

● ECPE WRITING ●

Final Examination WRITING EXAMINATION FOR THE CERTIFICATE OF PROFICIENCY IN ENGLISH

Exam Center: _____ **GREECE** **Test Date:** _____
(center name) (city) (country)

NAME (printed): _____
(family, or surname) (first name) (middle name)

NAME (signature): _____ **Birthdate:** _____

Registration Number:
center no. personal registration no.

WRITING SECTION INSTRUCTIONS (30 minute time limit)

- You may write in pen or pencil.
- You will have 30 minutes to write on one of the two topics. If you do not write on one of these topics, your paper will not be graded. If you do not understand the topics, ask the examiner to explain or translate them.
- You may make an outline if you wish.
- Write about one-and a half pages.
- Your essay will be graded on clarity and overall effectiveness, as well as on topic development, organization, and the range, accuracy and appropriateness of your grammar and vocabulary.

TOPICS

1. The last century saw many medical inventions. Which do you think was the most important one? Give the positive and negative effects of this invention.

2. Some people like living in urban areas while others prefer rural life. Where would you rather live, in the country or in the city? Explain why you feel as you do.

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Brainstorming

| Topic 1 | Topic 2 |
|---|---|
| <ul style="list-style-type: none"> - the laser - operations without opening patients - cures myopia - kidney stones | <ul style="list-style-type: none"> - both = advantages + disadvantages - city = more to do - find jobs easier - better education - live close to work - country = less pollution – air and noise - have garden – neighbors farther apart |

Model Compositions

Topic 1

The twentieth century was certainly the one with the most inventions and not just in medicine. As far as medical inventions go, I would say that I think the "laser" was the most important.

Though I'm not qualified on the subject, I do know that the use of lasers in the operating room did away with the use of the "knife". Who would ever have thought that doctors would be operating on patients without cutting them open? It seems almost miraculous. Of course, the laser cannot be used in place of regular surgery in many cases but, I know for a fact, that many eye operations are now done by the use of lasers. I have friends who used to wear glasses or contact lenses because they were myopic and after having had laser surgery, they no longer wear glasses and they can see perfectly.

Also, I know that kidney stones can be broken down by using lasers and the patient doesn't need to undergo surgery. Unfortunately I am not more qualified to list all the uses of laser technology but as far as I know, the only disadvantage of using such an operating method is that it may not work, in some cases, and then the patients must undergo regular surgery.

Since it is so widely used and accepted, I would tend to think that there are no disadvantages.

Topic 2

The country would definitely be my first choice of residence. I'm a very private person so I would enjoy the peace and quiet of the countryside though a lot can be said about living in the city too. There are advantages and disadvantages to both situations.

As I have already stated, I would love to be able to live in the country permanently. Land is cheaper in the country so it would be possible to have a large garden and live in a one family house rather than in an apartment building, like in the city. Also, I could breathe cleaner air and there would certainly be less noise pollution. In addition, nosey neighbors would be farther away and I could enjoy my privacy.

But, what does one do about a job? This is why most people live in urban areas. Jobs are much easier to find, both in number and in variety. Another major advantage of city dwelling is that cities offer much better educational opportunities and cultural activities. As for young people, I'm sure that the entertainment side of city living is what satisfies them most. There are cinemas, theaters, clubs, pubs and so on and so forth, which countryside living does not offer.

As I see it, the ideal situation would be to live in the countryside near a large city and commute back and forth everyday. But, here other factors like good public transportation and safe roads come into play and this is not the case in Greece.

LISTENING

LISTENING

LISTENING

LISTENING SECTION INSTRUCTIONS

This section of the examination tests your understanding of 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 I - In this part you will hear short conversations. From the three answer choices given, choose the answer which means about the same thing as what you hear or that is true based upon what you hear.

For problems 1 through 17 mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

MARK YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.

- | | |
|---|---|
| 1. a. He'll take any type. b. He doesn't want any. c. He does have a preference. | 10. a. She's an actress. b. He's going with her. c. He can't understand her nervousness. |
| 2. a. He likes Vienna better. b. She's been to Paris too. c. He thinks Vienna can't compare to Paris. | 11. a. He's really putting the pressure on her. b. She should turn the pressure up higher. c. She's really under pressure. |
| 3. a. The clothes were hanging from the ceiling. b. Prices have sky-rocketed. c. She spends too much money on her kids. | 12. a. He thinks she talks too much. b. She enjoyed it. c. She didn't enjoy the class. |
| 4. a. He's really shocked. b. He has an idea who did it. c. He's not really surprised. | 13. a. She's trying to get back at him. b. She called him a liar. c. She rejected his offer. |
| 5. a. He likes to take care of her. b. She likes to care for him. c. She'll probably end up doing it. | 14. a. She'll soon be full time. b. The company doesn't give anyone benefits. c. Only full time employees are entitled to them. |
| 6. a. She's been accepted. b. She's going to apply for a scholarship. c. She hasn't asked for financial aid. | 15. a. He doesn't like Doug's driving. b. He's jealous of Doug. c. He hadn't heard the news. |
| 7. a. He's not too keen on the idea. b. They've already been to the Johnson house for dinner. c. They're going to invite them over. | 16. a. They shouted at the referee. b. The game was called off. c. The referee was upset. |
| 8. a. She likes the boyish look. b. She doesn't like the change. c. He doesn't like her hair. | 17. a. She found the book she was looking for. b. She used the computer to print a copy. c. She gave up looking for the book. |
| 9. a. He thinks she's putting him on. b. His leg is sore. c. He believes her. | |

LISTENING

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Part II - In this part, you will hear a question. From the three answer choices given, choose the one which best answers the question.

For problems 18 through 35 mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

MARK YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.

- | | |
|---|--|
| 18. a. That's a possibility. b. How would you know? c. Why didn't you see it? | 27. a. It isn't nice. b. He's human too. c. Don't point. |
| 19. a. Right you are. b. I'll say he did. c. Lend me a pen. | 28. a. More than you'll ever know. b. So he does. c. It's all their fault. |
| 20. a. They're not down yet. b. That's the next best thing. c. All taken care of. | 29. a. Read the manual. b. Not that you'd come. c. Of course I have. |
| 21. a. She was fired. b. That won't be necessary. c. Just until you do. | 30. a. She's been stripped of her rights. b. She's made to order. c. It's right now. |
| 22. a. He's already off. b. See that he does. c. As far as I can tell. | 31. a. It's a multi-national company. b. Right this way. c. Wait and see. |
| 23. a. It's too late. b. She doesn't live upstairs. c. Any minute now. | 32. a. It's right this way. b. So I did come. c. I'm keeping my fingers crossed. |
| 24. a. I should say not. b. I don't have taste. c. I've never been. | 33. a. I don't know what he was. b. No, that's not necessary. c. It's quite a coincidence really. |
| 25. a. It's a talent of mine. b. What isn't junk? c. Just what I bought. | 34. a. Who can tell? b. Yes, that's what I told him to do first. c. Yes, it's like the weather here. |
| 26. a. I didn't see it. b. Is that what he means? c. I'm sorry to disturb you. | 35. a. It did seem confusing. b. Anytime next week. c. Only once in a while. |

LISTENING

LISTENING

LISTENING

Part III - 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 two different radio guests have to say about three different topics. Each talk lasts about two minutes. As you listen, you may want to take some notes to help you remember information given in the talk. **WRITE YOUR NOTES IN THE 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 which best answers the question according to the information you heard.

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

SEGMENT 1 - WRITE NOTES HERE:

MARK YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.

36. a. The spanish conqueror Cortes.
b. A negro slave.
c. A European traveller.
37. a. People infected with smallpox.
b. The tetanus disease.
c. Cattle infected with smallpox.
38. a. Protozoans.
b. Bacteria.
c. A virus.
39. a. One tenth of the population.
b. Half the population.
c. One quarter of the population.
40. a. The Chinese.
b. The Indians.
c. The Spanish conquerors.

LISTENING

LISTENING

LISTENING

WRITE NOTES HERE:

SEGMENT 2

SEGMENT 3

MARK YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.

- 41. a. It cures diabetes.
b. It helps waste products leave the body quickly.
c. It cures cancer.
- 42. a. In pectins.
b. In apples.
c. In brown rice.
- 43. a. It raises cholesterol levels.
b. It helps prevent constipation.
c. It slows sugar absorption.
- 44. a. It helps to prevent bowel disorders.
b. It lowers high cholesterol levels.
c. It produces cellulose.
- 45. a. Europe.
b. North America.
c. Africa.

- 46. a. Allergies are caused by pollution.
b. Infants are born with complex immune systems.
c. Germs stimulate the immune system.
- 47. a. The air is, generally, clean.
b. There is increasing pollution.
c. The air is cleaner than in Southern Sweden.
- 48. a. By being too clean, one can become sick.
b. By ignoring illness, one can become well.
c. By going to a doctor, one can become sick.
- 49. a. Grow up where there is some air pollution.
b. Grow up where there is no air pollution.
c. As an adult, live in a clean area.
- 50. a. Discuss the problems of a new theory.
b. Compare two competing theories.
c. Suggest an explanation for a surprising fact.

GRAMMAR

GRAMMAR

GRAMMAR

51. "Look at all the snow."
"..... a blizzard last night."
a. It was
b. There was
c. Was
d. It was there
52. The door is open. You forgot
it this morning.
a. locking
b. have locked
c. locked
d. to lock
53. "Were you worried?"
"No, but the situation"
a. frightened me
b. was frightened me
c. was frightened
d. was frightened for me
54. "Why do more men than women become
scientists?"
"It may be due to the fact"
a. men are more curious
b. men being more curious
c. of men are more curious
d. that men are more curious
55. "How will we get out of here?"
"..... your car keys would help."
a. Finding
b. You find
c. Find
d. Finding of
56. I don't smoke any more but I, when I
was in college.
a. used
b. am used to
c. used to
d. was used to
57. "Why don't you go out with James?"
"Never. James is and only person I
detest."
a. the
b. a one
c. the one
d. one
58. John's been abroad, he?"
a. didn't
b. wasn't
c. hasn't
d. isn't
59. Take your books off my desk now,
..... they aren't in my way.
a. because
b. so
c. therefore
d. since
60. "The food needs a little more salt."
"Yes. It makesbetter."
a. it tastes
b. it tasting
c. it to taste
d. it taste
61. for Mary for an hour before
she finally showed up.
a. He's been waited
b. He'd been waiting
c. He's been waiting
d. He'd been waited
62. "What a beautiful box."
"Yes, it is made rose wood."
a. out from
b. from out
c. out of
d. of out

GRAMMAR

GRAMMAR

GRAMMAR

63. Mother can cook but father
 a. can't
 b. can't to
 c. can't too
 d. can't either
64. "Which dress should I wear?"
 "The you wore to dinner last week."
 a. one bright red silk
 b. bright one red silk
 c. silk one bright red
 d. bright red silk one
65. I'm really bored, but right now would be very rude.
 a. the leaving
 b. leaving
 c. I leave
 d. to be leaving
66. "Wasn't Helen at school yesterday?"
 "She, but I didn't see her."
 a. may have
 b. may have been
 c. may be there
 d. might be there
67. "Haven't you heard any news yet?"
 "No. I expect me soon."
 a. they call
 b. they calling
 c. them to call
 d. them calling
68. "Buying a map was a good idea."
 "We lost, if we hadn't."
 a. would get
 b. had got
 c. would have got
 d. got
69. I'll help you type your assignment
 I am a good typist.
 a. since
 b. whereas
 c. however
 d. while
70. A great deal of effort, if we are going to do the job right.
 a. is required
 b. it requires
 c. required
 d. is requiring
71. "Aren't you sleepy?"
 "No. I up at 6:00 am."
 a. used to getting
 b. am used to getting
 c. am used to get
 d. used to get
72. These pills should 3 times a day.
 a. be taken
 b. take
 c. have taken
 d. be taking
73. You can use my car but you fill up the gas tank.
 a. if
 b. if only
 c. see that
 d. only that
74. "Is the case closed?"
 "No, many inquiries into his disappearance."
 a. have made
 b. have been made
 c. had made
 d. had been making
75. I lost my house key and had to have
 made.
 a. the other
 b. other one
 c. one other
 d. another
76. "Do I have any messages?"
 "Yes. A young lady came in for you."
 a. asked
 b. she asked
 c. and asking
 d. asking

GRAMMAR

GRAMMAR

GRAMMAR

77. It's late. go to bed?
 a. Hadn't we better
 b. Isn't it better
 c. Ought to we
 d. We have to
78. "Was the test easy?"
 "Yes. We had hardly..... problem passing it."
 a. any
 b. no
 c. some
 d. much
79. Helen and I have known for twenty years.
 a. the other
 b. the another
 c. each the other
 d. each other
80. "Most of us weren't accepted to Harvard."
 "We know and the rest of our class too."
 a. it is not sure
 b. there are some doubts about
 c. it is no doubt about
 d. there are not sure
81. The decision was unanimous.
 We decided going to France.
 a. for
 b. besides
 c. against
 d. between
82. "I'm at your disposal."
 "Help me work this problem."
 a. up
 b. out
 c. over
 d. off
83. If what you said were true, I it a long time ago.
 a. knew
 b. would know
 c. had known
 d. would have known
84. "I took my watch to the watch maker down the street."
 "He knows a lot about"
 a. repair watches
 b. repairing watch
 c. watches repair
 d. watch repair
85. Jack's very well behaved he tends to be a little immature, at times.
 a. though
 b. since
 c. even
 d. anyway
86. "Which one is Dick?"
 "The boy the striped shirt."
 a. wearing
 b. is wearing
 c. who wearing
 d. wears
87. He's behaving he had taken drugs.
 a. like if
 b. as if
 c. the same as
 d. like as
88. "John didn't call me again."
 "You know it good to complain."
 a. doesn't any
 b. has no
 c. does no
 d. hasn't any
89. This is hard work. Besides 8 hours, I work over-time.
 a. having to work
 b. to have to work
 c. I have to work
 d. have to be working
90. Helen should be made her room.
 a. clean
 b. cleaning
 c. to clean
 d. to be clean

CLOZE

CLOZE

CLOZE

Oceanography is the scientific study of the ocean in all its aspects. Although it may be regarded _91_ a separate science, _92_ actually is a common _93_ ground of four sciences. It includes the physical study of the water and _94_ movements, the geological study of the form of the ocean basins and the characteristics of the sediments laid down in them, the chemical study of the water and dissolved substances and the biological study of the _95_ and animal life in the sea. Some writers _96_ preferred the term oceanology _97_ embrace all these fields, and thalassography has _98_ been employed, but the _99_ of usage is behind the term oceanography. The similar study of lakes and other freshwater bodies _100_ limnology.

101 with lakes, rivers, underground water and atmospheric water vapour, the ocean makes _102_ the major division of the earth's surface known as the hydrosphere. The _103_ divisions are: the atmosphere, or gaseous portion; lithosphere, or solid portion; and biosphere, or living portion. _104_ the physical aspects of oceanography _105_ commonly included as _106_ of the subdivisions of geophysics, the chemical aspects _107_ properly belong to geochemistry, the geological aspects to geology and the biological aspects _108_ the life sciences.

The word ocean came into English from the Greek "okeanos". The term _109_ originally applied to the great river or outer sea that encompassed the ancient world _110_ Eurasia and Africa, as distinguished from the Mediterranean and other inland seas.

- | | |
|-------------------|--------------|
| 91. a. like | c. being |
| b. for | d. as |
| 92. a. which | c. and |
| b. it | d. but |
| 93. a. meeting | c. and |
| b. enough | d. ocean |
| 94. a. oceans | c. the |
| b. physical | d. wave |
| 95. a. biology | c. plants |
| b. amount | d. plant |
| 96. a. have | c. they |
| b. who | d. might |
| 97. a. and | c. to |
| b. which | d. the |
| 98. a. not | c. seldom |
| b. also | d. common |
| 99. a. most | c. weight |
| b. amount | d. whole |
| 100. a. called | c. is |
| b. of | d. in |
| 101. a. Combining | c. Working |
| b. Together | d. Only |
| 102. a. up | c. for |
| b. all | d. only |
| 103. a. most | c. rest |
| b. other | d. more |
| 104. a. All | c. Besides |
| b. Although | d. Yet |
| 105. a. have | c. and |
| b. which | d. are |
| 106. a. made | c. because |
| b. one | d. properly |
| 107. a. more | c. which |
| b. they | d. as |
| 108. a. and | c. to |
| b. with | d. concerned |
| 109. a. which | c. had |
| b. was | d. though |
| 110. a. having | c. both |
| b. from | d. of |

VOCABULARY

VOCABULARY

VOCABULARY

111. The fireman's act was so that he is receiving a medal for his bravery.
- outstretched
 - adamant
 - courageous
 - outrageous
112. Due to the garbage collectors strike, the of garbage in the streets makes it difficult to park.
- accumulation
 - debris
 - trickle
 - extract
113. The authorities are puzzled by the of drugs in the schools.
- diffusion
 - donation
 - collaboration
 - proliferation
114. It was quite a that we should both apply for the same job.
- coincidence
 - supplement
 - manifestation
 - consequence
115. Linen very easily and is hard to iron.
- wrinkles
 - extracts
 - disposes
 - prevails
116. This apartment building now has a new
- breakthrough
 - domain
 - proprietor
 - preservation
117. In my will, I have all my property to my children.
- detached
 - inherited
 - cultivated
 - bequeathed
118. I found her on the floor, searching for her contact lens.
- scrounging
 - conspiring
 - kneeling
 - sprouting
119. When you walk on my lawn, you my property rights.
- infringe on
 - attest to
 - subscribe to
 - reinforce with
120. We were all to hear about Lady Diana's death.
- stunned
 - amended
 - accumulated
 - offended
121. Using is not a good way to get people to do what you want.
- coercion
 - support
 - coexistence
 - divinity
122. The between the two men, for the love of one woman, has made them look ridiculous.
- rivalry
 - passion
 - enrollment
 - decline
123. If you to his demands now, he will always boss you around.
- thwart
 - yield
 - tilt
 - assume
124. John is having problems with his heavy university schedule.
- embarking
 - encountering
 - revoking
 - coping

VOCABULARY

VOCABULARY

VOCABULARY

125. The twins are very similar but they have chosen totally paths.
- nondescript
 - divergent
 - infallible
 - enlightened
126. The medical expenses were and now I am completely broke.
- staggering
 - ambivalent
 - confined
 - deterred
127. Children are to the many dangers around them.
- engulfed
 - oblivious
 - ongoing
 - configured
128. Tell me the of the article you just read.
- heritage
 - expectation
 - gist
 - reaction
129. The reporter's camera equipment was all at the border.
- detached
 - eluded
 - projected
 - confiscated
130. We are all to you for your support.
- indebted
 - donated
 - susceptible
 - intermittent
131. His behavior is and I never want to see him again.
- conclusive
 - appalling
 - cordial
 - asserted
132. At prices, the car you want to buy is the most expensive one, on the market.
- notorious
 - recent
 - current
 - formulaic
133. Let's the meeting so we can leave earlier.
- hasten
 - dissolve
 - exasperate
 - distract
134. It really is a(n) having to drive downtown every day.
- nuisance
 - inhibition
 - clamp
 - omen
135. It was such an easy test. It was a
- resumption
 - redundancy
 - manipulation
 - snap
136. The fast food young children like is vitamin
- abundant
 - redundant
 - submerged
 - deficient
137. My father's company apartment buildings.
- articulates
 - preoccupies
 - constructs
 - amplifies
138. Smoking in school is
- prohibited
 - perceived
 - prejudiced
 - ingenuous

VOCABULARY

VOCABULARY

VOCABULARY

139. If you are not, the boss will fire you.
- prompt
 - commissioned
 - embarrassed
 - rejected
140. Shyness is a quality of persons.
- conserved
 - introverted
 - reliable
 - intelligible
141. Her mother her father as well as the rest of the family.
- interjects
 - dominates
 - tarnishes
 - summarizes
142. She feels to work in the family business.
- compelled
 - subjected
 - subdued
 - enforced
143. Don't your involvement in the scandal.
- deny
 - debit
 - dispose
 - disclaim
144. She starts talking about one thing and goes off on a(n) talking about something else.
- chunk
 - bargain
 - outskirt
 - tangent
145. For a new driver, she drives well.
- frequently
 - favorably
 - exceptionally
 - receptively
146. We were to report to the office, otherwise we might have lost our jobs.
- compelled
 - entitled
 - resumed
 - acquired
147. Nothing can the noise those kids are making.
- subdue
 - trace
 - muffle
 - indulge
148. I don't like people who like to their anger on others.
- vent
 - clamp
 - merge
 - misconstrue
149. As a teenager, I was a(n) supporter of the Beatles.
- rash
 - tangible
 - intricate
 - avid
150. You should out the clothes before you hang them out to dry.
- twirl
 - wring
 - stretch
 - twist

READING

READING

READING

For centuries, Japan was an agrarian society with a rigid caste system composed of nobles and commoners. This system dates back to the fifth century with the ascent of the “imperial family”, which claims a divine right to rule. At a time of limited government organization, however, the emperor depended on the assistance of a network of regional nobles or shoguns. Most of these nobles were men recognized for their excellence in military combat.

Below the nobility stood the samurai, or warrior caste. The word samurai means “to serve”, indicating that this second rank of Japanese society comprised soldiers who cultivated elaborate martial skills and pledged their loyalty to the nobility. To set themselves off from the rest of the commoners, the samurai dressed and behaved in distinctive ways, according to their traditional code of honor.

As in Great Britain, the majority of people in Japan at this time in history were commoners who labored to eke out a bare subsistence. Feudal society in Japan afforded commoners no political voice, just as European serfs had little political power. Unlike their European counterparts, however, Japanese commoners were not lowest in rank. The burakumin, or “outcasts”, stood further down on that country’s hierarchy and were shunned even by commoners as unworthy. Much like the lowest caste groups in India, “outcasts” lived apart from others, engaged in the most distasteful occupations, and, like everyone else, had no opportunity to change their standing.

151. What can be inferred about the Japanese class system?
- One was born into it.
 - The commoner was the last rung of the ladder.
 - It was modelled on the European system.
 - The samurai comprised the largest Japanese class.
152. According to the passage Japan was...
- very often at war.
 - an agricultural society.
 - ruled by a democratic government.
 - run by the samurai.
153. Who were the Shoguns?
- Members of the imperial family.
 - Men of great honor.
 - Men of exceptional martial ability.
 - The ruling class.
154. What can be concluded about the common people of 5th century Japan?
- They had some political power.
 - They were the lowest strata of society.
 - They were in the same condition as their European counterparts.
 - They worked hard for very little.
155. Japan was ruled by...
- an elected government excluding commoners.
 - an autocratic imperial family.
 - a monarch supported by shoguns.
 - the noble with the most Samurai.

READING

READING

READING

The celebrated justice of the Supreme Court, Oliver Wendell Holmes stated “The first requirement of a sound body of law is that it should correspond with the actual feelings and demands of the community. Because people react to crime with a passion for revenge, the law has no choice but to satisfy that craving.

From this point of view, punishing satisfies a society’s need for retribution, an act of moral vengeance by which society subjects an offender to suffering comparable to that caused by the offense. Retribution is based on a view of society as a system of moral balance. When criminality upsets this balance, punishment exacted in comparable measure restores the moral order, as suggested in the biblical dictum “An eye for an eye.”

Retribution stands as the oldest justification for punishment. During the Middle Ages, most people viewed crime as sin - an offense against God as well as society - that warranted harsh punishment. Although sometimes criticized today because it offers little to reform the offender, retribution remains a strong justification for punishment.

A second justification for punishment, deterrence, amounts to the attempt to discourage criminality through punishment. Deterrence is based on the Enlightenment notion that humans are calculating and rational creatures. From this point of view, self-interested people will forgo deviance if they perceive that the pains of punishment outweigh the pleasure of mischief. Initially, deterrence represented reform of the system of harsh punishments based on retribution. Why put someone to death for stealing, critics asked, if that crime could be discouraged with a prison sentence? As the concept of deterrence became better accepted, execution and physical mutilation of criminals were replaced by milder forms of punishment such as incarceration. Punishment may deter in two ways. Specific deterrence demonstrates to an individual offender that crime does not pay. Through general deterrence, the punishment of one person serves as an example to others.

156. What is taken for granted in deterrence theory?
- The fact that there is always justification for a person’s actions.
 - The wrong doer has the faculties to realize that there is a cause and effect relationship in punishment.
 - That incarceration is the worst punishment.
 - The pleasure of mischief is worth the price.
157. What does the passage claim about retribution?
- It helps people avoid sinning.
 - It reforms criminals.
 - It helps maintain ethical balance.
 - Punishment based on retribution is not as harsh as punishment based on deterrence.
158. What according to Wendell Holmes is the function of the court?
- To dole out the fitting punishment.
 - To offer justification for punishment.
 - To try to discourage wrong doers.
 - To encourage the reform of criminals.
159. According to the passage...
- people in the Middle Ages were more religious.
 - people learn from the mistakes of others.
 - there is no justification for punishment.
 - in stricter times wrong doers suffered body damage.
160. The tone of the passage is ...
- ominous.
 - condemnatory.
 - informative.
 - judgemental.

READING

READING

READING

This passage about dating the age of the Earth comes from multiple sources.

Scientists have not been able to determine the exact age of the Earth directly from its rocks. Geologists have yet to find any of Earth's original rocks that have not been recycled and destroyed through the process of plate tectonics. However, scientists have been able to determine the probable age of our solar system and to calculate an age for the Earth by looking elsewhere—to outer space. In doing so, they had to assume that the Earth and the rest of the solid bodies in our solar system formed at the same time and are the same age.

Asteroids in outer space have not been subjected to the crushing forces of plate tectonics. Meteorites, which are fragments of asteroids that fall to Earth, contain clues about planetary formation. Being primordial rocks still in their original state, they can be dated fairly accurately by measuring the radioactive elements remaining in them since the formation of the solar system. One group of scientists from Germany and another from France analyzed meteorites and reached the same conclusion: The final phase of Earth's formation, the separation of its metallic core from its silicate-based mantle, occurred about 30 million years earlier than previously thought.

The ages of more than seventy meteorites have been measured using radiometric dating techniques. The results show that meteorites, and therefore presumably Earth, formed about 4.5 billion years ago. These findings also push back the origin of Earth's moon because most scientists believe that the Moon formed from material ejected when a Mars-sized planet collided with Earth. The fact that these conclusions about the age of the Earth were reached by two independent groups of scientists increases the weight of the findings.

161. What strengthens the claim made in this passage about Earth's age?
 - a. Earth and meteorites are the same age.
 - b. Two separate research studies had the same results.
 - c. Geologists have found Earth's original rocks.
 - d. The moon is older than previously thought.
162. What conclusion did the French and German scientists reach?
 - a. Meteorites have radioactive elements.
 - b. Plate tectonics does not occur on asteroids.
 - c. The Earth is older than was believed in the past.
 - d. The Moon is older than the Earth.
163. According to the passage, what is involved in "radiometric dating techniques"?
 - a. using radioactivity to restore an object to its original state
 - b. measuring the radioactive elements in an object
 - c. calculating how many times Earth's rocks were recycled
 - d. subjecting an object to crushing forces
164. How did scientists date the Earth?
 - a. directly, by analyzing plate tectonics
 - b. directly, by measuring Earth's metallic core
 - c. indirectly, by dating the Earth's Moon
 - d. indirectly, by dating meteorites
165. What indicated the last stage in the Earth's formation?
 - a. a reduction in the crushing force of plate tectonics
 - b. the separation of Earth's core from its mantle
 - c. a shower of seventy meteorites falling to Earth
 - d. the collision of a Mars-sized planet with Earth

READING

READING

READING

One crucial function of the family is providing children with a social position. In other words, parents not only bring children into the physical world they also place them in society in terms of class, religion, race, and ethnicity. In time, all these elements of identity become part of a child's self-concept. Of course, some aspects of social position may change over time, and in some societies more than others, but social standing at birth affects us throughout our lives.

Investigating the importance of social class to socialization, Melvin Kohn (1977) interviewed working-class and middle-class parents in the United States. He found that working-class parents stress behavioral conformity, while middle-class parents typically tolerate a wider range of behavior and show greater concern for the intentions and motivations that underlie their children's actions.

Kohn explained this difference in terms of the education and occupations common to parents in each category. Working-class parents usually have limited education and often hold jobs in which others closely supervise them. They therefore expect similar obedience and conformity in their children. By contrast, with more schooling, middle-class parents typically have jobs that provide more autonomy and encourage the use of imagination. These parents are therefore likely to inspire the same qualities in their children.

Class differences in socialization have long-term effects on children's ambition, partly explaining why middle-class children are more likely than working-class children to go to college themselves and are generally more confident of success in later careers. In many ways, then, parents teach children to follow in their footsteps, and to adapt to the constraints or privileges of their inherited social positions.

166. From the passage we can conclude that social position...
- dictates our occupational preference.
 - makes us more obedient and conforming.
 - does influence our self picture.
 - remains constant throughout one's life.
167. What did Kohn discover about working class parents?
- They tend to put up with more from their children.
 - They question their children's actions.
 - They encourage their children to pursue higher education.
 - They tend to have more constraints.
168. Which factor is stated as encouraging imagination?
- Having independence.
 - Being subject to supervision.
 - Going to college.
 - Knowing one's identity.
169. Why are middle class parents more lax with their children?
- They themselves are not subjected to obedience and conformity.
 - They do not want their children to be as restricted as they are.
 - They are not as ambitious for their children as working-class parents are.
 - They are confident their children will succeed no matter what.
170. It can be concluded from the passage that...
- one cannot change his social standing.
 - working class parents show no concern for the intentions of their children.
 - social class does not influence socialization.
 - education helps to enhance one's self-image.

HOMEWORK

| NOUN | ADJECTIVE | VERB | ADVERB | MEANING/SYNONYM |
|---------------|------------|-------------|-------------|----------------------------|
| | adamant | | | determined |
| breakthrough | | | | innovation |
| chunk | | | | large piece |
| | | clamp | | close tightly |
| coercion | | | | force, pressure |
| | | conspire | | plot, scheme |
| | courageous | | | valiant, brave |
| | cultivated | | | refined, well read |
| diffusion | | | | spread, scattering |
| | | dispose | | get rid of, deal with |
| domain | | | | territory, kingdom |
| | entitled | | | to have rights |
| gist | | | | essence, kernel |
| | | hasten | | speed up, quicken |
| | | infringe on | | trespass, encoach |
| | | muffle | | silence, deaden |
| | ongoing | | | continuing |
| | outrageous | | | ridiculous, scandalous |
| proliferation | | | | rapid increase, spread |
| proprietor | | | | owner |
| | | | receptively | with openness |
| | | scrounge | | ask for free |
| | | sprout | | to grow / develop |
| | stunned | | | shocked, surprised |
| | staggering | | | amazing, lurching |
| | subdued | | | calm/crush/hushed |
| | | summarize | | outline |
| supplement | | | | addition / payment |
| | tangible | | | that can be seen/touched |
| trace | | | | indication / follow, track |
| trickle | | | | small flow |
| | | vent | | emit, release / duct |
| | | wring | | extract, squeeze |

VOCABULARY

VOCABULARY FOR TEST 6

| | | | | |
|---------------|---------------|---------------|---------------|----------|
| A | current | G | preservation | tarnish |
| abundant | D | gist | prevail | terminal |
| accede | debit | H | prohibited | tilt |
| accumulation | debris | hasten | projected | trace |
| ambivalent | deficient | heritage | proliferation | trickle |
| amends | deny | I | prompt | thwart |
| amplify | detached | indebted | proprietor | twirl |
| articulate | deterred | indulge | R | twist |
| assert | diffusion | infallible | rash | V |
| assume | disclaim | infringe on | reaction | vent |
| attest to | dispose | inherited | recent | W |
| avid | dissolve | inhibition | receptively | wring |
| B | distract | intelligible | redundancy | Y |
| bargain | divergent | interject | reinforce | yield |
| bequeathed | divinity | introverted | reject with | |
| breakthrough | domain | K | reliable | |
| C | dominate | kneeling | resume | |
| chunk | donate | M | resumption | |
| clamp | donation | manifestation | revoke | |
| coercion | E | manipulation | rivalry | |
| coexistence | eluded | merge | S | |
| coincidence | embark | muffle | scrounge | |
| collaboration | embarrass | N | snap | |
| commissioned | encounter | nondescript | sprouting | |
| compelled | enforce | notorious | staggering | |
| conclusive | engulfed | nuisance | stretch | |
| confiscated | enlightened | O | stunned | |
| confined | enrollment | oblivious | subdued | |
| configure | entitled | offended | subjected | |
| consequence | exasperate | outcast | submerge | |
| conserved | exceptionally | outrageous | subscribe to | |
| cordial | expectation | outskirts | summarize | |
| conspire | extract | P | supplement | |
| cope | F | passion | support | |
| courageous | favorably | perceived | susceptible | |
| construct | formulaic | preoccupy | T | |
| cultivated | frequently | prejudiced | tangent | |