 goes, then copy the sentence into the paragraph.

Sentence 1

- a.
In many of the temperate, mountainous regions of the world, winter sports are a significant part of both the economy and the culture.
- b.
Ski resorts are found on all continents except Antarctica, and sufficient amounts of snow are needed for their operation.
- c.

Sentence 2

Circle the answer, then copy the sentence into the paragraph.

- a.
The large-scale implementation of snowmaking began in the 1970s in the French Alps.
- b.
It gained popularity in North America after the disastrous 1977 ski season, when a drought kept many resorts closed for the entire winter.
- c.
During the ski season, snow levels can be maintained, even without regular snowfall.

Sentence 3

Circle the answer, then copy the sentence into the paragraph.

a.

The creation of usable artificial snow requires certain conditions.

Temperatures should ideally be between -5°C and -10°C , with relative humidity less than 40 percent.

Large machines called “snow guns” shoot water and compressed air into the atmosphere.

The water droplets freeze as they fall. In many cases, additives of bacterial protein are used to accelerate freezing, in spite of concerns about how these bacteria may disrupt ecosystems.

b.

Instead of water droplets, natural snow comprises thin flakes made up of tiny points in a symmetric design.

The structure of natural snow creates a texture with a desirable level of friction, but artificial snow lacks this complex crystalline structure.

c.

Additionally, machine-made snow is often wetter than real snow, which is relatively dry.

Sentence 4

Circle the answer, then copy the sentence into the paragraph.

a.

As it lacks the texture of actual snow, artificial snow is not uniformly popular with winter sports enthusiasts, in spite of its widespread use.

It causes concern amongst environmentalists as well.

b.

Much of this water is being diverted from rivers and streams—in areas that are already prone to water shortages.

But the winter sports industry has experienced expansion and consolidation that brings with it an increased drive for profit.

c.

This, coupled with the burgeoning effects of increasing average temperatures in many areas, makes it unlikely that the popularity of snowmaking will begin to wane any time soon.

Read the entire article, and then complete the paraphrase exercises, followed by the written comprehension questions.

Full Text:

This passage is about snowmaking.

In many of the temperate, mountainous regions of the world, winter sports are a significant part of both the economy and the culture. Ski resorts are found on all continents except Antarctica, and sufficient amounts of snow are needed for their operation. When the weather doesn't cooperate, artificial snow is created.

The large-scale implementation of snowmaking began in the 1970s in the French Alps. It gained popularity in North America after the disastrous 1977 ski season, when a drought kept many resorts closed for the entire winter. With the advent of snowmaking, the slopes started opening earlier and closing later in the season. During the ski season, snow levels can be maintained, even without regular snowfall.

The creation of usable artificial snow requires certain conditions. Temperatures should ideally be between -5°C and -10°C , with relative humidity less than 40 percent. Large machines called "snow guns" shoot water and compressed air into the atmosphere. The water droplets freeze as they fall. In many cases, additives of bacterial protein are used to accelerate freezing, in spite of concerns about how these bacteria may disrupt ecosystems. Because it is formed from water droplets, artificial snow is inherently different from naturally occurring snow. Instead of water droplets, natural snow comprises thin flakes made up of tiny points in a symmetric design. The structure of natural snow creates a texture with a desirable level of friction, but artificial snow lacks this complex crystalline structure. Additionally, machine-made snow is often wetter than real snow, which is relatively dry.

As it lacks the texture of actual snow, artificial snow is not uniformly popular with winter sports enthusiasts, in spite of its widespread use. It causes concern amongst environmentalists as well. The energy required to create snow is considerable, and a huge amount of water is needed for snowmaking. Much of this water is being diverted from rivers and streams—in areas that are already prone to water shortages. But the winter sports industry has experienced expansion and consolidation that brings with it an increased drive for profit. This, coupled with the burgeoning effects of increasing average temperatures in many areas, makes it unlikely that the popularity of snowmaking will begin to wane any time soon.

Exercise E.

Paraphrases

The following phrases on the left all appear in the reading passage. Choose the best paraphrase on the right for each of the sentences, clauses, or phrases in bold type:

<p>1. When the weather doesn't cooperate</p>	<p>a. when the weather is bad b. when it snows a lot c. when it doesn't snow enough</p>
<p>2. With the advent of snowmaking</p>	<p>a. the beginning of snowmaking b. the invention of snowmaking c. the highpoint of snowmaking</p>
<p>3. During the ski season, snow levels can be maintained, even without regular snowfall.</p>	<p>a. snowfall is always even b. there will be enough snow c. there is not enough snow</p>
<p>4. ... in spite of concerns about how these bacteria may disrupt ecosystems.</p>	<p>a. even though bacteria may be bad for the environment b. although no one is concerned about environmental effects c. because of serious concerns about harmful effects of the bacteria</p>
<p>5. As it lacks the texture of actual snow, artificial snow is not uniformly popular with winter sports enthusiasts,</p>	<p>a. because real snow lacks texture b. even though real snow has a different texture c. because artificial snow has a different texture</p>
<p>6. ... in spite of its widespread use.</p>	<p>a. because it is used commonly b. even though it is used commonly c. even though it is not widely used</p>
<p>7. The energy required to create snow is considerable,</p>	<p>a. is widely available b. is not sufficient c. is a large amount or quantity</p>
<p>8. areas that are already prone to water shortages.</p>	<p>a. usually have enough water b. often do not have enough water c. never have a shortage of water</p>

Exercise F.

Open-Ended Questions:

1. What is this passage mainly about?
_____.
2. According to the passage, what is the reason snowmaking become widespread?
_____.
3. As a result of adopting snowmaking, what happened to ski resorts?
_____.

4. What is the purpose of adding bacteria to the water for snowmaking?
_____.
5. According to the passage, what is the main physical difference between natural and artificial snow?
_____.
6. Many skiers prefer real snow. Why?
_____.
7. Rivers and streams are mentioned at the end. Why?
_____.
8. According to the passage, what are the likely prospects for the future of snowmaking?
_____.

Answer Key**PART 1****A. Open-Ended Questions, Suggested Answers**

1. School gardening programs and nutrition education
2. Not natural food ingredients; chemical additives
3. The combination of a gardening program and classroom instruction promotes healthy eating habits.
4. They gave students a questionnaire about their food habits and preferences
5. They were more willing to try new foods and increased the amount of fresh produce they ate.
6. The project started from planting seeds and ended with serving the vegetables at the table.
7. School gardening programs
8. (1) They take away time from core academic subjects and (2) the gardens don't produce enough food to make a difference.

B. Multiple choice questions

- | | | | |
|--------|--------|--------|--------|
| 1. (B) | 2. (D) | 3. (B) | 4. (D) |
| 5. (B) | 6. (C) | 7. (A) | 8. (D) |

PART 2**Ex A: Vocabulary (Synonyms)**

- | | | | |
|----------------|----------------|-------------------|----------------|
| 1. enthusiast | 2. advent | 3. consolidation | 4. expansion |
| 5. shortage | 6. additive | 7. implementation | 8. wane |
| 9. accelerate | 10. disrupt | 11. divert | 12. burgeoning |
| 13. inherently | 14. compressed | 15. prone to | |

Ex B: Vocabulary (Fill in the Blank)

- | | | | |
|---------------|-----------|-------------------|---------------|
| 1. friction | 2. wane | 3. implementation | 4. burgeoning |
| 5. divert | 6. advent | 7. consolidation | 8. inherently |
| 9. compressed | | | |

Ex C: Vocabulary Sentences (Answers Will Vary)

Ex D: Jigsaw**Part 1**

Answers to scrambled sentences:

1. (a) 2. (d) 3. (a) 4. (a)

Answer comments

1. When the weather doesn't cooperate, artificial snow is created.
(grammatically correct, but less preferred version: (d) Artificial snow is created when the weather doesn't cooperate)
2. With the advent of snowmaking, the slopes started opening earlier and closing later in the season.
(alt version, less preferred, but grammatically correct: (c) The slopes started opening earlier and later closing in the season with the advent of snowmaking.)
3. Because it is formed from water droplets, artificial snow is inherently different from naturally occurring snow.
(grammatically correct alternate: (c) Artificial snow is inherently different from naturally occurring snow because it is formed from water droplets.)
4. The energy required to create snow is considerable, and a huge amount of water is needed for snowmaking.
(Although in context only answer (a) is correct, a grammatically possible alternate answer is (b): A huge amount of water is needed for snowmaking, and the energy required to create snow is considerable.)

Part 2

1. (c) 2. (c) 3. (b) 4. (b)

Ex E: Paraphrases

1. (c) 2. (a) 3. (e) 4. (a)
5. (c) 6. (b) 7. (c) 8. (b)

Ex F: Open-Ended Questions (Answers Will Vary)