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AMERICAN  
UNION

CENTER FOR  
EXAMINATIONS & CERTIFICATIONS

**Center for Examinations and Certifications**  
**Hellenic American Union**

**Decoding the ECPE Reading (GCVR) test: Q&A**  
*A webinar for teachers*





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**Decoding the ECPE Reading (GCVR) test: Q&A**



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# Introduction

The Examination for the Certificate of Proficiency in English (ECPE) is a standardized, 4-skill English test at the high-advanced level of the Common European Framework of Reference for Languages (CEFR C2). It is a secure exam developed by Michigan Language Assessment and administered by authorized test centers worldwide.



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**ECPE**



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# Reading (GCVR)

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**Format**

- Grammar questions
- Cloze text questions
- Vocabulary questions
- Reading comprehension questions

Total number of items: 70

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**ECPE**

**Grammar:** 16 items (gapped sentences) - 4 options

**Cloze:** 20 items (2 texts - gapped sentences) - 4 options

**Vocabulary:** 16 items (gapped sentences) - 4 options

**Reading:** 18 items (single texts) - 4 options

Total number of items: 70

**Duration:** 55 minutes



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Reading 'safe' score:  
**46/70**

Assessment

Decoding the ECPE Reading Test: Q&A

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Number of items: 16 – 4 options

**READING: GRAMMAR**

- |                                                                                                                                                                                                                     |                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>46. If Mark doesn't finish his part on time, the entire project _____.</p> <ul style="list-style-type: none"><li>A. can ruin</li><li>B. is to be ruined</li><li>C. will be ruined</li><li>D. will ruin</li></ul> | <p>50. I'd love to be able to sing _____ an opera singer.</p> <ul style="list-style-type: none"><li>A. as like</li><li>B. even as</li><li>C. just like</li><li>D. quite as</li></ul> |
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ECPE Reading - Grammar

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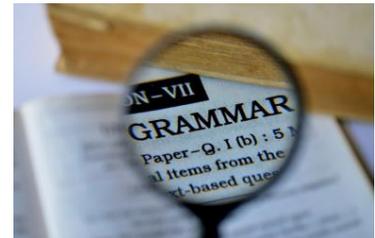
**ECPE**

## Reading - Grammar

**Read the entire stem and look for familiar grammatical structures.**

If Jessica \_\_\_\_\_ classes this semester as last semester, she will be able to graduate this summer.

- A. took as many as
- B. will take so many
- C. would take many
- D. takes as many



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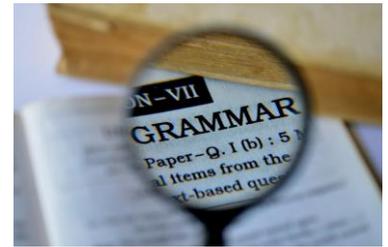
## ECPE

### Reading - Grammar

**Read the entire stem and look for familiar grammatical structures.**

If Jessica \_\_\_\_\_ classes this semester **as** last semester, **she will be** able to graduate this summer.

- A. took as many **as**
- B. **will** take so many
- C. would take many
- D. **takes as many**



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**ECPE**

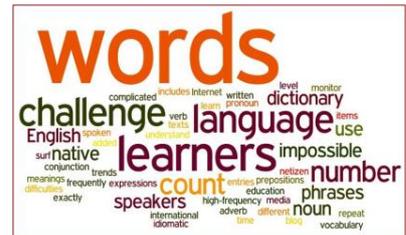
## Reading - Vocabulary

Read the entire stem and guess the missing word(s) before reading the options.

We found unexpected **results** in our latest experiment.

- A. selected
- B. conducted
- C. retrieved
- D. obtained

Look for a synonym



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**ECPE**

## Reading - Vocabulary

**Go through the different options and eliminate the wrong ones.**

We **found** unexpected **results** in our latest experiment.

- A. selected → Unclear meaning
- B. conducted → We **conduct** an **experiment**.
- C. retrieved → We **retrieve** information/data.
- D. **obtained**

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**ECPE**

## Reading - Vocabulary

**Look for familiar collocations and make sure that the meaning is clear.**

At the beginning of university, Ron made \_\_\_\_\_ decision to study history, and he hasn't regretted it.

- A. a candid
- B. a unanimous
- C. an innate
- D. a spontaneous

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**ECPE**

## Reading - Vocabulary

**Look for familiar collocations and make sure that the meaning is clear.**

At the beginning of university, Ron made \_\_\_\_\_ **decision** to study history, and he hasn't regretted it.

- A. a candid → conversation, discussion, admission
- B. a unanimous → decision [but meaning is unclear]
- C. an innate → ability, characteristic etc.
- D. a spontaneous

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## Preparation materials

Practice Tests Books

Companion Books

Webinars for students

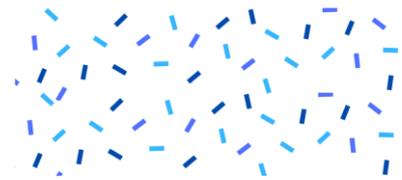
Grammar & Vocabulary online quizzes



### ECPE Quizzes

#### Vocabulary

<a href="#">Quiz 1</a>	<a href="#">Quiz 10</a>	<a href="#">Quiz 20</a>
<a href="#">Quiz 2</a>	<a href="#">Quiz 11</a>	<a href="#">Quiz 21</a>
<a href="#">Quiz 3</a>	<a href="#">Quiz 12</a>	<a href="#">Quiz 22</a>
<a href="#">Quiz 4</a>	<a href="#">Quiz 13</a>	<a href="#">Review 2</a>
<a href="#">Quiz 5</a>	<a href="#">Quiz 14</a>	
<a href="#">Quiz 6</a>	<a href="#">Quiz 15</a>	
<a href="#">Quiz 7</a>	<a href="#">Quiz 16</a>	
<a href="#">Quiz 8</a>	<a href="#">Quiz 17</a>	
<a href="#">Quiz 9</a>	<a href="#">Quiz 18</a>	
<a href="#">Review 1</a>	<a href="#">Quiz 19</a>	



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**ECPE**

## Reading - Cloze

**When all options seem correct, look for more clues in meaning by reading the text around the gap. Look for discourse items and linking devices such as: While, moreover, consequently, etc.**

Some years, the land around the (69) is beautiful and

green in the springtime, (70) in others the landscape

receives (71) enough rain to grow food crops. In the dry

years, enormous dust storms black out the sun and farming

is impossible without deep (72) and diesel pumps.

70. A. also C. hence  
B. while D. as

71. A. nearly C. barely  
B. clearly D. mostly

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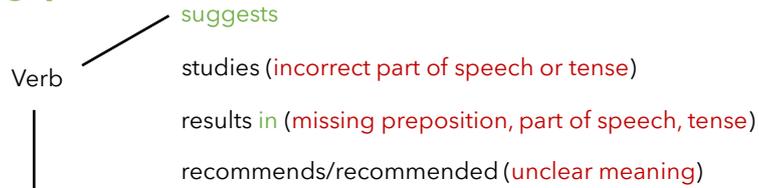
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ECPE

## Reading - Cloze

When all options seem correct, look for more **clues** in meaning by reading the text **around the gap**.



Previous research (73) that the ancient climate (74) was similar to what we see today, so how could Nagar thrive with such apparent (75)? It must have had a significant role in trade. An area to the south was (76) by nomads,

72. A. water C. precipitation  
B. wells D. tunnels
73. A. suggests C. results  
B. studies D. recommends

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3 short texts  
Each followed by  
6 Multiple Choice  
(A-B-C-D) questions

Number of items: 18

ECPE Reading

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READING

This passage is about roads.

Many people would assume that the smooth flow of traffic in urban and suburban areas is highly dependent on street designs that incorporate regulations for vehicles and pedestrians. As it turns out, this may not be the case after all. A type of street design called a *woonerf*, the Dutch term for "noise street," operates under quite a different philosophy. A *woonerf* is a paved street area with practically no signs, lines, traffic signals, or curbs. It seems counterintuitive that the absence of typical traffic markings could lead to safer streets with fewer accidents and even enhance traffic flow, yet it seems that it does.

Street markers serve to create an artificial sense of safety, but in fact, they actually make roads less safe because drivers tend to feel that they do not need to be as cautious or pay as much attention if they have signs and markers telling them what to do. Removing markers creates an ambiguous environment for drivers, cyclists, and pedestrians, causing them to pay more attention to their surroundings and requiring them to interact more with each other by making eye contact more frequently. In effect, making streets appear to be more dangerous actually makes them safer, promoting a cooperative balance among the users.

The implementation of this plan has brought positive results. One town in England that recently removed white lines from roads saw a 35 percent decrease in the rate of accidents and a 5 percent drop in average driving speed. First introduced in the 1970s in the Netherlands, where they are still common, *woonerf* streets can also be found in Germany, Denmark, and Switzerland, and they are becoming more popular throughout Europe and the U.S. By taking into account humans' responses to apparent danger, these shared spaces are able to create an environment where humans function well.

- 103. What is the main purpose of this passage?
  - A. to discuss how the idea of the *woonerf* was developed
  - B. to describe an innovative road design
  - C. to promote *woonerf* use in places with no road signs
  - D. to show how traffic markers are detrimental
- 104. In the last sentence of paragraph 1, which word could best replace *enhance*?
  - A. correct
  - B. improve
  - C. repair
  - D. heal
- 105. According to the passage, what can create ambiguity for drivers, cyclists, and pedestrians?
  - A. making eye contact with each other
  - B. no lines on the road
  - C. too many cars on the road
  - D. confusing signs
- 106. According to the author, how does a *woonerf* make people act?
  - A. more ambiguously
  - B. more awkwardly
  - C. more cooperatively
  - D. more independently
- 107. What effect does a *woonerf* have on traffic speed?
  - A. There is no effect on traffic speed.
  - B. Traffic goes faster in some places and slower in others.
  - C. Traffic moves faster.
  - D. Traffic moves more slowly.
- 108. What does the author suggest is humans' response to apparent danger?
  - A. to act more quickly
  - B. to act more cautiously
  - C. to act more aggressively
  - D. to act more impulsively













## Reading

Remember the **difference**  
between **line** and **sentence**.

### READING

This passage is about roads.

Many people would assume that the smooth flow of traffic in urban and suburban areas is highly dependent on street designs that incorporate regulations for vehicles and pedestrians. As it turns out, this may not be the case after all. A type of street design called a *woonerf*, the Dutch term for "living street," operates under quite a different philosophy. A *woonerf* is a paved street area with practically no signs, lines, traffic signals, or curbs. It seems counterintuitive that the absence of typical traffic markings could lead to safer streets with fewer accidents and even enhance traffic flow, yet it seems that it does.

Street markers serve to create an artificial sense of safety, but in fact, they actually make roads less safe because drivers tend to feel that they do not need to be as cautious or pay as much attention if they have signs and markers telling them what to do. Removing markers creates an ambiguous environment for drivers, cyclists, and pedestrians, causing them to pay more attention to their surroundings and requiring them to interact more with each other by making eye contact more frequently. In effect, making streets appear to be more dangerous actually makes them safer, promoting a cooperative balance among the users.

103. What is the main purpose of this passage?
- A. to discuss how the idea of the *woonerf* was developed
  - B. to describe an innovative road design
  - C. to promote *woonerf* use in places with no road signs
  - D. to show how traffic markers are detrimental
104. In the last sentence of paragraph 1, which word could best replace **enhance**?
- A. connect
  - B. improve
  - C. repair
  - D. heal
105. According to the passage, what can create ambiguity for drivers, cyclists, and pedestrians?
- A. making eye contact with each other
  - B. no lines on the road
  - C. too many cars on the road
  - D. confusing signs
106. According to the author, how does a *woonerf*

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**ECPE**

## Reading Strategies

**IDENTIFY** the main purpose of the passage

WHY was the passage written?

WHAT was the writer's purpose for writing this particular piece

Do **IDENTIFY** the main purpose of each paragraph first

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## Reading Strategies

**UNDERSTAND** opinion, attitude, and viewpoint

What does the writer think or feel about something?

Look for words and phrases that express favorable or unfavorable opinions, agreement or disagreement  
(Thanks to... It's no wonder... Unfortunately,...)

**PAY ATTENTION** to discourse markers that

- ADD INFORMATION
- CONTRAST IDEAS
- SHOW CAUSE AND EFFECT
- SHOW A REASON
- CHANGE THE SUBJECT

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**ECPE**

**GCVR - Global strategies**

Manage time effectively (55 minutes).

Do not spend too much time on any one item.

Answer even difficult problems based in intuition.

Eliminate as many options as possible.



ECPE Reading - Tips

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# Sample Reading section answer sheet

**SIDE 2**

**REGISTRATION**

Full Name (PRINT) \_\_\_\_\_

**READING**

51	A B C D O O O O	69	A B C D O O O O	87	A B C D O O O O	105	A B C D O O O O
52	A B C D O O O O	70	A B C D O O O O	88	A B C D O O O O	106	A B C D O O O O
53	A B C D O O O O	71	A B C D O O O O	89	A B C D O O O O	107	A B C D O O O O
54	A B C D O O O O	72	A B C D O O O O	90	A B C D O O O O	108	A B C D O O O O
55	A B C D O O O O	73	A B C D O O O O	91	A B C D O O O O	109	A B C D O O O O
56	A B C D O O O O	74	A B C D O O O O	92	A B C D O O O O	110	A B C D O O O O
57	A B C D O O O O	75	A B C D O O O O	93	A B C D O O O O	111	A B C D O O O O
58	A B C D O O O O	76	A B C D O O O O	94	A B C D O O O O	112	A B C D O O O O
59	A B C D O O O O	77	A B C D O O O O	95	A B C D O O O O	113	A B C D O O O O
60	A B C D O O O O	78	A B C D O O O O	96	A B C D O O O O	114	A B C D O O O O
61	A B C D O O O O	79	A B C D O O O O	97	A B C D O O O O	115	A B C D O O O O
62	A B C D O O O O	80	A B C D O O O O	98	A B C D O O O O	116	A B C D O O O O
63	A B C D O O O O	81	A B C D O O O O	99	A B C D O O O O	117	A B C D O O O O
64	A B C D O O O O	82	A B C D O O O O	100	A B C D O O O O	118	A B C D O O O O
65	A B C D O O O O	83	A B C D O O O O	101	A B C D O O O O	119	A B C D O O O O
66	A B C D O O O O	84	A B C D O O O O	102	A B C D O O O O	120	A B C D O O O O
67	A B C D O O O O	85	A B C D O O O O				
68	A B C D O O O O						

**ECPE**  
LISTENING & READING  
ANSWER SHEET

**DO NOT  
WRITE  
IN THIS  
AREA**

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**Thank you for your participation  
&  
Best of luck in your students' exams!**

ECPE

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